

5,311 weeks, since the 1921 Tulsa Race Massacre

LULA BELLE LACY BULLOCK had just tuned 1 when the home and family store owned by her parents' - Ovied and Lula Carson Lacy - were destroyed by a white mob.

It's long overdue for the criminals who destroyed the Historic Greenwood District in 1921 to be held accountable. Each week we remember survivors or descendants.

TPS Board Moves To Fill NORTH TULSA DIST. 2 SEAT

10 CANDIDATES VIE TO REPLACE JUDITH BARBA PEREZ

By JOHN NEAL

TULSA – Ten candidates are vying to represent Tulsa Public Schools Board of Education District 2 seat, which represents a portion of North Tulsa along the Martin Luther King Jr. Memorial Expressway-Interstate 244 corridor. The position has become after Judith Barba Perez resigned because her husband has accepted a new job outside of Oklahoma. She was elected in February 2021 for a four-year term. A board meeting on Monday, Jan. 23, was her last official duty on the seven-member board.

DISTRICT 2 On A2

New representation for TPS District 2 schools.



ILLUSTRATION THE OKLAHOMA EAGLE

TPS BOARD OF EDUCATION

STATE

A FORMERLY HOMELESS MAN’S JOURNEY FROM SHELTERS, HOTELS AND CARS TO HOUSING

By ARI FIFE, OKLAHOMA WATCH

D'Metryus Freeman, 27, is no stranger to homelessness. He remembers living for eight months in a hotel in Virginia. As a young adult in Oklahoma City, Freeman said he lived with family in cars, hotels, shelters, and on the street in between periods

HOMELESS On A2

NATION

‘ZORA NEALE HURSTON: CLAIMING A SPACE’—AN INTELLIGENT WORK ,PBS

By MARGIRA, WORD IN BLACK

One of the best documentaries that I’ve screened so far this year is “Zora Neale Hurston: Claiming a Space” directed by Tracy Heather Strain (“Lorraine Hansberry: Sighted Eyes/Feeling Heart”). At first glance, perhaps you might think this is all

ZORA NEALE HURSTON On A8

STATE

AN EARLY LOOK AT THE LEGISLATURE’S VOUCHER PROPOSALS

By JENNIFER PALMER, OKLAHOMA

The Oklahoma Legislature is poised to try again this year to pass a policy that would send public education dollars to private and home schools. Voucher proposals have been filed by Sen. Julie Daniels, R-Bartlesville, and Sen. Shane Jett, R-Shawnee.

VOUCHER PROPOSALS On A3

ARTS & CULTURE

THE CASE FOR ARTS EDUCATION

Often misunderstood, arts education has wide-ranging benefits: higher academic engagement and success, honed time management and organization, and increased curiosity.

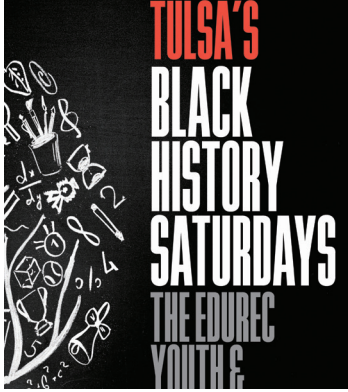
By MAYA POTTIGER, WORD IN BLACK

Arts education changed the course of Dr. Fedrick Ingram’s life. In ninth grade, while living in housing projects in Miami, Ingram, a saxophone player, planned to enlist in the military. But his band director, William McKenzie, saw an “academic way” about him and encouraged him to go to college, becoming the first in his family to do so. Now, more than 30 years later, Ingram still talks to that band director, calling him one

ARTS EDUCATION On A10

LOCAL

A NEW CLASS WILL FOCUS ON OKLAHOMA’S BLACK HISTORY



By GARY LEE

TULSA – Do you yearn to know – or want your kids to learn – more about how Blacks first settled in

BLACK HISTORY On A3

OPINION

It’s Time to Know the True History of Dr. King and Native Americans

Martin Luther King Jr. advocated for the desegregation of Native Americans and inspired much of the modern-day movement for Native rights, including water rights and tribal sovereignty.

By DAVID CARR, WORD IN BLACK

On Monday, January 16, the United States will celebrate Dr. Martin Luther King Jr.’s birthday and pay homage to the civil rights leader who helped move the nation to live up to its potential. While much has been written about King’s community organizing, his

TRUE HISTORY On A5



PHOTOS ADOBE STOCK

New representation for TPS District 2 schools



TPS BOARD OF EDUCATION

Tulsa Public Schools Board
WILL APPOINT DIST. 2 MEMBER
DURING FEB. 13 MEETING

DISTRICT 2 from AI

More than 14 applications to fill the seat were received, school board clerk Sarah Bozone told the board. But through a screening process that continued into the board’s executive session on Jan. 23, the board selected only 10 candidates for interviews. The board’s remaining six members are scheduled to begin interviews with the candidates. The board is slated to select the new District 2 representative at its Feb. 13 meeting. Perez’s replacement will serve until an election can be held in 2024. Perez’s term expires in February 2025.

District 2 Key to North Tulsa

District 2 is significant in its representation for North Tulsans. The district stretches on both sides of the Martin Luther King Memorial Expressway corridor in Central Tulsa and is the most racially and ethnically diverse of the TPS districts. Several key North Tulsa schools, including Booker T. Washington High School and George Washington Carver Middle School, are in District 2.

The board’s actions to select Perez’s replacement align with TPS board policy. At

the Jan. 23 meeting, the board voted to hold a special meeting to interview candidates on Wednesday, Jan. 25. Board President Stacey Woolley, is keeping her commitment to “minimize the time (District 2) constituents are without representation.”

The candidates who were rejected to be interviewed for the vacancy did not meet the legal requirements for residency and voter registration six months prior to the Jan. 20 filing date. Some candidates withdrew for other reasons. Woolley addressed District 6 board member Dr. Jerry Griffin’s inquiry at the end of the executive session about candidates who did not advance to interviews.

Diverse slate of candidates

Here are the 10 candidates contending for the District 2 seat and who submitted written applications to the board.

QUINTON L. BROWN earned a bachelor’s degree from Langston University. He is involved in the McLain High School of Science and Technology alumni organization, and said he seeks to “help influence the fiscal health of the district.”

DUSTIN MARCUS DEVORE has served as an educator since 2006 and “helped write U.S. history exam questions for the State Department of Education.” He noted that he wants to see “the expansion of equity in education within Tulsa Public Schools.”

JACQUELINE EVANS earned a bachelor’s degree from Langston University and said she has a career “dedicated to providing care and educating underserved children in North Tulsa.”

DANIEL JOSEPH GROVE earned an associate degree from Tulsa Community College and said he desires to “assist the community by way of improving educational standards.”

PAUL T. HALL II has earned an associate degree from the University of Phoenix. He noted he shared a “passion to want to help the younger generation reach their greatest potential.”

