

The Pelican



December, 1965

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Edward L. Scouten, Principal
Ben Phillips, Assistant Principal
Mrs. Ruth Cason, Secretary
Col. Jimmie Wax, Business Manager
Mrs. Madeline Pourciau, Administrative Assistant
Mrs. Effie Mae Nichols, Stenographer

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Mrs. Anita Atkins
Mrs. Carol Crain
Miss Marie Curtis
Mrs. Barbara Duncan
Miss Carrie Fowler
Mrs. Jan Harp
Mrs. Lillian Moreau
Mrs. Cindy Spori
Mrs. Eleanor Scouten, Consultant, Teacher Education

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Mrs. Eugenia Ford
Mrs. Virginia Junker
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Neil Doucette
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Bart E. Wilson
Harvey J. Gremillion, Coordinator, Student Activities

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Frank Bergeron
Mrs. Hortense Houston
Griffin Jones
James Wallace
Houseparent, Primary
Mrs. Ida Mae Lejeune, Head Houseparent
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Miss Inez Freeman
Mrs. Merle Collins, Head Houseparent
Mrs. Glenna Gray
Miss Yvonne Henderson
Mrs. Ruth Sikes
Night Houseparents
Mrs. Wilma Mobley
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Dr. Colin A. McHardy, D.D.S., School Dentist
Mrs. Frances Ferris, Head Nurse
Mrs. Mary Jane Edwards, Nurse
Miss Mary Lou Hoffnauir, Nurse
Mrs. Daisy Raley, Nurse

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Mrs. Anne Jackson, Stenographer

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Mrs. Cecile Miller, Assistant

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J. Earl Jackson, Stock Clerk
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Victor Crain
Chester Kloss
Winford Lawrence
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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.

The Future of the Deaf Teacher of the Deaf

By Albert C. Esterline

You have asked me to talk to you this evening on the subject "The Future Of The Deaf Teacher of the Deaf." I can express my opinion in a sentence or two, but I know you want me to take more time than that so the evening come out right timewise— so . . .

This is a era of research and studies, but I know of no research nor formal study that has been made in regard to the capabilities of the deaf teacher, of the advantages and disadvantages of the deaf teacher, nor of a comparison of the deaf teacher and the hearing teacher. About the best we can do is to look at some straws in the wind. It was about 10 years ago, I believe that a group of people submitted a list of qualifications for teachers of the deaf to the Conference of Executives of American Schools for the Deaf for their approval. Included in this list was, "a teacher of the deaf shall have normal hearing." Maybe I should not use quotes as I'm not sure that those were the exact words. It was the intent. The Conference rejected it. We know of one instance where the board of one of eastern state schools decided that there should be no deaf teachers in their school. Day schools and day classes traditionally do not hire deaf teachers, but *we hear more and more rumblings about the desirability of introducing fingerspelling into those areas which might also open them to deaf teachers* By California law a hearing impaired teacher cannot teach in public school classes.

I had the opportunity to be a participant in the first workshop for the Improvement of Instruction for the Deaf for Captioned Films, at Munice, Indiana. There were no deaf teachers at

that session, but the participants who represented day schools, day classes, residential schools and private schools agreed unanimously that the future workshops should include deaf educators. Most of the workshops on local, state and national levels that have been concerned with the education of the deaf, that I am aware of, have invited deaf educators to participate. Just the other day we received a request from De Paul University for recommendations of teachers to help develop study guides for Captioned Films in which deaf teachers were specifically asked for.

The few incidents recorded above certainly are not sufficient in number to provide scientifically sound conclusions, and, as with the Bible, we could take the ones that suited and conclude that the future was either bright or gloomy for the deaf teacher.

My personal feeling is that deaf educators have proven that they indeed make worthwhile contributions to the field. However, all of this is pretty much in the past and you have asked me to speculate about the future. The past does show us that the deaf are "in" as respected educators of the deaf, and I have the feeling that maybe the rest of what I have to say might better be given to the neophytes at Gallaudet than to the group here. Deaf teachers have and are playing a most important part in the education of the deaf. If there will be any change in their status I believe it will be of their own doing. It

Editor's Note: Mr. Albert C. Esterline is the principal of Minnesota School for the Deaf, Faribault, Minnesota. His talk was given to the members of the Cosmos Club, a group of deaf people in Faribault.

is the responsibility of the deaf teacher to make himself so invaluable and necessary that the school (profession) can't get along without him. This is fine, but how does he do it? Right here is where a Burns, a Griffing, a Lauritsen or . . . you can name more of them than I can should take over and tell their secrets of success. I can give you some clues maybe. They aren't teaching for a pay check. They don't count the hours of work. They love the kids. They are dedicated to their work. A big part of their pay does not show up on their checks but is realized in the satisfaction derived from serving others. Each of the statements could be spelled out in specific examples, but I'm not going to insult your intelligence by doing so.

Another way in which a deaf teacher can make himself invaluable to a school is to use every ability that he possesses and this I will dwell on briefly. The deaf teacher who has oral ability should use it to the utmost and I'm happy to say that we have some very good examples of teachers here on the MSD staff doing just that. I think too, to be frank, in some other cases there could be improvement. Every deaf teacher has ability to communicate in the English language. More and more I am convinced that the most important thing we can teach is communication . . . in English . . . spoken, fingerspelling or written. I know I have spoken on this so much that through the grapevine I have heard, "Why does Esterline keep harping on this business of communication?" Will you tell me what good a trade is or skills in arithmetic computation, or an understanding of our history if there is no English communication? . . .

