

# The Pelican



EDWARD MINER GALLAUDET MEMORIAL LIBRARY  
GALLAUDET COLLEGE  
WASHINGTON, D. C.

October, 1966

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Dr. Lloyd V. Funchess, Superintendent

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Miss Carrie Fowler

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Miss Diane Hensley\*  
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Mrs. Folsom Smith

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Mrs. Leslie Wheeler  
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Mrs. Anna Doucette  
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Mrs. Carmen Borne, Art\*  
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Harvey J. Gremillion, Driver Training,  
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Mrs. I. M. Lejeune, Head Houseparent  
Mrs. Beatrice Pankey  
Mrs. Mary Prickett  
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### Houseparents, Girls

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Miss Inez Freeman  
Mrs. Merle Collins, Head Houseparent  
Mrs. Glenna Gray

### Night Houseparents

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## SERVICES

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### Operation and Maintenance

### Medical Staff

Dr. J. A. Thom, III, M.D., School Physician  
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Miss Mary Lou Hoffpauir, Nurse  
Mrs. Daisy Raley, Nurse

Mrs. Sarah Goode, Dietician  
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D. L. Ritchie, Building Maintenance Supervisor  
Mrs. Annie Bell Labbe, Laundry Supervisor  
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Winford Lawrence  
Gordon McKenzie  
George H. Vance  
Eddie Ward  
John Byrd, Night Watchman

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# The Pelican



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The purpose of the publication is: 1—To inform the parents of our students what is being done in the school and what the leading educators of this special type of education are thinking. 2—To offer opportunities for teaching printing. 3—To encourage composition and reading among our students.

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# The Mastery of Language

BY DR. EDWARD ALLEN FAY

(A Reprint from the *Deaf-Mute Pelican*, January 6, 1894)

Recently Dr. R. Orin Cornett, the Vice President for Long Range Planning at Gallaudet College, requested school administrators to make suggestions for the improvement of the college. With this request in mind, we should like to invite the attention of Dr. Cornett and all other interested persons to read a lecture to the students delivered in 1893 by Dr. Edward Allen Fay, Vice President of Gallaudet College. Many of Dr. Fay's terms and references are today archaic. The problem of which he speaks, however, is as true of prelingual deaf students at Gallaudet today as it was seventy-plus years ago.

As Dr. Westervelt of Rochester advocated a total visible English atmosphere on the primary, elementary, and secondary levels of schools for the deaf, so Dr. Fay advocated the extension of this total visible English atmosphere through the collegiate level.

Today a Federal grant could easily be secured by Gallaudet to establish such a total English project as Dr. Fay suggested in his lecture to those students of long ago. The justification for such a project is clear; prelingual deaf children (pupils/students) learn that language which they visually perceive wholly, consistently, and persistently. Any deviation from this principle perpetuates their problem of fragmentary syntax.

Ed. Scouten

The mastery of a language is a most valuable possession. To be able to express one's thoughts in clear, forcible, elegant language is a rare achievement. Even highly educated persons, college-educated persons, do not always possess it. But American schools and colleges are now paying more at-

tention to this subject than formerly, and we may hope for improvement in the future.

Among deaf-mutes, as you know, mastery of the English language is *very* rare. (I am speaking of "real" deaf-mutes, not semi-mutes.) Pupils spend from six to ten years in school, and then go out into the world with an imperfect knowledge of English. In school they write letters which are corrected by their teachers, or by themselves with their teacher's help, and their parents are delighted by the progress these letters show; but when they attempt to write letters for themselves after leaving school, they find great difficulty; their letters are full of blunders and are sometimes unintelligible. When they go into a shop to make purchases, they cannot always tell clearly what they want to buy or find out the value of the goods shown. When they try to converse by writing or spelling or speech, they make many mistakes, they do not understand fully what is said to them, people laugh at their queer English and they feel greatly mortified. This is true not only of "stupid" deaf-mutes, but of many bright ones. Even you, who have come to college (I refer to the "real" deaf-mutes), have not a perfect mastery of English. You are very far in advance of the *average* deaf-mutes in this respect; a few of you come near to educated hearing people in the freedom and accuracy with which you use



language; but none of you have quite reached that standard. Most of you fall far below it. In past years some students have completed the college course successfully, and so have been entitled to receive a degree; but the Faculty have [sic] been reluctant to recommend them for that distinction on account of their imperfect command of English. I say these things, not to grieve you, not to find fault with you or your teachers, for I know you and they have labored faithfully. I speak of your defects because I hope to show you how you can overcome them. Will it be easy to overcome them? No, it will require much labor and effort; but nothing of value is obtained without labor and effort. You work hard to learn your lessons in mathematics, Latin, science, philosophy, etc. To obtain a mastery of English will be worth more to you than all your other acquirements. It will be worth a hundred times all it will cost in labor and self-denial. How can you obtain a mastery of the English language?

First, let us see how the learning child obtains it. He is born without language; in a few years he has acquired it. There are two keys with which he opens the door of language, enters in, and takes possession. The first of the keys is *repetition*. Every day he hears thousands of words; not thousands of different words, but the same words repeated again and again in different connections. By this constant repetition the words and forms of language are made familiar to him; from the actions accompanying them and from their context, their meaning becomes clear; he learns to think in words. For the repetition of language that the hearing child gains from those about him, you can have, as Dr. Bell has shown, an excellent substitute in the

*repetition that comes from reading.*

One can read silently twice as fast as one can speak; so, by reading two hours a day, you can have the benefit of as much repetition of language as the hearing child gets by listening to speech four hours a day. If you read two hours a day at the rate of 300 words a minute, you will read 36,000 words a day; in the five years of your college course that will amount to 95,700,000 words, and will perhaps give you as much repetition as the average hearing person gets in the same length of time.