DIAMOND MARSHALL has bachelor’s degree in history and was an Urban Leaders Fellow. “As an Afro-Latino, I represent the community I’d be serving,” he wrote, and noted

that he “taught two years in the classroom.” **ORION BANOS MOGUEL** is a self-employed naturalized citizen originally from Mexico. He moved to Tulsa 11 years ago. “I am concerned that there are not equal opportunities for all children, they will be our doctors and professionals of tomorrow,” he wrote.

SHARITA PRATT has a high school diploma and some college experience. “I believe the board needs some fresh eyes from the parental side,” she wrote.

JASMINE A. STEWART has master’s degree from the University of Oklahoma. She cites her “experience in social work,” and being a TPS parent qualifies her for consideration.

KANDEE NICHELLE WASHINGTON attended Tulsa Community College and Oklahoma State University. “I am the successful mother of five TPS students” she wrote. “I have experienced the pros and cons of our district.”

“A Mile In Another’s Shoes”: Centers On Unheard VOICES

HOMELESS from AI

where he was able to find housing. He moved into an apartment in northeast Oklahoma City in December with the help of the Homeless Alliance and started a job at Curbside Flowers, which provides employment to people transitioning out of homelessness.

In an Oklahoma Watch feature “A Mile In Another’s Shoes,” an initiative to center voices that aren’t usually heard or call attention to the plight of those affected by public policy, Freeman reflects on his journey to being able to support himself financially and resources that could help others do the same.

When I was growing up, I didn’t really see



PHOTO ARI FIFE/OKLAHOMA WATCH

D’METRYUS FREEMAN adds flowers to a wreath while at work at Curbside Flowers on Jan. 12. Curbside Flowers employees were preparing the arrangement for a Homeless Alliance funeral honoring 67 people that had died in 2022 while experiencing homelessness or after having been housed.

myself as homeless because I was in eighth grade. When we moved to Virginia, we were getting all of our school stuff taken care of and the counselor was like, “Well, in our school district you guys actually qualify as homeless because the hotel isn’t a permanent living space.”

My mom was very much so like, “Do as many after-school programs as you can” because that meant we had the opportunity to maybe get snacks and eat a little bit more.

I didn’t encounter (homelessness) again until 2016. We lived with my mom for a little bit, but my ex and my mom really did not get along so we had to find somewhere very quickly. We got an apartment again but then whenever we got evicted we ended up going to a local youth shelter, Sisu.

When you first get into a shelter it’s kind of terrifying. I didn’t have a stigma against homeless people. You don’t know any of those people, you don’t know why they’re there. You don’t know what could be an issue.

The first night we were in Sisu, we were putting our stuff down, trying to wrap our heads around what was happening. One of the other residents comes over and he’s like, “There’s some froyo in the adult room if y’all want something.” That moment really helped solidify that these are just people who don’t have homes. They are just people in need of some extra compassion and support.

When you have traumatic experiences you forget things about yourself. And I had forgotten that I loved flowers so much. I got the job (at Curbside Flowers) and when I got in, I just couldn’t stop fawning over every flower. Nine times out of 10, when I’m in the shop, if I pass a

flower I’m like, “Oh my God, look at it.”

I had been on the Oklahoma City Housing Authority’s waitlist since like 2017. Me and my ex were working so we weren’t a very high priority. In September, we broke up. In October I ended up getting evicted. Because I have really bad PTSD and depression, the Homeless Alliance was able to verify me as disabled, which ended up bumping me back up onto the waitlist. My case manager had helped me out with an agent at RE/MAX who helped me find this place.

Getting this place and getting the job at Curbside has been so, so empowering for me. I’ve always had someone else helping me with my income. And now I’m like, “I can absolutely do this.” Now I’m working every week and working three days a week and knocking it out of the park.

Something that would be incredibly helpful is if the state or the city would offer a benefit to homeowners or landlords who have empty units and rent to people experiencing homelessness. Once you are inside and have somewhere warm and safe to sleep, you can start focusing on your recovery. How are you supposed to focus on getting clean if you can’t even focus on being able to sleep?

ARI FIFE is a Report for America corps member who covers race and equity issues for Oklahoma Watch. Contact her at (405) 517-2847 or afife@oklahomawatch.org. Follow her on Twitter at @arriiffife.



Critics Say SCHOOL VOUCHERS Siphon Funding Away From Public Schools

VOUCHER PROPOSALS from AI

Both bills would allocate the amount of funding the state would have spent on a student’s public education to instead be used on private school or homeschool costs. The funds could be spent on tuition, books, uniforms, activities, transportation and a variety of other expenses. Under Daniels’ proposal, any Oklahoma student would be eligible.

Jett’s bill limits the program to students living in counties with a population of 10,000 or more unless their zoned school is a “trigger district,” which the bill defines as any school district that allows or tolerates: violations of House Bill 1775, bathroom use based on gender identity, climate change “ideology,” social and emotional learning, books that are obscene, curriculum that is “sexual in nature,” animal rights activism, Marxist curriculum, employees interested in animals with

human characteristics (“furrries”) and other issues. A voucher plan was one of the most contentious education issues taken up by the Senate in 2022. That bill, by Pro Tem Greg Treat, divided the Senate and ultimately failed 24-22. It wasn’t heard in the House. Gov. Kevin Stitt and Superintendent of Public Instruction Ryan Walters are outspoken supporters of school vouchers. Critics say school vouchers siphon funding away from public

schools, lack accountability and transparency, and violate the state constitution’s provision that the Legislature “establish and maintain a system of free public schools wherein all the children of the State may be educated.” It’s notable that Treat steered clear of filing a voucher bill this year. Sen. Adam Pugh, R-Edmond, presented an agenda that includes proposals to raise teacher pay, give teachers paid maternity leave, increase funding for reading proficiency in early grades

and many other reforms. None of those bills would send public funds to private schools. “Vouchers are not part of my plan,” said Pugh, who chairs the Senate education committee and the appropriations subcommittee. We’ll be watching these bills throughout the session. Any others we should keep our eye on? I’d love to hear from you via email or direct message.

A Class Devoted To OK. Black History, Starting Feb. 4



KRISTI WILLIAMS, creator of Black History Saturdays, chair of the Greater Tulsa Area African American Affairs Commission and a descendant of entrepreneurs who survived the 1921 Tulsa Race Massacre.

BLACK HISTORY from AI

Oklahoma? Or how the Black Wall Street District rebounded after the 1921 Tulsa Race Massacre? Or what about the real story of Bass Reeves, the renegade Black law enforcement

official and first Black deputy U.S. Marshal, who was a central figure in Oklahoma’s pre-statehood history. A class devoted to these and many other rich chapters of Oklahoma Black’s history starts on Feb. 4. Designed to provide the backstories that the state’s public school

classrooms lack, “Black History Saturdays” are available to Tulsa schoolkids – and their families – with a particular preference for students descended from survivors of the 1921 Tulsa Race Massacre. The classes are provided free of charge and will be held at The EduRec Youth and Family Fun Center, 5424 N Madison Ave., in North Tulsa on the first Saturday of every month. They will run for nine months, until Nov. 4. The classes will take place over five hours, from 9:30 a.m. to 2:30 p.m. The classes will be divided into age groups from pre-K to early adults. There are 120 spots available. Prospective students can sign up here: <https://docs.google.com/forms/d/e/1FAIpQLScQKy0kUIMSOYK2c0ybPOVvS4LbvSvWL5jPmRtxh-yN3VhWQg/viewform?pli=1>. An admissions committee will review the applications and determine which children are admitted. Kristi Williams, chair of the Greater Tulsa Area African American Affairs Commission and a descendant of entrepreneurs who survived the 1921 Tulsa Race Massacre, created the classes.