Robert M. Benson, Assistant Supervisor of Special Education, Long Beach, California in an address to a parents' group, states that the three essential requirements imposed upon all children by society and which the schools are charged to teach are:

- (1) Knowledge
- (2) The ability to communicate in the English language
- (3) Social communication

Mr. Benson also quotes Dr. Leo Connor, "Deaf pupils should finish high school and be able to think more abstractly, command language flexibility, read routinely at the high school level and socialize easily with hearing and deaf people if their future status in the United States is to be a more comfortable and productive experience." Mr. Benson also referred his audience to Frank Turk's, "The Deaf Child Is A Person."

It might seem as though I've gotten away from my topic in favor of my pet topic, communication, but this is a pretty fair summary of the thinking in our field today and if the deaf teacher wants to be indispensable he will have to sincerely subscribe to it and cooperate to his utmost in fulfilling it. This is not oralism. Oralism is certainly a very important part of it, especially for those students who need the help and practice to improve their oral communication, but it is much broader than that—the ability to communicate in English.

Maybe now you wish that I would have expressed my views in only a sentence or two!

Let me conclude with some more or less generalizations. Deaf teachers receive equal pay with hearing teachers. Administrators expect the same from deaf teachers as they do from hearing teachers in the areas of professional improvement, attendance at professional meetings, a good image in the community, cooperation with colleagues, supervisors and administration to mention only a few. It is more difficult for deaf teachers to follow through in some of these things than it is for hearing teachers. Is it worth the extra effort?

I don't think we need to spend time on the recognized limitations of the deaf teacher in teaching speech . . . auditory training, etc. There are enough areas in which the deaf teacher can excel so that we need not be concerned about a place for the deaf teacher.

In the past 28 years I have worked side by side with deaf teachers. For

(Continued on Page 5)

Scoutin' Around

BY EDWARD L. SCOUTEN

Re: Our Community Volunteers Re: The Badge of Deafness

The Preparatory School Activities Room program which has been used with our beginning children, was extended to the Preparatory B level this year. This has been made possible through the services of ten community volunteers who, for one hour each day, conduct reading and language activities with our second year pupils. Their contribution to our program is invaluable because it allows the classroom teacher to devote more time to speech and acoustical training with individual children. Meanwhile the children in the Activities Room are continuing to acquire language through various reinforcement activities provided by our volunteers. The pictorial feature, to be found on pages 8 and 9 in this issue of *The Pelican* illustrates the importance of this program.

Re: Mr. Jerome Freeman

Mr. Jerome Freeman, supervising teacher of the Upper School, will be on leave of absence from the Louisiana State School for the Deaf during the next semester. He has secured a graduate fellowship in the Leadership Training Program conducted under the auspices of San Fernando Valley State College located in Northridge, California.

The Louisiana School is indebted to Mr. Freeman for his dynamic leadership in the Upper School program over the last year and a half. We know that Mr. Freeman will benefit tremendously from his studies in California. It is our sincere hope that he will return to LSD and continue once again to help our school in its efforts to make English a "working tool" for prelingual deaf children.

Recently concern has been expressed over the fact that deaf people who are strangers to one another are unable to identify the fact of each other's deafness and consequently pass each other by without being able to become acquainted. It has, therefore, been proposed by an educator that deaf people wear distinctive badges which will denote the fact of their deafness. Thus, when two deaf strangers meet, their respective badges will announce their deafness. They can then stop and have a friendly chat.

In a democracy where citizens move as independent individuals and where personal privacy is protected by law, it is questionable as to whether or not the urging of deaf people to label themselves as such is truly wise and in keeping with their best interests. While badges would certainly enable deaf persons to identify each other, such devices would also enable double-dealing and criminal hearing types to identify many unsophisticated and unwary persons as being deaf. Thus, the unscrupulous could "zero-in" on their well marked targets for any con-games or crimes they might have in mind.

The simple question also arises as to whether or not deafness alone is a sufficient reason for one person to make the acquaintance of another. Most deaf people would probably prefer to meet new acquaintances through the usual social channels of club and church rather than to pick them up on the street. Such chance meetings, particularly on the part of deaf youngsters, should obviously be discouraged.

Editorially Yours

By EDWARD E. CORBETT, JR.

Our Cover Page

Much credit for the design on our cover should go to Mrs. Carmen Borne, teacher in the art department. She was asked to assist with the cover. As a result she prepared the Christmas design which appears on this December issue of *The Pelican*.

Her design provided a valuable teaching aid in the teaching of lithography and offset presswork.

Thank you, Mrs. Borne.

The Little Pelican

The beginning class in lithography—offset presswork took *The Little Pelican* job with much enthusiasm. Mrs. Virginia Junker, the editor, outlined her ideas for the overall design and the pupils, Charles Barber and Larry LeBert tackled on this assignment for almost a week discussing the methods to use and the steps in color separation.

The result is excellent as it is clearly evidenced in this issue.

Planning Activities of The Mason-Dixon Tournament

Mr. John Shipman, coach and director of physical education at L.S.D. has made some tentative plans for the Mason-Dixon Tournament to be held here on January 27, 28, and 29, 1966.