What shall you read? I give you Emerson's advice: "Read what you like!" One has a taste for history; another for romance. Novels are valuable for this purpose, because they contain so much of the language of conversation. When you study your lessons, or read to obtain knowledge, you have to take certain books whether you like them or not; but when you read to acquire language, take the books that interest you most. If you are not interested in what you read, you may become drowsy, or your mind may wander to other subjects; you will not be acquiring language. If you are interested you will unconsciously absorb the language, though you will not be thinking of the words but of the ideas expressed in the words. The language will be associated in your minds with the ideas and you will learn to think in words.

How shall you read? Endeavor to get the general sense, even if you do not understand every word. Do not spend much time in looking up words in the dictionary; by simply reading on you will often learn the meaning from the context as you meet the word again and again. Read every book at least three times. If the book is your own, mark the

passages you do not understand. You will often find that on the second and third reading you will understand them.

The second key to the mastery of language is *practice*. You cannot master anything (football or baseball, for instance) without much practice. You cannot master language without it. Hearing children, after they once begin to speak, keep up a constant chattering, and so get the necessary practice in language. What practice do you get? A little in your daily recitation; a little in writing letters; a little in writing compositions; and good as far as it goes, but not enough to give the mastery of language. All the practice you have in those ways in a week is not as much as a hearing child has in a day. How do you converse with one another? Somewhat by spelling and by speech, but largely by signs. I know the value of signs and approve of their use in the proper place; but while you are conversing in signs you are losing the golden opportunity of gaining practice in the use of English. How much time do you give every day to conversation—in the dining-rooms, in the reading-room, in your own rooms, when walking? I do not know, but if you should reckon it all up I think you would be surprised to find how much it amounts to. If you would give all that time to conversation in the English language, you would get a great deal of practice in it.

You have several useful and excellent societies in college—the “Lit.,” the “Owls,” etc.—but if you would form a society such as I am going to suggest you would receive more benefit from it than from all the societies now existing; perhaps even more than you receive from the formal instructions of your professors. Suppose you should form an “English Language Society,” every

member pledging himself to read two hours a day and to use English constantly instead of signs, English being the rule and signs the exception.

What would be the result? I believe that every student joining that society and obeying its rules faithfully would leave college at the end of five years with a *mastery* of English, able to use it as freely and idiomatically as hearing people do—more correctly and elegantly than most hearing people do.

I hope all the semi-mutes in college would join the society, if not for their own sakes, for the sake of their more heavily handicapped brothers. I hope the professors would join it, and we should all work together to help one another. If such a society were formed it might be well to have fines for breaking the rules. It is very hard to change from the habit of using signs to the habit of using English, for signs are easier and more rapid and have more life in them; but you need to make the change in order to master the English language; and a small fine would help us to resist the temptation to use signs. If you should charge a cent for every sign, you would probably soon have money enough in the treasury for a feast as delicious as we see set forth every autumn in the bill of fare of the H.O.S.S. Society.

I have offered you this suggestion of how you may acquire a mastery of English. If you think it worth while to try it, I shall be happy to aid you all in my power, and I am sure all the other members of the faculty will also be happy to aid you. But if you master language, it will be by your own efforts. No person can give the mastery of language to another; everybody must acquire it for himself.



# Scoutin' Around

BY EDWARD L. SCOUTEN

## Re: Prevocational Education at LSD

In recognition of the tremendous technical advances in industry and the inevitable increase in automation, the Louisiana State School for the Deaf, like other such schools, has had to readjust its sights as to its objectives in what heretofore has been termed *vocational education*. In that no secondary school presumes to graduate finished artisans or completely skilled craftsmen, the Louisiana School similarly claims no such level of vocational achievement for its graduates. Nevertheless, many of these graduates have been successfully employed without further training. We cannot, however, look forward to this possibility prevailing in the future. Something must be done immediately to meet the changes to come.

Beginning with the 1966-67 academic year, the program henceforth is to be designated as *prevocational education*. It is to cover a period of four years, and is to include the following specific objectives:

- (1) To provide vocational guidance
- (2) To further the use and understanding of English in job situations
- (3) To develop good work habits
- (4) To develop proper attitudes and personal relationships in job situations
- (5) To develop manual dexterity.

The dominant theme and point of emphasis in all guidance and instruction will be that of *self-help*. In some cases, graduates in certain of our vocational specialties may be able to go directly into industry and business and secure their own jobs, as has been done in some instances in the past. Others,

however, will be recommended by the school authorities to apply for the services of the State Vocational Rehabilitation Division. Such pupils will fall into three categories:

(1) Pupils who are multiply handicapped

(2) Regular pupils or pupils about to graduate who are in need of vocational education not provided by the school

(3) College candidates who are not economically able to assume expenses for a college education.

Close liaison and cooperation will be maintained between the school administration and the office of Vocational Rehabilitation in those instances in which Vocational Rehabilitation clients are still pupils of the school. Such pupil-clients will be regularly enrolled in the school and will reside at the school until their graduation.

Regardless of how job opportunity leads are provided, the deaf job candidate will always be encouraged to meet his prospective employer alone and independently, as might any other candidate for the job. This is in keeping with the philosophy of *self-help* which is generally accepted throughout the country.

## Re: Concerted Action

It is with pleasure that we acknowledge the interest of various state associations of the deaf in the philosophy of our school and its program. It is through the efforts of such associations and parental groups in cooperation with educators of the deaf that prelingual deaf children generally will come to have an opportunity to see, imitate, and learn English. To date it has been a losing battle for the vast majority of these deaf youngsters. If the future is to be any better for them, concerted action in their behalf must be taken now.

# Editorially Yours

BY EDWARD E. CORBETT, JR.