Inspired by a dream

In an interview with The Oklahoma Eagle, Williams explained her inspiration for the classes. “For years I have had a dream of opening a school that focused on educating students in Black history,” said Williams, whose great aunt Janie Edward was inside the famed Dreamland Theatre when the Race Massacre started. “This is a somewhat scaled-down version of that dream. It’s a way to ground students in the absorbing stories that Blacks have forged in Oklahoma over decades. And with a solid grounding in the past, they will be better able to build a strong future.” Williams chose some of Tulsa’s

Black A-list educators to form the faculty that include Dr. Alicia Odewale, an Assistant Professor of Anthropology at the University of Tulsa; Endya Carr, director of onboarding and district partnerships for Teach For America; Michael Carter, who formerly served as principal at Greenwood Leadership Academy in Tulsa; Tulsa District 1 City Councilor Vanessa Hall-Harper, and Greg Robinson II, founder and senior consultant of Standpipe Hill Strategies, LLC. They are digging deep into their extensive knowledge and expertise to design, development, and implement curriculum for Tulsa’s “Black History Saturdays” that will profoundly impact the youth and community of Oklahoma, as well as a broad audience beyond its borders. The topics will include entrepreneurship, archaeology, family history research and oral storytelling’s significance. The vision Williams has harbored for years of offering Black history classes in Tulsa was accelerated after Oklahoma GOP lawmakers pushed through the controversial House Bill 1775 in 2021. The oppressive anti-critical race theory statute forbids Oklahoma public school teachers from telling students that one race is superior to another or that “an individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.” “After that statute was passed, I was motivated to provide some Black history that I knew students would not get in public school classrooms,” Williams told the Eagle. The statutes closely resemble similar measures passed by conservative, GOP-controlled legislatures in Texas, Florida and other states.

A retake of Black history nationwide

“Black History Saturdays” are

aligned with a movement of educators nationwide to correct some of the shortcomings of the curriculum of Black history offerings. Last year, National Geographic created “2892 Miles to Go,” a social justice education program. The website describes the program as “centered on amplifying local community stories about justice, race, and equity that are often left out of common narratives of human history.” The description continues, “Our hope is to become the antidote to Chimamanda Ngozi Adichie’s eloquent definition of “The Danger of a Single Story” by holding space for and elevating the stories of many. We believe that the land we live on never forgot these stories, and we want to remember – and reclaim – them together.” The “Black History Saturdays” curriculum draws from the “2992 Miles to Go” program. In 2021, the Advanced Placement (AP) program rolled out an African American studies course. It’s a college-level course dedicated to learning about and researching the African Diaspora. It was crafted to elevate African American history in high schools across the U.S. The study began in the current 2022–2023 school year in 64 selected U.S. schools. Starting in the 2023–2024 school year, the pilot course will expand to approximately 200 schools. The system is expected to launch worldwide starting in 2024.

Black History Saturdays

For more details on “Black History Saturdays,” check out the following website and video: <https://blackhistorysaturdays23.carrd.co>. <https://www.youtube.com/watch?v=oWeVpr353as>

Hannah Diggs Atkins

Librarian, legislator, and ambassador

By STEFANIE LEE DECKER, OKLAHOMA HISTORICAL SOCIETY

Hannah Diggs Atkins was born November 1, 1923, the daughter of James and Mabel Diggs in Winston-Salem, North Carolina.



HANNA DIGGS ATKINS, (22162.P.A.T.07, The Journal Record Collection, OHS).

Hannah married Charles Nathaniel Atkins and had three children, Edmund Earl, Charles Nathaniel, and Valerie Ann. In 1943 Atkins received a Bachelor of Science degree from Saint Augustine's College and later obtained a bachelor of library science from the University of Chicago in 1949. She held a number of positions as a law and reference librarian before moving to Oklahoma in 1952. She worked as the branch librarian for the Oklahoma City Public Libraries (1953–56) and at the Oklahoma State Library, first in the position of reference librarian, then as the chief of the General Reference Division and acting law librarian (1962–68). She also taught both law and library science courses at the University of Oklahoma. In 1968 Hannah Atkins was elected to the Oklahoma House of Representatives, and she served as the first African American woman to be a legislator until 1980. During her term

as representative she fought for child welfare, health care, tax and mental health reforms, and civil rights. In 1980 she was appointed by Pres. Jimmy Carter as a United States delegate to the Thirty-fifth Assembly of United Nations, an honor she considered the highlight of her career. After her term as state representative ended, Atkins was appointed assistant director of the Oklahoma Department of Human Services (1983–87) and later to the dual post of secretary of the state and cabinet secretary of social services (1987–91). She held positions and memberships in the American Civil Liberties Union, NAACP, National Association of Black Women Legislators, Oklahoma Advisory Committee to the U.S. Commission on Civil Rights, Oklahoma Chapter of the National Women's Political Caucus (co-founder), and Oklahoma Black Political Caucus (founder). She also served in different capacities in the Democratic

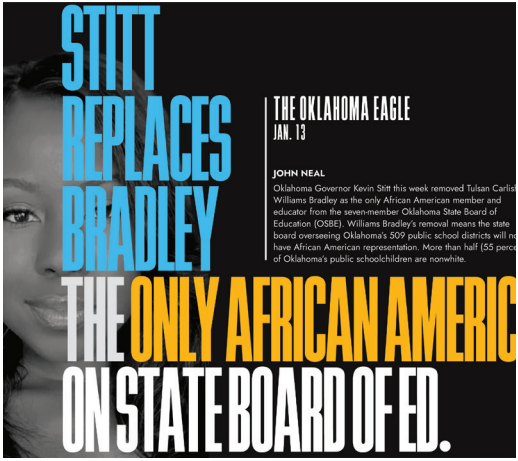
National Committee. Throughout her career Hannah Atkins acquired numerous awards and honors, including Theta Sigma Pi Woman of the Year (1968), National Public Citizen of the Year (1975), Hannah Atkins Day, University of Oklahoma (1978), and Oklahoma ACLU Angie Debo Award (1980). She was inducted into the Oklahoma Women's Hall of Fame in 1982. She was also honored with an endowed professorship in the political science department at Oklahoma State University. In 1998 she received an honorary doctorate from the University of Oklahoma and in 2000 an honorary doctorate from Oklahoma State University. Into the twenty-first century Atkins continued to serve her community as a member of the Oklahoma Task Force for the Bombing Memorial. Hannah Atkins died on June 17, 2010.