He will make his plans known in the January issue of *The Pelican*. Several pages in *The Pelican* have been reserved for the planning activities of the M-D Tournament. It is with the Editor's hope that the January issue will arrive at your mailboxes at least two weeks before the tournament.

Other announcements will be made through various media.

A Memo—

The *Athletic and P.E. Roundup* article is omitted from this issue as Coach Shipman is very busy with the Mason-Dixon Tournament plans. His article will appear in the January issue.

NOTICE

The Louisiana State School for the Deaf urges that no transportation company offer reduced fares to pupils of this school.

Deafness is not a valid reason for special consideration where costs and money payments are considered.

Edward L. Scouten
Principal

The Future of the Deaf . . . (Continued From Page 3)

some, I had a great deal of respect, for others I had no respect, but I can say the same for hearing teachers I have worked with. Deafness doesn't command respect, neither does deafness make one an authority on the deaf. The deaf person, teacher or otherwise, who can produce in spite of deafness commands a great deal of respect.

The deaf teacher will always have a place in the education of the deaf if he proves himself indispensable. It's up to the deaf teacher himself more than to any other person or factor as to his future.

It seems to me that I have seen in a deaf teacher's shop: "The Deaf Must Be Better To Compete."

Another bit of advice . . . "There's always room at the top."

The First Nine Weeks Achievement Record

Here is a list of the pupils who made the highest grades during the first nine weeks of the 1965-1966 school session:

UPPER SCHOOL

Honorable Mention

U-III Luther Green

Principal's List

U-III Charles Barber

U-II James Clement

Jeanette Fruge

Catherine Hoffpauir

Larry Holloway

Norris Kraemer

U-I Martina Bienvenu

U-6-A Jim Gregory

U-6-B Jimmy Hynes

MIDDLE SCHOOL

Honor Roll

Leroy Terrio

Honorable Mention

Gloria Austin

John Bergeron

Katherine Hebert

Craig Landreneau

Nick LeFors

Judy Miller

George Mock

Dorothy Roberts

Craig Sellers

Barbara Terro

Mary Walker

Principal's List

Bobby Annis

Brent Cormier

Roy Delaune

Bobbie Gill

David Gill

Terry Haney

Debra Helm

Ric Lyles

Nelson Oxner

Dennis Parnell

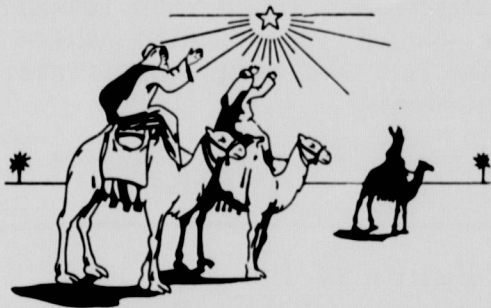
Glenda Pollard

Patti Spinks

Robert Terro

Melissa Vallot

Deborah Wilson



The Louisiana State

School for the Deaf

wishes you a

Merry Christmas

and a

Happy New Year

Ordeal by Conference

Reprinted from the *NEA Journal*, November, 1965

I resent parent conferences. I resent the teacher and I resent my kid. I even resent my wife's placid attitude toward these affairs. The instant she and I walk through the door and I see the teacher smiling frostily at us, my blood curdles and I regret that schools were ever invented.

I know that my little hellion, my boy, is not going to break the Otis quick-scoring thermometer. But he is my guy, and the same kind of brains pretty much run in the family. That's exactly the point. It's nobody's business what brains run in my family. They're the only brains we have, and we're stuck with them.

Therefore, I approach the teacher with my head up. I look her squarely in the eye, perhaps as long as a half second.

"Well," I say defiantly, dipping into the cavernous depths of my courage.

"Won't you be seated?" she leers at my wife and me.

There is nothing for us to do but obey her by squeezing ourselves into primary grade seats.

"I, that is, we, the both of us, in holy bond of matrimony," I say, all verbal thumbs, "have come henceforth here, to listen, that is, discuss the situation relative to the product of our union."

The teacher looks at me with concern. Then she quietly crosses the room to close the door. Great Scott! Is it as bad as all that?

"You have an interesting little fellow," she says. "No doubt a chip off the old block."

There! Already she's broken a basic principle of Anglo-Saxon jurisprudence. I am presumed guilty before I've had an opportunity to defend myself. If I had any sense at all, I'd call off the conference instantly, until I could get a competent lawyer. But it's too late. Court has convened. The prosecutor,

judge, and jury has opened her case.

Extending a pink claw, she reaches for a folder—Exhibit A in the case of the School v. Father and Son.

"His art work," she says, handing me the folder.

"Never was much of an artist myself," I reply.

"Drawings," she says, "are often an indication of personality. Now, if you'll notice the large door he's sketched."

"I've been meaning to fix the front door for some time. I think it's the moisture from the ground. The door's too close to the ground."

The teacher mumbles something about big doors indicating security and openheartedness. I'm not buying any of that. I know her type. Sly at first—then wham!

"Now here are some of his papers in arithmetic."

See! First the soft buildup, a light tap to the chin, then the old haymaker. I can see through the whole scheme.