## School Opens With 329 Pupils

As the school opened for its 115th school year on August 30, 329 pupils were registered and among the 329 pupils, 33 were new pupils. There were nine new faculty members, a deaf counselor and a supervisor in the operation and maintenance branch of LSD. (See the Personality Sketch elsewhere in this issue.)

According to the breakdown in the number of pupils, the Preparatory school has 91 pupils while the Lower school has 102 pupils with the Middle school teaching 64 pupils and the Upper school educating 72 pupils.

## New Officers for the LSD-LTA Unit

The faculty members have elected the following colleagues to serve LSD in its Louisiana Teachers' Association unit for the 1966-1967 school year. They are:

President—Mr. Bart Wilson

Vice-President—Mrs. Carmen Borne

Recording Secretary—Mrs. Anne Doucette

Corresponding Secretary—Mrs. Mae Wilton

Treasurer—Mrs. Leslie Wheeler

## Kenneth Roberts Is the Recipient of LSD Awards

In commencement exercises last May, Kenneth Roberts of Lecompte, is the recipient of the McHardy Award for excellence in both the scholarship and character development during the 1965-

1966 school year. The award was given by the school dentist, Dr. McHardy and it consists of a \$25 U.S. Savings Bond.

Immediately after the McHardy Award, Kenneth was called in to receive another award, the National Fraternal Society of the Deaf Award, for excellence in scholarship work. He also won a \$25 U.S. Savings Bond.

## Downtown Kiwanis Impressed By LSD Key Club

In May the LSD Key Club planned a program, "Deaf People Make Fine Employees," for the benefit of Downtown Kiwanis. The entire program was well planned, moved along with many persons participating.



KENNETH ROBERTS WITH MR.  
JOHN SHIPMAN INTERPRETING.

Kenneth Roberts, president of the Key Club, spoke at the conclusion of the program and invited the alumni of LSD to show themselves as living precepts of the club's theme.

The Downtown Kiwanis sponsors four Key Clubs in the Baton Rouge area and it considers the LSD Key Club most unique since it is one of the few for the deaf in the nation.



## Two Teachers Promoted To Supervisory Positions

Mrs. Eugenia Ford was promoted to the post of supervising teacher of the Lower School. She replaced Mrs. Bes-sie C. Rodrigue, who retired last June. Her duties includes supervising the academic instructional program of the Lower school and helping and advising the Lower school teachers with their various problems.

Mrs. Ford graduated from LSU and she has done some graduate work at LSU and Western Reserve University in Cleveland, Ohio. She has taught at LSD for 26 years.

Mr. Neil Doucette was assigned to supervise the Middle School. His duties are similar to those of Mrs. Ford and he will coordinate the academic aspects of instruction between the Lower and Upper schools. He graduated from Gal-laudet College in 1959 and has been a teacher here ever since.

## Calendar of Events For September & October

### AUGUST

- 25—Faculty & Staff Meetings
- 26—Faculty & Staff Meetings
- 27—
- 28—
- 29—Registration
- 30—First Day of School
- 31—

### SEPTEMBER

- 1—
- 2—Movie, **Absent-Minded Professor**  
(Captioned Film)
- 3—
- 4—
- 5—Labor Day
- 6—Boy Scout Meeting, 7:30 p.m.
- 7—Registration of Prep A Pupils
- 8—
- 9—Football Game with St. John  
at Westdale Field, 7:30 p.m.

- 10—
- 11—Senior Class Movie, **The Atomic Kid**
- 12—
- 13—Y-Teen Meeting, 4:00 p.m.  
Boy Scout Meeting, 7:30 p.m.
- 14—
- 15—
- 16—Football Game with St. James  
at Westdale Field, 7:30 p.m.
- 17—
- 18—
- 19—
- 20—Boy Scout Meeting, 7:30 p.m.
- 21—Middle School Assembly, 8:15 a.m.  
Upper School Assembly, 10:30 a.m.
- 22—
- 23—Football Game with Livonia  
at Westdale Field, 7:30 p.m.
- 24—Senior Class Meeting, 10:00 a.m.  
Movie, **All Mine to Give**  
(Captioned Film)
- 25—
- 26—
- 27—Y-Teen Meeting, 4:00 p.m.  
Boy Scout Meeting, 7:30 p.m.
- 28—
- 29—
- 30—Football Game at Brusly, 7:30 p.m.

### OCTOBER

- 1—LSU vs. Miami, 7:30 p.m.
- 2—Movie, **All-American**  
(Captioned Film)
- 3—
- 4—Girl Scout Meeting, 4:00 p.m.  
Boy Scout Meeting, 7:30 p.m.
- 5—
- 6—
- 7—Football Game with CHSPC  
at Westdale Field, 7:30 p.m.
- 8—Senior Class Meeting, 10:00 a.m.  
LSU vs. Texas A&M, 7:30 p.m.
- 9—Movie, **Away All Boats**  
(Captioned Film)
- 10—
- 11—Y-Teen Meeting, 4:00 p.m.  
Boy Scout Meeting, 7:30 p.m.
- 12—
- 13—
- 14—Football Game at Plain Dealing
- 15—Key Club Evening Outing
- 16—Senior Class Movie, **At War  
With the Army**
- 17—

(Continued on Page 15)

# PTA Reports

## Highlights of PTA's September Meeting

On Thursday, September 15, 1966 the Louisiana State School for the Deaf Parent-Teachers' Association held its first meeting of the year.

The meeting was called to order by Mrs. Charles Barber, President. Mrs. Gill led the PTA prayer.

The guest speaker was Mr. Edward L. Scouten, principal. At this time he introduced the teachers present. Mr. Scouten, then explained the concept of the prevocational education department. The aim of this department is to help develop independence and responsibility in the students.