THE OKLAHOMA HISTORICAL SOCIETY is an agency of the government of Oklahoma dedicated to promotion and preservation of Oklahoma's history and its people by collecting, interpreting, and disseminating knowledge and artifacts of Oklahoma.

Featured Last Week



PEREZ RESIGNS:
TPS Board Seeks Applicants
for North Tulsa Seat



Stitt Replaces Bradley, Only African American on State Board of Education



TPD Muzzles Citizen Complaint Information

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TRUE HISTORY from AI

guidance in the Southern Leadership Conference, and his amazing rhetorical skills, we still have much to learn about the civil rights leader who dared to dream. It is not widely known that while King obviously was serious about securing civil rights for African Americans and healing the wounds and divisions between Black and white, he was also a vocal and proud supporter of Native American civil rights.

King specifically advocated for the desegregation of Native Americans and inspired much of the modern-day movement for Native rights, including water rights and tribal sovereignty.

In his 1963 book, “Why We Can’t Wait,” King did not hold back with it came to his feelings on the treatment of Native Americans by the U.S. government:

“Our nation was born in genocide when it embraced the doctrine that the original American, the Indian, was an inferior race. Even before there were large numbers of Negroes on our shores, the scar of racial hatred had already disfigured colonial society. From the sixteenth century forward, blood flowed in battles of racial supremacy. We are perhaps the only nation which tried as a matter of national policy to wipe out its Indigenous population. Moreover, we elevated that tragic experience into a noble crusade. Indeed, even today we have not permitted ourselves to reject or feel remorse for this shameful episode. Our literature, our films, our drama, our folklore all exalt it.”

In the late 1950s, King collaborated with the tribal leaders of the Poarch Band Creek Indians. He helped them work towards desegregating their schools in southern Alabama. The tribe reached out to King after learning of his desegregation campaign in Birmingham. He immediately became involved.

At the time, lighter-skinned Native children were allowed to ride school buses and attend desegregated, previously all-white schools, but darker-skinned Native children from the same band were not allowed to

ride those same buses, even if the children were all coming from the same household.

With King’s intervention, Native children from the Poarch band were allowed to ride the buses no matter their skin color, marking a major step toward desegregation. As quiet as it’s kept, at the 1963 March on Washington, there was a large Native American contingent, including many from South Dakota.

Moreover, the civil rights movement inspired the Native American rights movement of the 1960s and 70s, along with many of its leaders. This includes but is not limited to the takeover of The Bureau of Indian Affairs Office, the occupation of Alcatraz Island by the Indians of All Tribes, and the second siege at Wounded Knee staged by the Oglala Sioux Nation and The American Indian Movement (AIM).

John E. Echohawk, a member of the Pawnee Tribe, is an attorney and has been a leader of the Native American self-determination movement for more than three decades, thanks to the influence of King. In 1970, Echohawk organized the Native American Rights Fund (NARF), which was modeled after the NAACP’s Legal Defense and Education Fund.

For the past 30 years, NARF has served as a political advocate and legal defender of Native American tribal nations in cases pertaining to tribal sovereignty and treaty enforcement; land, water, and fishing rights; religious and cultural freedoms; and issues of taxation, gaming, and Indian trust monies.

At the 24th Navajo Nation Council in 2020, speaker Seth Damon commended Dr. King for remembering the plight of Native Americans and the genocide perpetrated against Indigenous Peoples of this land by the country’s founders. Damon said, “We honor the life and death of Dr. Martin Luther King. He was not only a champion and leader for Black people, but Native Americans everywhere.”

It’s easy to compartmentalize Martin Luther King Jr. into one movement, to one type of message, and to one specific cause. In an age that celebrates misinformation and dismisses historical facts, it becomes easy to overlook specific instances of historical intersectionality and understanding.

The truth is King was a true leader when it came to the fight for civil rights for African Americans. He was a firebrand when it came to getting rid of segregation laws, but he was also adamantly opposed to the Vietnam war, and he became immersed in the idea of economic civil rights.

He organized with Miles Horton in the Appalachians, strategized

with leaders in the Chicano civil rights movement, and, yes, he was a vocal supporter of Native American civil rights.

As we remember King on his birthday this year, let’s truly try and remember his ENTIRE legacy. Let us look at the ties he created amongst all peoples during the most turbulent of times. Let us remember his legacy of justice, dignity, humanity, and intersectionality. Let’s celebrate the ongoing idea of making his often-spoken-of dream a reality for all.

David Carr has been in public education for 29 years. He is currently a Professional Services Manager at Achieve 3000/McGraw Hill. Before landing at McGraw Hill, he was the principal of LA’s Promise Charter Middle School #1. He started his career as a Teach for America corps member teaching English Language Development at Compton High School, where he taught for five years.

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PHOTOS FACEBOOK, POARCH BAND CREEK INDIANS



MEMBERS OF POARCH BAND CREEK INDIANS
TRIBE. The Poarch Band of Creek Indians are a federally recognized tribe of Native Americans in Alabama. Speaking the Muscogee language, they were formerly known as the Creek Nation East of the Mississippi. They are located mostly in Escambia County. Since the late twentieth century, they have operated three gaming casinos and a hotel on their reservation. This has enabled them to generate revenues for education and welfare. Facebook, Poarch Band Creek Indians.

At the 1963 March on Washington, there was a large Native American contingent.

ILLUSTRATION DEMIS COURQUET-LESAULNIER/WIKIMEDIA COMMONS





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Sunday Morning
Worship 11 a.m.

Bible Study
Wednesday
7 p.m.



Rev. Emanuel L. Collier, Sr.
Pastor

Gethsemane Baptist Church

727 East 56th St. North
(918) 425-6613

Dr. W. T. Lauderdale

Sunday School
9:00 a.m.

Church Services
11:00 a.m.

Zoe' Life Church of Tulsa

Rudisill Regional Library
1520 N Hartford Ave.
Tulsa OK 74106
(918) 409-4899

Pastor Richard and Cher Lyons

Sunday Worship: 1pm
Wed- Healing School: 6:30p - 8p

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123 E. 59th St. North
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Pastor Rick Bruner

Sabbath School (Saturday)

9:30-10:45 a.m.

Praise & Worship 11:00 a.m.

Choir Rehearsal
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Tulsa OK
(918) 625-2374

Sunday School -
10 am

Sunday Morning
Worship - 10:45

Sunday Evening Prayer - 7 pm
Sunday Worship - 7:30 pm
Wednesday Prayer - 7:30 pm
Wednesday worship - 8pm

Rev. John W. Anderson

VERNON AME CHURCH

307-311 N. Greenwood Ave.

P: 918-587-1428

F: 918-587-0642

vernonamechurch@sbcglobal.net

Sunday
Church School
8:30 am

Worship Service
10:00 am

Wednesday
Bible Study
6:00 pm

Rev. Dr. Robert R. Allen Turner

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Morning Worship - 11:00 a.m.

Wednesday
Prayer Meeting - 6:30 p.m.
Bible Study - Noon & 7:00 p.m.