"The mathematical mind doesn't run in our family," I explained hastily. "We are given more to linguistics, you know. Not linguistics exactly, but perhaps socio-linguistics. Or perhaps socio-dramatics . . ."

"Well, that is interesting. I rather supposed he got his knack for numbers from his father."

"Not at all," I say. "Knack? What knack?"

"Perhaps, then, he has his father's skill for reading?"

"Skill, did you say?" I mumbled.

"Yes," says the teacher, "because he is catching on extremely well. He's so likable too . . . a pleasure to have in the group. You should be very proud of him."

As I was saying, I'm 100 percent in favor of parent conferences. Yes, sir. An openhearted lad. With a knack for num-

(Continued on Page 10)

Community Volunteers



Upper left: A group of Preparatory B children complete an art-reading activity under the direction of Mrs. Charles Dixon.

Upper right: University student Linda McGugan and two small companions enjoy a game that features vocabulary recognition.

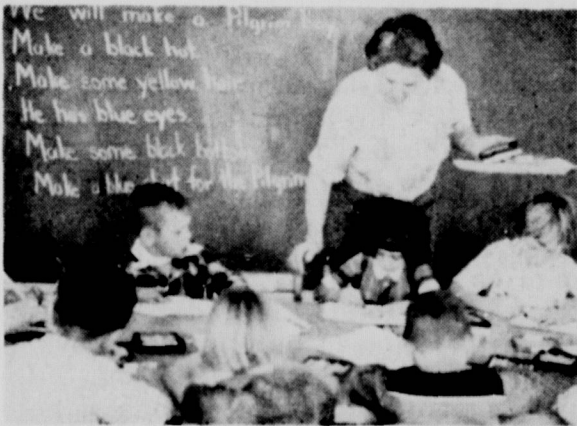
Right: Engrossed in a game that reinforces word recognition are Mrs. Edward Corbett and several Preparatory A pupils.

Lower left: Unexpected cold weather provides interesting reading material for our "Dormitory Daily." Catching up on the news is Mrs. Harry Bivens, shown with two of our Preparatory B girls.

Lower right: The magic of children's literature provides a pleasureable experience through the help of Mrs. L. E. Hagius, Jr.



Help Preparatory Pupils



Upper right: In addition to supervising children's reading activities, university student Susan Googe makes educational materials used in the Preparatory classrooms.



Upper left: Six Preparatory B pupils participate in a reading lesson, conducted by Mrs. Houston Cummings.

Left: Mrs. Herman Broussard, mother of a third-year pupil works with beginning children on color phrases.



Lower left: Combining commands with Hop Scotch proves fascinating for two of our Preparatory B children. Supervising the activity is Ginger Hoskins, LSU junior.

Lower right: Creativity through coloring provides a relaxing pastime for Preparatory B children with the help of Peachie Gill, LSU student.



The Library Corner

By MRS. WILMAH SEAL, Librarian

December is an exciting month—one of gaiety and happiness. It brings Christmas—the most rewarding holiday of the year. Do you know why? It is not just because it brings presents for everyone, but because it brings the most wonderful gift of all—the gift of love and good will. On this day we have a feeling of wanting to help other people and to be kind to everyone. It is a day that must be shared with others. This is the true spirit of Christmas.

Do you ever wonder how this holiday is celebrated in other lands? Is Santa Claus known everywhere? Why are candles so much a part of Christmas? What do people in tropical lands use for Christmas trees?

Read *Christmas and Its Customs*. There is a wealth of information, told simply and easily, reflecting the charm and warmth of Christmas. More research will inform you that the community Christmas tree, as a right and natural expression of the Christmas spirit, is quite modern. In 1909 the people of Pasadena, California set up a lighted tree. The custom of lighted community trees spread through the United States and far beyond it. It has now become traditional in many other countries.

Today few Americans know that Christmas was outlawed in their country. In New England its celebration was forbidden by the authorities in 1659. Gradually the decline of religious bitterness had its effect and the States of the Union made it a legal holiday, beginning with Alabama in 1836.

Christmas cards, which are now sent out in millions every year, are little more than a century old. The actual date of the first card is uncertain, and so is the identity of the inventor. It is known that an English artist designed

a card with a Christmas greeting on it in 1843. By 1870 Christmas cards were well established in England, and a few years later they reached the United States.

You will find that *Stories of the Worlds' Holidays*, *American Book of Days*, and *Holiday Roundup* tell of the origin of some of our present ways of celebrating. *Christmas with Ed Sullivan* has entertaining selections of holiday memories. If your curiosity leans toward bygone days, you could read *America's First Christmas* or *Christmas on the Mayflower* for a delightful glimpse of everyday life in an early period of our history.

Read about

Tiny Tim

a Christmas Carol

a jolly verse

the Christmas ways

of olden days

...and Santa Claus of course!

a Kewtee Bear

a Little Fir Tree there

and The Christmas Bunny

I'm glad to say

Without delay

These books won't cost you money.

Your friend,

The L.S.D. Library

Merry Christmas and may some of your gifts be books.

Let's Read!

Ordeal by Conference

(Continued From Page 7)

bers. And his father's skill at reading. A real chip off the old block. A shrewd teacher, that one, if I do say so.

—Charles H. Wilson, parent, Grosse Pointe, Michigan.