The following Prep B children were used in a demonstration showing the method used in telling a story to deaf children: Rod Bertrand, Lisa Chase, Elaine Brunet, Sandra Kimball, Cathy Ezell, Theresa Graham, Sandra Guilory, Carol Ann Bryant, Sally Cedatol, George Stoddard, Jessica Bell, Gayna Savant.

Mrs. Alma Alexander was in charge of this demonstration.

Mrs. Charles Barber then conducted the business meeting. The 1966-67 budget was adopted.

A discussion was held as to what could be done to raise money to buy necessary equipment for the school.

On September 19 the executive committee met in the principal's office. Plans were formulated to have a meatball-spaghetti dinner on Homecoming Day, October 29, 1966.

Mrs. Pat Broussard  
Publicity Chairman

## "200" Goal Is Set

The LSD-PTA members launched a very fine membership drive during September and as a result 193 members paid their 1966-67 PTA dues.

Many parents are not able to attend any of the PTA meetings but belong to the LSD-PTA to show their child they really care about him and his school. They know that most of the membership dues will be used by the PTA for worthwhile projects.

New parents are cordially invited to join our organization. All members are reminded to pay their 1966-67 dues. Dues can be paid at any meeting or mailed in to LSD Membership Chairman, 9090 Kingcrest Parkway, Baton Rouge, Louisiana.

According to the by-laws any person interested in the objectives of Louisiana Parents-Teachers Association, who are willing to uphold its basic policies and subscribe to its by-laws may become a member upon payment of \$1.00 dues which entitles them to belong to the national, state and local PTA.

Show your interest in LSD by belonging to your PTA and working for the benefit of LSD pupils.

♦ ♦ ♦

## Meatball-Spaghetti Planned!

A meatball-spaghetti dinner sponsored by the LSD-PTA will be held on the LSD campus Saturday, October 29, 1966 between 11:30 a.m. and 2:00 p.m. Tickets are \$1.00 per adult or 50¢ per child's plate. Mr. A. J. Barlotta, Jr., a LSD alumnus from Metairie, has accepted serving as Chief Cook for this event.

The advance ticket sale begins October 1, 1966 and everyone is urged to support this project in any way possible. The profit from this dinner will be



used to purchase a much needed overhead projector and other essential minor equipment needed at L.S.D.

Please mark this date and event on your calendar. October 29, 1966 is also Homecoming Day for L.S.D. A football game with Mississippi State School for the Deaf will be played on the LSD field at 2:30 p.m. with Homecoming

Activities being a featured attraction.

Let's cooperate and do our fair share to make this successful money making project for the benefit of the L.S.D. pupils.

For tickets please contact Mrs. B. G. Annis, 337 Nelson Dr., Baton Rouge, phone 343-6988.

# Homecoming-Alumni Day

October 29, 1966

**Coffee and Doughnuts**—10 A.M. Sponsored by L.A.D. for the Alumni. Come out and meet your friends.

**Meatball-Spaghetti Dinner**—11:30-2 P.M. Sponsored by LSD-PTA. \$1 per adult plate. 50c for child's plate. Proceeds to be used to buy an overhead projector for LSD.

**Concessions**—The Senior Class will sell hamburgers, cokes, etc.

**Coronation of the Queen**—2 P.M. See the Queen.

**Football Game**—See LSD and Mississippi School for the Deaf clash together at 2:30 P.M.

**Alumni Event**—"It's a Mad, Mad, Mad, Mad, Mad World," will be the highlight of the alumni dance at W.O.W. Hall at 7:00 P.M.

Come out and root for your alma mater!

Please make a special effort to come to L.S.D. on October 29, 1966 and help to make this the biggest and best homecoming-alumni day ever!

# Eleven New Faculty & Staff Members



**MR. BANGS**



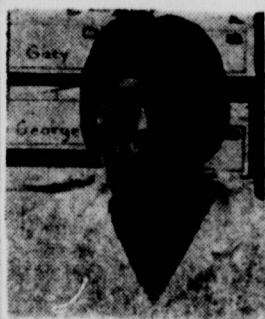
**MISS HOLCOMBE**



**MRS. JACKSON**



**MR. LOPEZ**



**MRS. BROUSSARD**



**MISS HENSLEY**



**MISS DAVIS**



**MRS. PUTNAM**



**MRS. MANSON**



**MR. RITCHEY**



**MRS. VANN**

Mr. Richard Bangs is the only newcomer in Upper School and is the teacher of Social Studies. Mr. Bangs, of Chemung, New York, is a graduate of Gallaudet College with a B.A. degree in 1966. His keen interest in dramatics can be put to good use in our various school programs.

Miss Loraine Holcombe, the new librarian, is from Canton, North Carolina. She is a graduate of Central Insti-

tute for the Deaf and received her B.S. degree in library science from Gallaudet College. Subsequently, she attended Carson-Newman College, Richmond Professional Institute, and Carver School of Missions and Theological Seminary. For the past seven years she has been affiliated with the North Carolina School for the Deaf.

Mrs. Richard Putnam of Maurice, Louisiana is a fifth-grade teacher in



Middle School. She heard about LSD through one of its former teachers and after visiting our school and discussing the problems of education of the deaf, she decided that she would like to become one of our school family.

There is a Baton Rougean among our new teachers. Mrs. Karen Vann, was graduated from University High School and received her B.S. degree in elementary education from Louisiana State University. She teaches in the Lower school.

There are five new teachers in Preparatory School. In Preparatory Auditory and Rhythm Training we have Mrs. Roger Manson who is from Haynesville, Louisiana. After high school graduation, she went to Louisiana Polytechnic Institute. She received a B.A. degree in education with major training in speech and hearing therapy.