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Worship
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Fax:

918-584-1958

Prayer Line:

918-584-PRAY

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Morning

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Wednesday

Bible Study

Noon and 7:00



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Worship

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Zora Neale Hurston

What Hurston learned, quickly, is that culturally, our people are in constant motion. A8



A9 Tyre Nichol's Brutal Beating by Police...

Memphis authorities released video footage Friday showing Tyre Nichols being beaten by police.

NATIVE
AMERICAN LEADERS

Educational Trust Fund Will Be Key

By SUSAN MONTOYA BRYAN, ASSOCIATED PRESS



PHOTO AP PHOTO/ANDRES LEIGHTON

NEW MEXICO STATE REP. DERRICK LENTE, D-SANDIA PUEBLO, speaks during the opening day of an annual legislative session in the House of Representatives in Santa Fe, N.M., on Jan. 17, 2023. Native American leaders say creating a special \$50 million trust fund to help finance educational programs within New Mexico's tribal communities would help improve student outcomes. Rep. Lente, one of the bill's sponsors, said the trust fund would be established with a one-time allotment of state money.

ALBUQUERQUE, N.M. (AP) — Native American leaders said creating a special \$50 million trust fund to help finance educational programs within tribal communities in New Mexico, where there are the lowest rates of reading and math proficiency in the country, would be a big step toward improving outcomes for their students.

The leaders packed a legislative committee room Friday at the state Capitol, with many testifying that the proposed trust fund would be an investment in their people and a signal to students that the state believes in them.

Laguna Pueblo Gov. Wilfred Herrera Jr. pointed to a landmark education lawsuit that centered on the state's failures to provide an adequate education to at-risk students, including Native Americans, English language learners, students with disabilities and those from low-income families. Those groups make up a majority of the state's student population.

In the nearly five years since the court ruled the state was falling short of its constitutional obligations, Herrera said legislative efforts and funding allocations to address the public education system's deficiencies have been piecemeal.

"I liken this to putting away resources for our children for the future," he said of the proposed trust fund. "If we do things right and manage it, administer it, let it grow, we stand to achieve things."

New Mexico ranks last in fourth- and eighth-grade reading and math. The most recent National Assessment of Educational Progress revealed just 21% of fourth-graders could read at grade level and fewer than 1 in 5 students could do grade-level math. For eighth-graders, proficiencies in reading and math were even more dismal.

Supporters also pointed out when asked by lawmakers

that Native American students have the lowest graduation rates among their New Mexico peers.

Democratic Rep. Derrick Lente of Sandia Pueblo, one of the bill's sponsors, said the trust fund would be established with a one-time allotment of state money. After a couple of years of earning interest, annual disbursements starting with the 2025 fiscal year could help tribes build their own educational programs.

Siting New Mexico's financial windfall, Lente said: "This is the time to do it."

The idea is for tribes to put the money toward programs they believe would have the most benefits for students, he said, rather than have the state dictate how the money is spent.

Many of the Native American leaders and librarians who work with tribal communities said one focus would be on revitalizing Native languages and weaving cultural heritage into lessons.

A separate measure that also won the committee's approval Friday would amend the Indian Education Act to funnel 50% of the state's Indian education fund to New Mexico tribes. Tribes would be able to carry over unused allocations.

In the landmark case known as Yazzie v. Martinez, the court pointed to low graduation rates, dismal student test proficiencies and high college remediation rates as indicators of how New Mexico was not meeting its constitutional obligation to ensure all students were college and career ready.

The court suggested public school funding levels, financing methods and oversight by the state Public Education Department were deficient. However, the court stopped short of prescribing specific remedies,

and deferred decisions on how to meet obligations to lawmakers and the executive branch.

The education department last year shared with tribal leaders a draft plan to address the ruling, but many leaders said at the time it would not be enough.

In recent weeks, education officials with Democratic Gov. Michelle Lujan Grisham's administration confirmed they still were working to finalize the plan.

Supporters of the Native education bills say the intent is to encourage tribes to plan, design and implement their own community-based education programs to complement what children are learning in school.

The proposed trust fund comes just after U.S. Interior Secretary Debra Haaland visited New Mexico, where she grew up and is an enrolled Laguna Pueblo member, on the yearlong "Road to Healing" tour for victims and survivors of abuse at government-backed boarding schools.

"Tribal communities have the experts and I think we owe that to the pueblos to decide how they want to implement their programs," said Rep. Yanira Gurrola, who has worked as a bilingual teacher. "And I think hopefully this will be something that sets a precedent for communities."

DAVID CARR has been in public education for 29 years. He is currently a Professional Services Manager at Achieve 3000/McGraw Hill. Before landing at McGraw Hill, he was the principal of LA's Promise Charter Middle School #1. He started his career as a Teach for America corps member teaching English Language Development at Compton High School, where he taught for five years.



PHOTO AP PHOTO/SUSAN MONTOYA BRYAN

TEACHER ARLEEN FRANKLIN, explains a math lesson to her students at Judy Nelson Elementary School on Sept. 21, 2022, in Kirtland, N.M. Native American leaders say creating a special \$50 million trust fund to help finance educational programs within New Mexico's tribal communities would help improve student outcomes.

WHAT HURSTON LEARNED, QUICKLY, IS THAT

Culturally, Our People Are In Constant Motion



STILL from "Zora Neale Hurston: Claiming a Space".

ZORA NEALE HURSTON *from AI*

academic and no heart, and you would be wrong.

Strain made it clear in telling the story of Zora Neale Hurston that her journey reflects how the world works now. It's rather heartbreaking, to be frank, to realize that not much has changed since the 1930s for African Americans and other non-white people. To say that Hurston was a trailblazer is not getting to the deepest part of her roots. She was a bigger-than-life figure who accomplished amazing things despite the gigantic obstacles that were part of being a female and African American.

Hurston believed that by studying anthropology, she could fight the stereotypes and celebrate the richness of Black culture. The leading experts in that field (all white and mostly male) didn't care about learning about our strengths. They wanted to use evidence to suggest that our people were less than and inferior. Hurston knew better and worked with a slim safety net to prove the truth.

What Hurston learned, quickly, is that culturally, our people are in constant motion and are wary of letting in strangers — even strangers who are clearly African American. But it was her "proper language," sounding more like a white woman, that initially kept her from getting close. In a series of eureka moments, she finally realized that to learn, total immersion was the only key to unlocking those stories. When Hurston did so, she emerged with the raw materials she formed into her greatest work. To say that Hurston suffered for her art is an understatement of gigantic proportions.

Zora Neale Hurston's work enables us to look at Black culture with new eyes.

- TRACY HEATHER STRAIN, DIRECTOR OF ZORA NEALE HURSTON: CLAIMING A SPACE

In this beautifully crafted documentary, we learn of Hurston's close connection to Eatonville, Florida, where she grew up — one of the first incorporated all-African-American towns in the United States. It was established by newly freed slaves. Growing up, she listened to the stories that were told in the general store or on their porches.