Santa Claus—A Description

BY MRS. DEVILLE'S CLASS

At Christmas time Santa Claus is a famous man, but he is not real. Santa is chubby. He has a round belly.

His face is round and fat. His cheeks are red like cherries. His nose is as red as a rose. His beard is long and white. It is like snow.

He wears a black belt and black boots. He wears a red suit and cap. He wears white fur trimmings on his suit.

Santa Claus is always merry.

Letha Tibodeaux

Many small children believe in Santa Claus, but he is not real. Santa is chubby. He has a big belly.

His cheeks and nose are red. He has a white beard. His eyes are big. He looks happy.

He wears a red suit and a red cap with white fur trimmings. He has a black belt and black boots.

Santa Claus is always full of glee.

Daryl Argrave

Every Christmas we see Santa Claus everywhere. He is not real. Santa is short and chubby. He has a big belly.

His face is red. He has a red nose and red cheeks. He has a beard as white as snow. His eyes look different. He looks cute.

He wears a red suit and a red cap. He has white fur trimmings on the suit and cap. He wears a black belt and black boots.

Santa Claus is always full of glee.

Graig Landreneau

Every Christmas we see Santa Claus everywhere. He is not real. Santa is tall and chubby. His hands and legs are fat. He has a large belly.

His round face looks like a tomato. His cheeks are red like roses. His nose

is as red as a cherry. His beard is white.

He wears a red suit and a red cap. His fur trimmings are white. He has a black belt and black boots.

Santa Claus always laughs. He is so happy.

Lise Kraemer

We love to see Santa Claus every Christmas, but he is not real. Santa is chubby. His face is fat and cute. He has a big belly. He is a little tall, but he looks small.

He looks happy. I think he laughs to children. His red face looks like a tomato. His nose and cheeks are red. I think they are cold. His beard is as white as snow. It is soft. He seems to smile all the time.

He wears a black belt and black boots. He wears a red suit and cap. He has white fur trimmings.

Santa Claus is always full of glee.

Gloria Austin

Many small children believe in Santa Claus, but he is not real. Santa Claus is a chubby man. He has a large belly.

His face looks like tomato. He has a white beard. He has smiling eyes.

He wears a red suit and cap. He wears a thick black belt. He wears white fur trimmings. He wears black boots. He looks like a nice man.

Santa Claus always laughs. He is so happy.

Carlus Graham

♦ ♦ ♦
Editors Note: The above articles are a lesson in description study conducted by Mrs. Gayle Deville. This class consists of pupils in the 11-12 years old group and from these descriptions, it is obvious that the pupils are ready to describe almost anything.

Topics From Middle School

The Horse

My horse is named Dancer. She ran into the fence and cut her leg on a nail. Her leg was badly hurt. My daddy sprayed medicine on her. I could not ride Dancer.

Brent Cormier
M 4-C

"New Color Televsion"

I got a letter last week. I was surprised. My family bought a new color television. I like it very much. I will look at the color television when I go home. I am happy.

Dianne Ortego
M 4-C

Boy Scouts

The Boy Scouts had a meeting on Monday night, December 13.

Mr. Walker told us the Boy Scouts will go camping in April. He told us about poisonous plants and other things. I am glad I am a Boy Scout.

Nelson Oxner
M 3-A

Handicraft

In Handicraft I made a hot dish mat, gifts box and a house. We colored a picture of a flower. We go to handicraft at 2:55 everyday. Mrs. Wilton is my Handicraft teacher.

Kirk Reames
M 3-A

Lassie

Lassie is a pretty collie dog. He is on T.V. every Sunday evening. Lassie helps the forest rangers. The forest

rangers watch for fires so the tree can be saved. This T.V. show teaches many things about the forests.

Cheryl Guidry
M 3-A

A Pet

I played with Gloria's little brown hamsters. I played with the hamster in my shirt pocket. The hamsters do not go outside and on the floor. I saw the hamsters run in circles in their cages.

David Austin
M 4-C

News

I went home last Friday night. Grady Berry and Ada had a wedding last Saturday afternoon at 2:00. We had cake and punch. The big cake had a bride and groom doll on it. I threw rice at them.

I came back to school last Sunday afternoon after the wedding.

Glenn Castleberry
M 4-C

Hurricane Betsy

What a terrible night we spent when Hurricane Betsy hit Baton Rouge! It happened on Thursday night. Beth and I are roommates. We were frightened when the electricity went off. Some girls heard the wind roaring. There were very strong winds and it rained very hard. We looked out of the window and saw the trees bending up and down. We went back to bed. The next morning we got up and found out there was no school that day. We saw many trees had been blown down. The campus and streets

were an awful mess. Some windows panes were broken. Near our school a tree fell on top of a car. We heard the news about the flood in New Orleans. It was awful. President Johnson came to New Orleans. He stayed there awhile. He went back to Washington, D.C. He had planned to come to Baton Rouge but they couldn't land his plane here. I read the newspapers about Hurricane Besty in my classroom. It was very interesting news, but a terrible disaster for Louisiana.

Katherine Hebert
M-6

The Missing Barge

The boys and girls at L.S.D were frightened when we heard the news that the chlorine barge had sunk in the Mississippi River during the hurricane. Our school is near the river. We can see ships on the river from the girls' dormitory. For several days there were frogmen in the river looking for the barge. Helicopter flew low over our school. The government sent many gas masks for the people to use if the poison gas escaped. We were relieved and very happy to hear the good news that they located the barge and lifted it out. It was not damaged. I am glad the people of Baton Rouge are safe.