Mrs. Herman Broussard, a Baton Rougean, is not exactly a newcomer. She is teaching Prep A-3 this year instead of substituting. Mrs. Broussard is Publicity Chairman for the LSD-PTA. She also has a daughter, Jackie, in school here.

The Prep A-B teacher is Miss Linda Davis of Hodge, Louisiana. After her graduation from Jonesboro-Hodge High School, she enrolled in Louisiana Polytechnic Institute. She received her B.A. degree in elementary education and took additional training in nursery school education. She also taught the first grade at Belle Chasse, Louisiana.

Miss Diane Hensley, Prep B-C, attended the University of Houston and earned a B.S. degree in Special Education.

Mrs. Ronnie D. Jackson of Clayton, Louisiana entered Louisiana State University and received a B.S. degree in elementary education. Mrs. Jackson

came to observe the teaching methods at LSD and became so interested in our work and she now teaches in Prep A-1.

Mr. John Lopez, our new counselor in charge of dormitories, is from Tucson, Arizona. He is a graduate of the Arizona School for the Deaf and also a graduate of Gallaudet College with a major in history. While a student there, Mr. Scouten was his English teacher. Mr. Lopez works with the houseparents and student helpers. He supervises the study hall for Upper School and plans the social activities.

Our new supervisor of Operation and Maintenance, Mr. John Ritchey, is from Winnsboro, Louisiana. Actually, he is more recently from the navy in which he served twelve years. He is on shore duty now at LSD where he and his efficient crew maintain the equipment from replacing a burned-out bulb to turning a storage room into an inviting, newly painted workroom for the teachers.

## Notes About The Faculty

There was a reversal of roles when some of the LSD teachers became pupils and attended classes in various fields of education. To impart knowledge, one has to acquire it, and our teachers take the three R's seriously.

Mr. Jerome W. Freeman, supervising teacher of the Upper School, attended San Fernando State College in Northridge, California. He was one of the fourteen selected participants to take this seven months' course in the Leadership Training Program in the area of the deaf which was sponsored by a federal fellowship grant. Upon the conclusion of this course, Mr. Freeman

received his master's degree in Administration and Supervision.

In July, Mr. Max Ray enrolled in the Workshop for Improving Instruction of the Deaf at Ball State University, Muncie, Indiana. This course dealt with the development of arithmetic and mathematic curriculums.

Mr. and Mrs. Bart Wilson, too, were LSU students. They did team work in the speech and education classes. Mr. Wilson studied English and Mrs. Wilson delved into American history.

Mrs. Jean Boles, teacher of Business Practices, completed her thirty hours above her masters degree in Education. Then, in August, she went to Hot Springs, Arkansas to serve as a consultant for a business machine course at the Rehabilitation Center.

Mrs. Jan Harp, Prep Activity teacher, was an LSU registrant in a course in Child Development and in a Workshop on Preschool Education. LSD's Prep classes will surely benefit by following the games and other ideas that she gathered in her summer classes.

Mrs. Pat Broussard, Prep A, registered at LSU in the summer courses of English and Speech.

Mr. John Deville, the science teacher of Upper School, registered at LSU for summer classes. His courses were American history and parasitology. In the latter course, he dissected over a hundred salt water fish at the Gulf Coast Research Laboratory at Ocean Springs, Mississippi.

## THE PELICAN STAFF

EDWARD E. CORBETT, JR.

EDITOR

HARVEY J. GREMILLION

CIRCULATION MANAGER

# Topics From Upper School

## My Birthday Wish

One bright morning, I strolled into the Early American den and implored my parents to help me obtain a driver's license. I had done that several times before my fifteenth birthday. Finally, they made a decision to allow me to have a driver's license, even though I was so young.

On the morning of my fifteenth birthday, mother woke me up and excitedly told me that I was to go and get my driver's license. I was surprised and delighted to know that I would finally obtain a driver's license, if only I could pass the driving test. I was very anxious about how I would do on the driving test.

When my parents and I arrived at the Driver's Education Bureau, there was a long line of impatient and fidgety people waiting for their turns to take the driving test. We sat down and fidgeted about one hour before the examiner called me up to take the eye test.

During that test, he carefully examined my eyes and smiled pleasantly as he told me that my eyesight was okay.

After taking the eye test, I was told to fill in the missing information on a written test form.

I was very impatient about taking all the necessary tests. I waited about thirty minutes for my turn to take the written test. While waiting, I kept on thinking about what I had studied in the driver's guide booklet. When the friendly examiner handed me the test papers, I quickly filled out the blanks. I was quite disgusted when I found out that the test was quite simple.



After taking the simple test, I nervously drove the auto with the examiner sitting beside me. I paid close attention to his commands. When we returned to the Driver's Education Bureau, the policeman asked me if I knew how to park parallel to the curb. I told him that I didn't really know how to park parallel to the curb because I had never really tried to park that way. He told me that it was unnecessary to know how to park parallel to the curb right then. He added that it is a hard thing to do, but that people can learn to do it with practice.

As the examiner and I strolled back to the testing room of the Driver's Education Bureau, he asked me some more questions about driving the car. Then he informed me that I had made ninety-five on the test. It seemed like a fantastic score to me and I could hardly believe it. I paid the two dollars and fifty cents for the driver's license with pride.

Then my parents and I got into the car. I proudly drove the auto all the way home, thinking that my score on the test was somehow too high.

**Linda Dale Wroten**  
U-IV

### **Why I Moved to a School for the Deaf**

While I attended an elementary school in Florence, Alabama, I had some trouble with my school subjects. Often I couldn't understand what I was supposed to do because I was rather hard of hearing. Sometimes the teacher would talk and explain some directions about the homework that were not in the textbook. Often, I did not really understand her and did what I thought the directions might be. Of course I was wrong. Then I got bad grades for doing the wrong things.