It took her a long time to earn her education, going to night school and then entering the Morgan Academy (in Baltimore), followed by the Howard Academy (in Washington). After she received her high school degree, she entered Howard University, followed by Barnard College in New York City. Her passion was learning about her people. And it was at Barnard she met Franz Boas, one of the leaders of the cultural anthropology movement and a teacher at Columbia.

All these adventures and observations helped her shape her novel — "Their Eyes Were Watching God," incorporating characters she had known growing up and providing those rich descriptions that set her writing apart from others.

There are many people in this world who have never heard about Zora Neale Hurston, and Strain's film does a pitch-perfect job of introducing us to this dynamic woman in all of her humiliations and complexities. For those who do know about her, this film gives us much more to chew on, so to speak.

Despite creating an American literary classic, her own life was a battle from day one. There's more of her writing to learn from and enjoy, including: "Barracoon: The Story of the Last 'Black Cargo'" and "You Don't Know Us Negroes and Other Essays."

Director/writer/producer Tracy Heather Strain, the president and co-founder of the Film Posse, is an award-winning filmmaker. Strain directed, wrote, and produced "Sighted Eyes/Feeling Heart," her feature documentary about Lorraine Hansberry, which made its television debut on American Masters and won a Peabody Award, an NAACP Image Award for Motion Picture Directing (Television), and the American Historical Association's John E. O'Connor Award.

A two-time Emmy-nominated filmmaker, Strain's other directing and producing credits include "When the Bough Breaks" for the duPont Columbia Award-winning series "Unnatural Causes: Is Inequality Making Us Sick?" and "The Story We Tell" for "Race: The Power of an Illusion." She directed, wrote, and produced "Bright Like a Sun" and "The Dream Keepers" for Blackside's six-part series "I'll Make Me a World: A Century of African American Art," which won a Peabody Award and Organization of American Historians Erik Barnouw Award.

Strain's other American Experience credits include producer/director of "Building the Alaska Highway"; writer/director/producer of "American Oz"; producer of "Silicon Valley"; and coordinating producer of "The Feud," "The Swamp," "The Battle of Chosin," "The Mine Wars," and "The Rise and Fall of Penn Station."

Strain is the Corwin-Fuller Professor of Film Studies at Wesleyan University.

Here's what "Zora Neale Hurston: Claiming a Space" director Tracy Heather Strain had to share about the experience of making the documentary that premiered on PBS on Jan. 17.

AMSTERDAM NEWS: In your opinion, how did Zora Neal Hurston's life affect how we live today?

TRACY HEATHER STRAIN: One thing I found very interesting about making the film is how much hasn't changed since the 1930s for African Americans and minoritized people. Hurston wrote at a time when most

images of African Americans were demeaning, and so she decided that anthropology was a way to fight the stereotypes and celebrate the richness of the culture. Black culture is not set in amber, not stuck in time. Her work addresses modernity and recognizes that folklore, for example, is made and remade.

AMN: I didn't know much about Zora Neale Hurston before watching "Zora Neale Hurston: Claiming a Space." Do you think that will work against the film finding an audience?

THS: For people who never heard of Zora Neale Hurston, this film is an introduction to an unsung hero.

AMN: That's the word: hero. She's not a fictional sidekick character from a Marvel movie, but what she did would qualify.

THS: For those familiar with her fiction, this documentary provides greater context and information about the challenges of her life.

AMN: I had no idea what it took for her to create her masterpiece.

THS: Her life was very challenging and did not end so well. Zora Neale Hurston's work enables us to look at Black culture with new eyes.

AMN: That's certainly true from my experience in viewing the documentary. Excellent, excellent, excellent work.

"Zora Neale Hurston: Claiming a Space" airs on PBS, PBS.org and the PBS Video app.



ZORA NEALE HURSTON and an unidentified man probably at a recording site, Belle Glade, Florida during an Alan Lomax anthropological visit that included Mary Elizabeth Barnicle.



TOP. VIDEO RELEASED. on Jan. 27, 2023, by the City of Memphis, shows Tyre Nichols during a brutal attack by five Memphis police officers on Jan. 7, 2023, in Memphis, Tenn. Nichols died on Jan. 10. The five officers have since been fired and charged with second-degree murder and other offenses.

MIDDLE. BOOKING IMAGES, by the Shelby County Sheriff's Office shows, from left, Tadarrius Bean, Demetrius Haley, Emmitt Martin III, Desmond Mills, Jr. and Justin Smith. The five former Memphis police officers have been charged with second-degree murder and other crimes in the arrest and death of Tyre Nichols, a Black motorist who died three days after a confrontation with the officers during a traffic stop, records showed Thursday, Jan. 26, 2023.

BOTTOM. ROWVAUGHN WELLS, MOTHER OF TYRE NICHOLS, who died after being beaten by Memphis police officers, is comforted by Tyre's stepfather Rodney Wells, at a news conference with civil rights Attorney Ben Crump in Memphis, Tenn., Friday, Jan. 27, 2023.

MEMPHIS, Tenn. (AP) — Memphis authorities released video footage Friday showing Tyre Nichols being beaten by police officers who held the Black motorist down and repeatedly struck him with their fists, boots and batons as he screamed for his mother.

The video is filled with violent moments showing the officers, who are also Black, chasing and pummeling Nichols and leaving him on the pavement propped against a squad car as they fist-bump and celebrate their actions.

The footage emerged one day after the officers were charged with murder in Nichols' death. The chilling images of another Black man dying at the hands of police renewed tough questions about how fatal encounters with law enforcement continue even after repeated calls for change.

Protesters gathered in multiple cities, including Memphis, where several dozen demonstrators blocked the Interstate 55 bridge that carries traffic over the Mississippi River toward Arkansas. Semi-trucks were backed up for a distance. In Washington, dozens of protestors gathered in Lafayette Park, across the street from the White House and near Black Lives Matter Plaza.

The recording shows police savagely beating the 29-year-old FedEx worker for three minutes while screaming profanities at him throughout the attack. The Nichols family legal team has likened the assault to the infamous 1991 police beating of Los Angeles motorist Rodney King.

After the first officer roughly pulls Nichols out of a car, Nichols can be heard saying, "I didn't do anything," as a group of officers begins to wrestle him to the ground.

One officer is heard yelling, "Tase him! Tase him!" Nichols calmly says, "OK, I'm on the ground."

"You guys are really doing a lot right now," Nichols says. "I'm just trying to go home."

"Stop, I'm not doing anything," he yells moments later.

Nichols can then be seen running as an officer fires a Taser at him. The officers then start chasing Nichols.

Other officers are called, and a search ensues before Nichols is caught at another intersection. The officers beat him with a baton, and kick and punch him.

Security camera footage shows three officers surrounding Nichols as he lies in the street cornered between police cars, with a fourth officer nearby.

Two officers hold Nichols to the ground as he moves about, and then the third appears to kick him in the head. Nichols slumps more fully onto the pavement with all three officers surrounding him. The same officer kicks him again.