Barbara Terro
M-6

Traveling About

I stayed with my grandmother and uncle Talley in Grand Prairie for one week last summer. Then my family came and spent one night. The next morning we left and went to Alexandria. We visited an aunt for a little while. Then we went on to Shreveport. We stopped at the West Holiday Inn and spent the night. Late that evening we went swimming in the pool at the Inn.

The next morning we left for Texas. We arrived at the Western Inn at West Loop 12 about ten o'clock. This Inn is about six miles from Six Flags Over

Texas. We stayed there four or five days. We went to visit the Gates family in Dallas. My best friend lives there. He lived in Louisiana a long time ago.

Later we drove to Houston, Texas. We stayed at the Holiday Inn for a couple of nights. Before we returned to Baton Rouge, we stopped at Duson, Louisiana and at Grand Prairie. It was a wonderful trip.

Glen Deville
M-5

My Trip to Arkansas

On July 2 my grandpa, grandma, sister and I went to Arkansas. We left from home about 11:30 that morning and arrived at 5:30 that evening. We traveled about 300 miles. We visited my third cousins, great aunts, and great uncles. I had never seen them before. I met Janice Bamburg at the park in Spring Hill, Louisiana. That is near the Arkansas state line. One of my cousins made a swan out of some plastic cloth. She gave it to me. When we got back. I told my mother all about our trip. I put my beautiful swan on my bed. Everyone liked it.

Denise Parnell
M-5

A Summer Trip

Last summer my family went on a trip. We drove through Mississippi, Alabama, Georgia, North Carolina, South Carolina and Tennessee. We saw the Smoky Mountains in North Carolina and Tennessee. It was chilly in the mountains. I saw a creek by the side of the road. There were many pretty rocks in it. I wanted to get some of them. So I waded in the water. Oh! it was cold. Some people saw some bears, but I did not see one.

We went to see a ghost town in North Carolina. Some people had a show there about a long time ago. I saw Indian girls with long hair. They danced.

Bobbie Sue Gill
M-5

Topics From Upper School

First Aid and Health

We are studying and learning First Aid and Health. Mr. Deville explained to us about the circulatory system. It is very important to us. We will be able to use this knowledge.

All cells of the body need food and oxygen. There are waste materials and carbon dioxide that are carried away by the blood.

I am happy that we are learning First Aid and Health. If I did not know about it, I would know little about my body. I am lucky to get more education.

Cleve Cormier
U-6-A

Welcome to Denmark

Going to Denmark would be a wonderful experience. I think I would fall in love with the park, because of all the beautiful flowers, colors, and bright things. I know it would be a very interesting place to visit. I would like to see Tivoli, Denmark's Disneyland. I would also like to see the many people that ride bicycles. I would feel at home because the Danes live a lot like we do in the United States. I would probably make a lot of friends with the Danes, because they love Americans and are very friendly.

Wanda McCon
U-II

The Fertilization of a Flower

In a flower sepals open up first and later colored petals begin to open. The stamens begin to grow like stems. On top of it is an anther and all of the yellow dots on the anthers are called pollen. Whenever a bee touches or when the wind blows on the flo-

wer plant, the pollen falls off and touches the stigma. The stigma is so sticky that it holds the pollen. Later the pollen begins to go down into a tube to the bottom of the ovary. The ovules are fertilized and the seeds inside begin to grow.

Allen Graham
U-I

The Study of a Flower

There are four parts of a flower: the sepal, petal, pistil and stamen.

The green leaflike structures that cover the bud are the sepals. They are missing in some flowers. The sepal protects the flower while it is in a bud. The color and fragrance of the petals attract insects to the flower. There is a structure called the pistil. The lower part of the pistil is enlarged to form the ovary. The ovary contains a number of small round parts called ovules. It is the ovules that can develop into the seeds.

Randall Graham
U-I

Rolling My Hair

When I was about eight years old my sister-in-law washed my hair. After she finished my brother whispered to her. I didn't know what they were talking about. She went to the bedroom and got some rollers. She rolled my hair. After she finished my family laughed and teased me. I felt embarrassed so I ran and hid from them under my bed. The next morning my brother took the rollers off. I was glad to get them off. My hair looked so curly. They took a picture of me.

Clyde Castleberry
U-I

How I Feel About Our Upper School

This year I am in the Upper School. At first, just the thoughts of Upper School frightened me, but now my opinion has changed very much. I like to change classes and see a different teacher for each subject. The work is difficult and I know that a student must be mature-minded and study hard. I feel that the majority of the students are enjoying this change and realize that it is time to buckle down.

Brenda Oglesbee
U-6-B

Discussion On Allergic And Allergen

I have an allergy that makes me sneeze; my eyes water and make it difficult for me to breathe. These reactions are called allergen.

Sometime I get allergic from dust in houses and roads, gas fumes, pollen and pets. Some people are allergic to foods and milk. I am trying to avoid allergen by buying medicines and by staying outside in fresh air.

Last year our Upper School students and I had a dance inside the primary playroom with a lot of hay. It was awful because I began to sneeze and had throat trouble. This reaction is called hay fever.