Spelling was my worst subject. The teacher would call out a word and we were to write that word on paper. Sometimes I mistook the word the teacher said for another word.

We often made things at school,

for which we were supposed to bring our own materials. The teacher would call out the list of materials that we were to bring. I didn't understand her and did not dare ask her what she had said, for she would usually be going along fast. Because of that, I was left out of the fun of making things just because I didn't bring the materials required.

During one year I went to a speech teacher twice a week. She knew of my not understanding the teachers at the public school and that I made bad grades. She informed my mother of the school for the deaf where she thought it would be much easier for me to understand the teachers. She explained that there the teachers would talk and fingerspell at the same time.

At first I was skeptical and didn't want to go to a school for the deaf, for I didn't have any idea what kind of school that might be. Mother finally persuaded me to try it. If I did not like it there, I could return to public school.

Now to make a long story short, I am glad I did what the speech teacher and mother suggested. At L.S.D. I can understand practically everything my teachers say in class. My grades have improved a lot. I have that thoughtful speech teacher to thank for all this.

**Ramona Lynn Ashley**  
U-IV

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## *Topics From Middle School*

### **My Camping Trip**

I went camping last week. My brother and I went fishing in a boat. I saw some ducks in the lake. My brother went riding down the road. I saw something on the road. It was a raccoon. I jumped

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# Athletic & P.E. Roundup

By JOHN S. SHIPMAN

## Pigskin Review

No one expected dame fortune to smile very brightly this season after seeing eight outstanding regulars graduate last May. However, ever faithful to the Mustang creed, *fierce, proud and high-spirited*, our youngsters have accepted the challenge and are truly learning and playing with vigor. Our defense especially has been fairly astounding as we have held two rather big teams to a scoreless ties. True, our offense is still sputtering, but we had to start from scratch at quarterback as our touted Holloway had graduated and his back-up man, Houston Moss, did not come back out for football this season due to an injured knee.

### LSD 0, St. John 0

The spectators tell me it was a thrilling game as two apparently well-matched teams battled all over the field to collect their goose eggs (0 to 0 score). Quarterback Larry LeBert broke away for a beautiful 68 yard touchdown romp, only to have it called back on a clipping penalty.

End Wayne Miller and guard-linebacker Kenneth Roberts turned in outstanding performances on defense while tackle Gary Heurtin, and backs Larry LeBert and Rocky Miller shone on offense.

### St. James 35, LSD 0

The Wildcats from down the river have long been recognized around the

state as a powerhouse, and their inclusion into our new district made us shudder a little. True to form, they were big, aggressive and winners all the way. Again, Wayne Miller and Kenneth Roberts were the workhorses in our defensive line. The offense simply did not move in this game, but it was not because LeBert and Rocky Miller were not trying.

### LSD 0, Livonia 0

We did everything except to score in this game as we moved the ball fairly well, twice inside their 10-yard line. At the same time our defense was holding up well, allowing them but one thrust deep into our territory before stopping the big team. Norman Walker quarterbacked his first full game and did a pretty good job both offensively and defensively as he intercepted three passes in this game. LeBert and Rocky Miller each did a fine job on offense along with Wayne Miller at end, snagging five passes for 75 yards. As always, Kenneth Roberts led the defensive play up front, along with Wayne Miller and guard Dale Clostio.

### Brusly 20, LSD 0

They were not bigger, but they scrapped like the Panthers they are named after. They simply out-hit us in the first quarter, producing confusion and assignment breakdown with too many substitutes in the game. This breakdown actually occurred during the second stanza and the score was settled by the end of this period as we straightened out our problems at the halftime and then played a scoreless second half.

Dale Clostio, middle guard on defense turned in a good effort as did Melvin Royer at end in the second half. Back LeBert also did an outstanding job on



defense. Our offense? It sputtered again.

## Physical Education News

New student helpers from LSU this year are: Douglas Gosney from New Orleans whose specialties are swimming and gymnastics; Steve Hicks from Baker and he excels in all forms of major athletics, and Harry Pearson, also of Baker with a fine background in major athletics. We still have an opening for a girl but have been unable to find one qualified to teach our dance group. Linda McCall and David Smith are returnees from last year working with Mrs. Gremillion and myself.

The classes run the gamut from low organizational games for our younger pupils through skill-requiring activities and social hygiene for the more advanced classes. Also included in the first nine weeks program are the AAHPER physical fitness tests, which will be recorded. Re-tests for comparative results will be given in the last nine weeks of school.

We hope to acquaint the students with a greater variety of activities this year, especially those activities which can best be carried over into adult life for better social recreation. One such activity which shall be taught will be golf, with the final examination given at the Webb or City Park golf course where they will actually play nine holes as well as acquaint themselves with public facilities which are available. No, students' lives will not be in danger around campus from whizzing golf balls. We will do most of our teaching with a plastic whiffle ball (full of holes). This allows for both indoor as well as outdoor teaching.