The fourth officer then walks over, unfurls a baton and holds it up at shoulder level as two officers hold Nichols upright, as if he were sitting.

"I'm going to baton the f--- out you," one officer can be heard saying. His body camera shows him raise his baton while at least one other officer holds Nichols. The officer strikes Nichols on the back with the baton three times in a row.

The other officers then appear to hoist Nichols to his feet, with him flopping like a doll, barely able to stay upright.

An officer then punches him in the face, as the officer with the baton continues to menace him. Nichols stumbles and turns, still held up by two officers. The officer who punched him then walks around to Nichols' front and punches him three more times. Then Nichols collapses.

Two officers can then be seen atop Nichols on the ground, with a third nearby, for about 40 seconds. Three more officers then run up and one can be seen kicking Nichols on the ground.

As Nichols is slumped up against a car, not one of the officers

TYRE NICHOLS' BRUTAL BEATING BY POLICE SHOWN ON VIDEO

renders aid. The body camera footage shows a first-person view of one of them reaching down and tying his shoe.

It takes more than 20 minutes after Nichols is beaten and on the pavement before any sort of medical attention is provided to him, even though two fire department officers arrived on the scene with medical equipment within 10 minutes.

The video raises questions about the role and possible culpability of the other officers at the scene, in addition to the five who were charged. The footage shows a number of other officers standing around after the beating.

Memphis Police Director Cerelyn "CJ" Davis has said other officers are under investigation for their part in the arrest.

Davis described the officers' actions as "heinous, reckless and inhumane," and said that her department has been unable to substantiate the reckless driving allegation that prompted the stop.

She told The Associated Press in an interview that there is no video of the traffic stop that shows Nichols recklessly driving.

During the initial stop, the video shows the officers were "already ramped up, at about a 10," she said. The officers were "aggressive, loud, using profane language and probably scared Mr. Nichols from the very beginning."

Cities across the country braced for large demonstrations. Protests were planned Friday night in Boston, Chicago, Detroit, New York City and Portland, Oregon.

Nichols' relatives urged supporters to protest peacefully.

"I don't want us burning up our city, tearing up the streets, because that's not what my son stood for," Nichols' mother, RowVaughn Wells, said Thursday. "If you guys are here for me and Tyre, then you will protest peacefully."

Speaking at the White House, President Joe Biden said Friday that he was "very concerned" about the prospect of violence and called for protests to remain peaceful.

Biden said he spoke with Nichols' mother earlier in the day and told her that he was going to be "making a case" to Congress to pass the George Floyd Justice in Policing Act "to get this under control." The legislation, which has been stalled, is meant to tackle police misconduct and excessive force and boost federal and state accountability efforts.

Court records showed that all five former officers — Tadarrius Bean, Demetrius Haley, Desmond Mills Jr., Emmitt Martin III and Justin Smith — were taken into custody.

The officers each face charges of second-degree murder, aggravated assault, aggravated kidnapping, official misconduct and official oppression. Four of the five officers had posted bond and been released from custody by Friday morning, according to court and jail records.

Second-degree murder is punishable by 15 to 60 years in prison under Tennessee law.

Shelby County Sheriff Floyd Bonner said in a statement late Friday that two deputies who appeared on the scene after the beating have been relieved of duty pending the outcome of an internal investigation.

Patrick Yoes, the national president of the Fraternal Order of Police, condemned the alleged actions of the Memphis officers.

"The event as described to us does not constitute legitimate police work or a traffic stop gone wrong. This is a criminal assault under the pretext of law," Yoes said in a statement.

As state and federal investigations continue, Davis promised the police department's "full and complete cooperation."

AMERICANS LARGELY CONSIDER ARTS TO BE PART OF A WELL-ROUNDED K-12 EDUCATION

ARTS EDUCATION from AI

of his closest friends — and he followed in his footsteps. Prior to his current role as the secretary-treasurer of the American Federation of Teachers, Ingram was a high school band director, and he also developed close relationships with his students.

“Those are the relationships where they’ve become a surrogate father and mother,” Ingram says. “These are people who help our children in their most vulnerable spaces.”

During hours of working through a piece of music to get it just right, says Ingram, students start to see the value of what they’re doing beyond the walls of the school.

At a time when student mental health is suffering, kids need to feel successful. They need outlets that boost their confidence. When they put on a band uniform, says Ingram, “you become Superman, and people start to look at you and recognize that you have a skill” and that you’re doing something positive.

“That’s why I’m so passionate about arts education,” Ingram says. “It literally saved my life.”

DEFINING ARTS EDUCATION

“Arts education” doesn’t look like any one thing, both in terms of content and practice.

“It can be pretty broad in terms of what you’re talking about or who you’re talking with,” says Ray Yang, the director of equity, diversity and inclusion, and special initiatives for the National Art Education Association.

The four main buckets are visual arts, music, dance, and theater, but it isn’t limited to that. And, though there are formal classes and classroom settings, arts education can take place anywhere: a museum, a community center, or online.

And arts education looks different at every age. In elementary grades, there’s the exploration of colors and shapes and representing what you’ve learned, says Jessica Sawko, director of education at Children Now. It allows students to express their knowledge through art.

Americans largely consider arts to be part of a well-rounded K-12 education, according to a 2016 survey by Americans for the Arts, with 88% agreeing that it is. And that level of agreement continued with respondents saying arts education was equally important at all grade levels. However, results differed when it came to who has access to the arts, like hearing live music, seeing live theater, visiting museums, and attending cultural arts. While the results did not see a difference between white and non-white respondents, there were disparities between those living in urban areas compared to suburban and rural areas, as well as low-income respondents.

Arts education is about trying to humanize people, Ingram says, and it has deeper roots for Black students. Music, in particular, is embodied in African American culture because the rhythms and songs survived the Middle Passage and helped enslaved people persevere, even when they faced a loss of language and culture.

For Black students, music and other visual and performing arts classes are still “a place where they find not only solace, but they find themselves because they learn to draw on characteristics that we don’t label as ‘core’: their empathy, their feelings, their ideas,” Ingram says. “It helps them to imagine the possibilities, helps them to understand the aesthetic beauty in life.”

ARTS EDUCATION LEADS TO HIGHER STUDENT ENGAGEMENT AND ACADEMIC SUCCESS

There are wide-reaching benefits to arts education.

In an environment where students can express themselves and their knowledge, it boosts their engagement with learning other subjects, like STEM courses.

“The integration of arts and all subjects is more consistent with how kids see the world,” Sawko says. “I don’t think kids see the world in these isolated and siloed subject areas. They see things as the integrated world in which we live.”

Research also shows that children who participate in arts education are more curious, seek out different viewpoints and experiences, and are more socially engaged, says Jamie Kasper, director of the Arts Education Partnership. This means they are more likely to vote, run for office, and volunteer, and they have better life skills, like time management and prioritization.

Two researchers at the Houston Education Research Consortium studied the benefits of arts education in 2019, largely looking at elementary schools. Students engaging with arts education had a nearly 4% reduction in discipline, a 13% increase in standardized writing scores, and an 8% increase in compassion for others.