I find that if I eat some chocolate candy, it helps a little bit.

Ronald Brown
U-II

The Beautiful Sights of the Grand Canyon

The Grand Canyon National Park is located in northern Arizona, near the border of Utah.

The Canyon is two hundred and seventeen miles long. The width is from eight to ten miles but when taking a look at it, it seems to be just two or three miles wide. The depth of the Canyon is between one to one and one-half miles. It is about one billion years

old or maybe older.

Looking down at the Colorado River from way up on the edge of the canyon, it looks like a little ditch. The muddy river washed away rocks and soil over the years. As the river eroded the canyon, it made a history book of its own. The chapters of the book are the different layers of rocks.

Along the canyon walls, the rocks have varied bright, dazzling and full colors.

I can promise you that if you visit the Grand Canyon, you will remember it for life.

Chuck Barber
U-III

Old Ironsides

"Old Ironsides" was the nickname of a famous ship. Her real name was *U.S.S. Constitution*. She won a battle with a British ship in 1812. She had sails on tall masts. The masts were wooden poles. Her hull was wooden. She had a very strong hull. Her hull was never broken. Her hull looked like iron. The navy wanted to break up "Old Ironsides." They did not want to keep her a long time ago. They could not repair "Old Ironsides." The people saw a poem about her in the newspaper. They helped to save her. They worked to repair her. They wanted to remember her in American's history. She is a floating museum now. She was rewarded for her bravery any people can visit "Old Ironsides."

Ann Trahan
U-4

♦ ♦ ♦

The Pelican Staff

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The Little Pelican.

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**14th ANNUAL
MASON-DIXON
Schools for the Deaf
Basketball
Tournament**

January 27-28-29, 1966

Host School

***Louisiana State School
for the Deaf***

CLASS ROLL—1965-1966

Preparatory School

Prep A-1 Mrs. Crain

Arabie, Danny
Bertrand, Roderick
Brunet, Elaine
Burris, Billy
Chase, Melissa
Dawson, Dennis
Dufrene, Kevin
Gorman, Verna
Kimball, Sandra
Petrie, David

Prep A-2
Mrs. A. Alexander
Bell, Jessica
Broussard, Dwayne
Bryant, Carol
Cedotal, Sally
Ezell, Cathy
Graham, Theresa
Guillory, Sandra
Savant, Gayna
Stoddard, Georgie
Westmoreland, Jim

Prep A-3
Mrs. Atkins
Ballard, Bobby
Borton, Debbie
Boyter, Claude
Creel, Wilda
Crochet, Debbie
Curtis, Mary
Eaton, Kathleen
Floyd, Paula
Mustin, Dorinda
Richmond, Meloy

Prep B-1
Mrs. Duncan
Boudreaux, Rose
Champagne, Chris
Delcambre, Daniel
Duhon, Richard
Foy, Debbie
Guidry, Paul
Guillory, Kirk
Poincon, Tammy
Rizzuto, Jack
Smith, Katherine
Taylor, Michael

Prep. B-2
Mrs. M. Alexander
Berry, Reggie
Bianco, Virginia
Chapman, Karen
Craft, Janice
Delvisco, Ronnie
Ellis, Sheila
Gray, Keith
LeBlanc, Debbie
Nugent, Annette
Smith, Kevin
Wyant, Tracey

Prep B-2
Miss Curtis
Berthelot, Clyde
Bonaventure, Ron
Brown, James
Harrell, Dinah
Hukins, Rose
Jenkins, Inie
McLemore, Larry
Prioux, Alsace
Smith, Sabrina
Steen, Sharon

Prep C-1
Mrs. Moreau
Babin, Arthur

Broussard, Cheryl
Davis, John
Ellis, Roger
Lanclos, Melinda
LeFors, Larry
Mouton, Cindy
Pippins, Randall
Renouf, Betty
Strickland, Patsy
Vezina, Bennett

Prep C-2
Miss Fowler
Atkins, Kenneth
Courville, Carl
Delahoussaye, P.
Delcambre, Debra
Fachan, Molly
Fletcher, Leta
Fredrick, Patrick
Guitreau, Tony
Quibodeaux, Philip

Prep C-3
Mrs. Spori
Broussard, Jackie
Buras, Louis
Corley, Mark
Griffin, Elizabeth
Mendoza, Alvin
Plitt, Alvin
Prioux, Harold
Wascom, Terri

Lower School

Lower 1
Mrs. Rodrigue
Arrant, Joanie
Bamburg, Gerald
Bayles, Teena
Burkett, Liby
Burch, Keith
Danos, Cindy
Fraychineaud, K.
Hill, Debra
White, Reuben
Wilson, Gary

Lower 1
Mrs. Smith
Culpepper, Marge
Ganey, Ginger
Johnson, Beverly
Lynch, Steven
Migues, Cindy
Mock, Beatrice
Reed, Kathryn
Roth, Melanie
Simon, Catherine
Walker, Lucius

Lower 1
Mrs. Junker
Borden, Selena
Chouest, Eve
Diamond, Janell
Rash, Helen
Rester, Robert
Robillard, Larry
Sammartino, D.
Stamper, Linda

Lower 1-2
Mrs. LeFeaux
Champagne, David
Fraychineaud, Dick
Lacy, Robert
Lanoix, Janet
Lormand, Jackie
Meades, Alan
Metz, Marcel
Rothwell, Teresa
Sunseri, Pearl
Wolf, Michael