*The man who refuses to hear criticism has no chance to evaluate it.*

## Calendar of Events . . .

*(Continued From Page 7)*

- 18—Boy Scout Meeting, 7:30 p.m.
- 19—Middle School Assembly, 8:15 a.m.  
Upper School Assembly, 10:30 a.m.
- 20—
- 21—Football Game at Poydras
- 22—Senior Class Meeting, 10:00 a.m.  
Date Night
- 23—Key Club Meeting  
Movie, **Baron of Arizona**  
(Captioned Film)
- 24—
- 25—Y-Teen Meeting, 4:00 p.m.  
Boy Scout Meeting, 7:30 p.m.
- 26—
- 27—Halloween Party, Upper School,  
7-9 p.m.
- 28—Halloween Parties
- 29—Homecoming-Alumni Day  
Football Game with Mississippi  
School for the Deaf at 2:30 p.m.
- 30—
- 31—Vocational School Reports Due  
Physical Education Reports Due

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## Topics From Middle School

*(Continued From Page 13)*

out of the car and ran after the raccoon. I caught it and put it in a sack. I brought it to the camp. When we were ready to go home, I put it in the car and let it out. When I came home, I put it in a cage. My three little puppies barked at the raccoon. I fed the raccoon and gave it some water. When I put the food in the raccoon's cage, he tried to grab my hand. The raccoon growled like a dog. I will keep it for a pet. I had two and they got out of the cage. Now I am happy because I have another one.

David Gill  
M-4A



# Homecoming Football Game

**Welcome Alumni . . .**

**. . . and Friends!**

**L.S.D. Mustangs**

**-VS-**

**M.S.D. Bulldogs**

**October 29, 1966**

**L.S.D. Field**

**Kick-off—2:00 P.M.**



# **CLASS ROLL—1966-1967**

## **PREPARATORY SCHOOL**

### **Prep. A, Sec. I Mrs. Manson**

Champagne, Angela  
Domingue, Fran  
Duhon, David  
Kraemer, Matthew  
Lanclos, Janet  
Leger, Cynthia  
McCarroll, Tamra  
Matthews, Bobby  
Scott, Randy  
St. Romain, Emile

### **Prep. A, Sec. II Mrs. A. Alexander**

Derrick, Stevie  
Guidry, Michael  
Landreneau, Mark  
Landry, Pat  
Massey, Kim  
Meeks, James  
Miller, Martha  
Mizell, Rydell  
Scott, Wanda  
Tabor, Monica

### **Prep. A, Sec. III Mrs. Broussard**

Broussard, Debra  
Crysel, Elizabeth  
David, Bobby  
Domingue, Rosemary  
Fraychineaud, George  
Holliday, Gary  
Kraemer, Martha  
Masoner, Theresa  
Picard, Kenneth

### **Prep B Mrs. M. Alexander**

Bell, Jessica  
Bertrand, Rod  
Brunet, Elaine  
Bryant, Carol Ann  
Cedotal, Sally  
Chase, Lisa  
Ezell, Cathy  
Graham, Theresa  
Guillory, Sandra  
Kimball, Sandra  
Savant, Gayne  
Stoddard, Georgia

### **Prep. B Miss Curtis**

Ballard, Bobby  
Borton, Debbie  
Boyter, Claude  
Creel, Wilda  
Crochet, Debbie  
Curtis, Mary  
Eaton, Kathleen  
Floyd, Paula  
Mustin, Dorinda  
Richmond, Meloy

### **Prep. B-I—Miss Davis**

Arabie, Danny  
Burris, Billy  
Dawson, Dennis  
Dufrene, Kevin  
Gorman, Verna  
Petrie, David  
Westmoreland, Jim  
Broussard, Wayne  
Foy, Debbie  
Duhon, Richard

### **Prep. C, Sec. III Miss Fowler**

Berthelot, Allen  
Bonaventure, Ron  
Brown, Rudy

Harrell, Elizabeth  
Hukins, Rose Marie  
Jenkins, Inie Mae  
McLemore, Larry  
Smith, Sabrina  
Steen, Sharon

### **Prep. C Miss Hensley**

Boudreaux, Rose  
Champagne, Chris  
Delcambre, Daniel  
Guidry, Paul  
Guillory, Kirk  
Hagan, Keith  
Poincon, Tommy  
Rizzuto, Jack  
Smith, Katherine  
Taylor, Michael

### **Prep. C Mrs. Spori**

Bianca, Virginia  
Berry, Reggie  
Chapman, Karen  
Craft, Janice  
Delvisco, Ronnie  
Ellis, Sheila  
Gray, Keith  
LeBanc, Debbie  
Nugent, Annette  
Smith, Kevin  
Wyant, Tracy

## **LOWER SCHOOL**

### **Lower 1-A Mrs. Smith**

Babin, Arthur  
Broussard, Cheryl  
Courington, Davalon  
Davis, Kenny  
Ellis, Roger  
Lanclos, Melinda  
Mouton, Cindy  
Pippins, Randall  
Quibodeaux, Phillip  
Renouf, Betty  
Strickland, Patsy

### **Lower 1-B Mrs. Kraft**

Broussard, Jackie  
Buras, Louis  
Courville, Carl  
Delahoussaye, Phil.  
Delcambre, Debra  
Fachan, Molly  
Fletcher, Leta  
Fredrick, Patrick  
Guitreau, Tony  
Rivers, Clay  
Wascom, Terri

### **Lower 1-C Mrs. Wheeler**

Brewer, Debra  
Corley, Mark  
Griffin, Libby  
Mendoza, Alvin  
Mizell, Ronnie  
Morrow, Harold  
Plitt, Alvin  
Prioux, Buddy  
Prioux, Harold  
Vezina, Bennett

### **Lower 1-2 Mrs. LeFeaux**

Borden, Selena  
Culpepper, Margaret  
Ganey, Ginger  
LeFors, Larry  
Lynch, Steven  
Mock, Beatrice  
Reed, Kathryn  
Rohner, Belinda

Roth, Melanie  
Simon, Catherine

### **Lower 1-2 Mrs. Vaun**

Chouest, Eve  
Diamond, Janell  
Johnson, Beverly  
Rash, Helen  
Rester, Robert  
Robillard, Larry  
Sammartino, Deborah  
Stamper, Linda