They also saw increases in college aspirations and school engagement — like agreeing that school work is enjoyable, makes them think about things in new ways,



and that they are offered programs and opportunities that interest them.

There are plenty of misconceptions around these benefits. People wrongly assume that you have to be gifted or talented in order to excel in these areas, so when they aren’t immediately, it’s easy to give up.

“Everyone practices, and everyone can gain a really solid skill within the arts, but we don’t commit to that or value it, so we push it aside,” Yang says. “It’s really unfortunate because then we lose out on so many of the additional things that the arts teach us.”

STUDENTS NEED MORE OPPORTUNITIES AND EXPOSURE

There haven’t been any concrete studies about how much time students should be spending on art education at each grade level, what staffing should look like, or what materials and facilities should be available.

But, from his years as a high school band director, Ingram saw firsthand that the more students engaged with the arts, the more they developed a meaningful attachment with the subject matter. The music curriculum bridged a gap that was missing in other courses.

“It was the analysis of music theory and trying to collaborate and make things better that allowed them to go to their science lab classes and work with other students in a way that they would not normally have had to do,” Ingram says.

But a key barrier to having measurable standards of how much arts education students should have is access to these curricula — and teachers.

“Arts educators have almost always been in survival mode,” Yang says. “We’re one of the first subjects and topics that get cut, so we’re fighting for every minute that we can get in the classroom.”

NOTICE

Published in The Oklahoma Eagle:
January 13 and 20, 2023.

NOTICE TO BIDDERS
SEALED BIDS FOR
PROJECT NO. 2023- MPO (C2)

Notice is hereby given that pursuant to an order by the Mayor of the City of Tulsa, Oklahoma, sealed bids will be received in Room 260 of the Office of the City Clerk, City of Tulsa, 175 E. 2nd Street, Tulsa, Oklahoma 74103 until 8:30 a.m. the 10th day of February, 2023 for furnishing all tools, materials and labor and performing the work necessary to be done in the construction of the following:

PROJECT NO. 2023-MPO (C2)
NON-ARTERIAL MILL, PATCH & OVERLAY

The entire cost of the improvement shall be paid from Account No. 2036N0001Z.Streets. CWNARP.4283.42833243-541106

A MANDATORY Pre-Bid Conference is scheduled for Tuesday, January 24, 2023 at 9:30 a.m. and will be held through video conferencing with Microsoft Teams, invitation presented on the City of Tulsa's website at this link: <https://www.cityoftulsa.org/government/departments/engineering-services/construction-bids/>

Attendance at the Pre-Bid Conference is MANDATORY. Bids will not be received from contractors who did not attend the Pre-Bid Conference.

Bids will be accepted by the City Clerk from the holders of valid pre-qualifications certificates from the City of Tulsa in one or more of the following classifications: A or C

Drawings, specifications and contract documents for construction of said public improvements of the said project have been adopted by the Mayor of said City. Copies of same may be obtained at the Office of the Director of Engineering Services at the City of Tulsa Engineering Services, 2317 South Jackson, Room 103, North Building, for a non-refundable fee in the amount of \$50.00 made payable to the City of Tulsa by check or money order.

Contract requirements shall include compliance as required by law pertaining to the practice of non-discrimination in employment.

The overall aspirational Small Business Enterprise utilization goal for this project is ten (10) percent.

Attention is called to Resolution No. 18145 of August 23, 1988, requiring bidders to commit to the goal of employing on the project at least fifty percent bona fide residents of the City of Tulsa and/or MSA in each employment classification.

Attention is called to Resolution 7404 of November 8, 2006, requiring bidders, their subcontractors and their lower-tier subcontractors to hire only citizens of the United States.

The City of Tulsa itself is exempt from the payment of any sales or use taxes, and pursuant to Title 68 O.S. Section 1356(10), direct vendors to the City are also exempt from those taxes. A bidder may exclude from his bid appropriate sales taxes, which he will not have to pay while acting for and on behalf of the City of Tulsa.

A Certified or Cashier's Check or Bidders Surety Bond, in the sum of 5% of the amount of the bid will be required from each bidder to be retained as liquidated damages in the event the successful bidder fails, neglects or refuses to enter into said contract for the construction of said public improvements for said project and furnish the necessary bonds within thirty days from and after the date the award is made.

The bidder to whom a contract is awarded will be required to furnish public liability and workmen's compensation insurance; Performance, Statutory, and Maintenance bonds acceptable to the City of Tulsa, in conformity with the requirements of the proposed contract documents. The Performance, Statutory, and Maintenance bonds shall be for one hundred percent (100%) of the contract price.

All bids will be opened and considered by the Bid Committee of said City at a meeting of said Committee to be held in the City Council Room of City Hall in said City at 9:00 a.m. on the 10th day of February 2023.

Dated at Tulsa, Oklahoma, this 13th day of January 2023.

(SEAL)
Christina Chappell
City Clerk

NOTICE

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ITEMS LOCATED AT: 13101 N. COUNTY LINE RD, YUKON

INSPECTION: TUES. JAN. 17TH & WED. JAN. 18TH

FROM 8:00 AM TO 5:00 PM AND

STARTING AT 8:00 AM DAY OF AUCTION

**AUCTION HELD AT:
DAKIL AUCTIONEERS, INC.
200 NW 114TH ST, OKLA.
CITY, OKLA.**

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8101 & 8901 S. ANDERSON RD, OKLA. CITY, OKLA.

FRI. JAN. 27TH AT 10:00 AM

OPEN HOUSES: SAT. JAN. 14TH & 21ST FROM 10:00 AM TO 3:00 PM

AUCTION HELD AT: DAKIL AUCTIONEERS, INC
200 NW 114TH ST, OKLA. CITY, OKLA.

(W. Side Service Rd of the Bdwy Ext. between 122nd & Hefner)

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ITEMS AT WWW.DAKIL.COM**

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APPROX. 203 ACRES MOL*

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TRACT 2: SW Corner of S. Anderson Rd & SE 89th St,
OKC—Approx. 155 Acres MOL.

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10:00 A.M. - 1:00 P.M.

ST. ANDREW CHRISTIAN CHURCH
3115 N GARRISON AVENUE
TULSA, OK 74106


STAY UP TO DATE!




Did you know the first two COVID-19 vaccine doses should be the same brand? However, the Bivalent booster can be either Pfizer or Moderna.




How do you know if you are ready for the Bivalent booster? If you have had 2 or more COVID-19 vaccines, and it has been 2 or more months.




Did you know if you have had COVID-19, you can get vaccinated 90 days after your illness?



Why should I get the Bivalent booster? It decreases the severity of COVID-19 and the likelihood of hospitalization and death.



Did you know Post-COVID conditions may include issues with the heart, lungs, kidney, skin, and brain? You also may be more likely to develop new health conditions such as diabetes, blood clots, or neurological conditions. (This is not an inclusive list)



What are some of the most common reported side effects of vaccinating? Fatigue, pain at the injection site, headache, and fever.

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