Lower 1-2 Special
Mrs. Brininstool
Fontenot, Paul
Garza, John
Jones, Champ
Landry, Jackie
Morrow, Harold
Mouton, John
Saucier, Nolan

Lower 2
Mrs. Wilson
Bartholomew, Mel
Bernard, Julius
Bonaventure, Alvin
Gill, Ricky
Hill, William
LeBlanc, Tara
Rohner, Belinda
Salande, James
Smith, Gene
Spiers, Charles

Lower 2
Mrs. Ford
Bergeon, Jeff
Bozes, Barbara
Burch, Tommie
Fong, Jung
Frige, Gus
Granger, Dale
LaBauve, Sandy
Richard, Darrell
Taylor, Patricia
Watts, Hubert

Lower 2, Special
Mrs. Wheeler
Boatwright, June
Heintz, Wallace
Lott, Sherry
Martin, Deon
Mendoza, Charles
Prather, Marilyn
Savoy, Janice
Stanley, Zella
Swain, John
Welch, Michael

Middle School

Middle 3
Mrs. Pratt
Bergeon, John
Carline, Randy
Castleberry, Gail
Dohmann, Dale
LeFors, Nicholas
Moore, Mike
Roberts, Dorothy
Sellers, Craig
Vallot, Melissa
Wilson, Deborah

Middle 3-A
Mrs. Tate
Delvisco, Ann
Evans, Sue
Gill, David
Guidry, Cheryl
Miller, Guy
Miller, Judy
McGowen, James
Oxner, Nelson
Reames, Kirk
Stogner, Mildred

Middle 4
Mrs. Stevens
Annis, Robert
Frige, Debra
Haney, Terry
Helms, Debra
Reppond, Roger
Sonnier, Vernice

Terrio, Leroy
Terro, Robert

Middle 4-A
Mrs. Deville
Argrave, Daryl
Austin, Gloria
Comeaux, Ricky
Diamond, Katie
Glascok, Donald
Graham, Carlus
Kraemer, Lise
Landreneau, Craig
Porter, Arthur
Thibodeaux, Letha

Middle 4-B
Mrs. Doucette
Bamburg, Janice
Bankston, Wilson
Garland, Dennis
Populis, Judy
Smith, Don
Willis, Dianne
Young, Tommie

Middle 4-C
Mrs. Sonnier
Austin, David
Bickham, Anita
Breaux, Leroy
Castleberry, Glenn
Cormier, Brent
Delaune, Roy
Mendoza, Myra
New, Jack
Ortego, Dianne
Sanders, David

Middle 4-D
Mr. Ortega
Bourgeois, Jane
Brister, Frances
Kraemer, Danny
LeBleu, Harold
LeBleu, Mitchell
Pitre, Alan
Trahan, Sidney
Wesley, Mark

Middle 5
Mrs. Gill
Clostio, Dale
Deshotel, Leroy
Deville, Glen
Gill, Bobbie Sue
Gill, Jerry
Harris, Woodean
Johnson, Carolyn
Mock, George
Morris, Sheila
Parnell, Denise
Parra, Carlos
Rodriguez, Shirley
Wood, Debra

Middle 6
Mrs. Myers
Hebert, Katherine
Inman, Beth
Lyles, Ric-Olin
Miller, Sharon
Pollard, Glenda
Spinks, Patti
Terro, Barbara
Walker, Mary

Upper School

Upper I
Mr. Deville
Bienvenu, Martina
Castleberry, Clyde
Gill, Gary
Graham, Allen
Graham, Randall

LeBert, Larry
Miller, Rocky
Miller, Sheila
Moss, Houston
Stevens, Sharon
Walker, Norman

Upper II

Mr. Brininstool
Brown, Ronald
Clement, James
Frige, Jeanette
Hoffpaur, Cathy
Holloway, Larry
Kraemer, Norris
McCon, Wanda

Upper III

Mr. Doucette
Ashley, Ramona
Barber, Charles
Bobbitt, Wayne
Green, Luther
Miller, Wayne
Roberts, Kenneth
Wroten, Linda

Upper 3

Mrs. Freeman
Berthelot, Carol
Bourque, Gloria
Bowman, Beverly
Cangelosi, Frank
Gilley, Linda
Kennedy, Rebecca
Meadows, James

Upper 4

Mrs. Freeman
Broussard, Ruby
Caffarel, Mary
Heurtin, Gary
Kraemer, Willie
Myres, Mary
Trahan, Ann

Upper 5

Mr. Ray
Bass, Cathy
Ballard, Tommy
Broussard, Bill
Harris, Sherry
Hebert, Larry
Madere, Joan
Sonnier, Donna
Thompson, Woody
Wilkinson, Mike

Upper 6-A

Mr. Ray
Amons, Gene
Aymond, Douglas
Bass, Bobby
Baudoin, Mike
Breaux, Dale
Cormier, Cleve
Gregory, Jim
Kaspar, Carol
Kaspar, Douglas

Upper 6-B

Mr. Wilson
Cheremie, Evelyn
Franklin, Pamela
Hynes, Jimmy
LeBlanc, Earline
LeBlanc, Neil
Oglesbee, Brenda
Royer, Melvin