### **Lower 2 Mrs. Wilson**

Bamburg, Gerald  
Bayles, Teena  
Burch, Keith  
Burkett, Liby  
Danos, Cindy  
Fraychineaud, Kathy  
Migues, Cindy  
Walker, Lucius  
White, Reuben  
Wilson, Gary

### **Lower 2 Mrs. Ford**

Champagne, David  
Fraychineaud, Richard  
Lacy, Robert  
Lanoix, Janet  
Lormand, Jacqueline  
Meades, Alan  
Metz, Marcel  
Rothwell, Teresa  
Sunseri, Pearl  
Wolf, Michael

### **Lower 2-3 Mrs. Pratt**

Boatwright, June  
Fontenot, Paul  
Heintz, Wallace  
Jones, Champ  
Lott, Sherry  
Mendoza, Charles  
Saucier, Nolan  
Savoy, Janice  
Swain, Jay  
Welch, Mike

### **Lower 3-A Mrs. Tate**

Arrant, Joanie  
Bergeron, Jeff  
Bozes, Barbara  
Burch, Tommie  
Fong, Jung  
Frugé, Gus  
Granger, Dale  
LaBauve, Sandy  
Richard, Darrell  
Taylor, Patricia  
Watts, Hubert

### **Lower 3-B Mrs. Stevens**

Bartholomew, Mel  
Bernard, Julius  
Bonaventure, Alvin  
Gill, Ricky  
Landry, Jackie  
LeBlanc, Tara  
Mouton, Johnny  
Porter, Arthur  
Salande, James  
Smith, Gene  
Spiers, Charles

## **MIDDLE SCHOOL**

### **M-4A—Mr. Doucette**

Bamburg, Janice  
Bergeron, John

Delvisco, Ann  
Gill, David  
LeFors, Nick  
Miller, Judy  
Reames, Kirk  
Roberts, Dorothy  
Sellers, Craig  
Vallot, Melissa  
Vinet, Avis  
Wilson, Deborah

### **M-4B—Mrs. Doucette**

Carline, Randy  
Castleberry, Gail  
Dohmann, Dale  
Evans, Sue  
Guidry, Cheryl  
Martin, Deon  
Miller, Guy  
Moore, Micheal  
McGowen, James  
Oxner, Nelson  
Stogner, Mildred

### **M-5A—Mrs. Gill**

Annis, Bobby  
Austin, Gloria  
Haney, Terry  
Helms, Debra  
Kraemer, Lise  
Reppond, Roger  
Sonnier, Vernice  
Terrio, LeRoy  
Terro, Robert  
Thibodeaux, Letha  
Young, Tommie Jo

### **M-5B—Mrs. Putnam**

Argrave, Daryl  
Castleberry, Glenn  
Comeaux, Ricky  
Cormier, Brent  
Diamond, Katie  
Frugé, Debra  
Garland, Dennis  
Graham, Carlus  
Landreneau, Craig  
Sanders, David

### **M-5C—Mr. Ortega**

Bickham, Anita  
Bourgeois, Jane  
Brister, Frances  
Kraemer, Danny  
LeBleu, Harold  
LeBleu, Mitchell  
New, Jack  
Pitre, Alan  
Populis, Judy  
Trahan, Sidney  
Wesley, Mark  
Willis, Diane

### **M-6—Mrs. Myers**

Deshotel, Leroy  
Deville, Glenn  
Gill, Bobbie Sue  
Harris, Woodan  
Mock, George  
Parnell, Denise  
Rodriguez, Shirley  
Wood, Debra

## **UPPER SCHOOL**

### **U-IV—Mr. Freeman**

Ashley, Ramona  
Barber, Charles  
Gregory, Jim  
Miller, Wayne  
Roberts, Kenneth  
Wroten, Linda

### **U-II—Mr. Wilson**

Bienvenu, Martina  
Castleberry, Clyde

Gill, Gary  
Graham, Allen  
Kaspar, Carol  
LeBert, Larry  
Moss, Houston  
Miller, Rocky Joe  
Miller, Sheila  
Stevens, Sharon  
Templet, Mavis  
Walker, Norman

### **U-I—Mr. Ray**

Hebert, Katherine  
Inman, Beth  
Lyles, Ric-Olin  
Meyer, Ara Marie  
Miller, Sharon  
Pollard, Glenda  
Spinks, Patti  
Terro, Barbara  
Walker, Mary

### **U-6—Mr. Deville**

Cheremie, Evelyn  
Franklin, Pamela  
Graham, Randall  
Hynes, Jimmy  
LeBlanc, Earline  
LeBlanc, Nell  
Oglesbee, Brenda  
Royer, Melvin

### **U-5—Mr. Bangs**

Ballard, Tommy  
Bass, Cathy  
Harris, Sherry  
Hebert, Larry  
Johnson, Carolyn  
Madere, Jo Ann  
Morris, Sheila  
Sonnier, Donna  
Thompson, Woody  
Wilkinson, Mike

### **U-4A—Mrs. Freeman**

Bowman, Beverly  
Broussard, Ruby  
Caffarel, Mary Jo  
Clostio, Dale  
Gill, Jerry  
Kraemer, Willie  
Myres, Mary  
Parra, Carlos  
Trahan, Ann

### **U-4B—Mrs. Wilton**

Austin, David  
Bankston, Wilson  
Breaux, Leroy  
Delaune, Roy  
Glascok, Donald  
Heurtin, Gary  
Mendoza, Myra  
Ortego, Dianne  
Smith, Don

### **U-3—Mr. Gremillion**

Berthelot, Carol  
Bourque, Gloria  
Cangelosi, Frank  
Gilley, Linda  
Kennedy, Rebecca  
Meadows, James  
Modisette, Tommy  
Prather, Marilyn  
Stanley, Zella Ann