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Louisiana School for the Deaf

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The Pelican

March 1972

Vol. 92

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The Teaching of Language to the Deaf

By GLENN T. LLOYD

There is so much to talk about, it is a little bit difficult to decide where to begin. We can always start with a statement which was made in the report on health, education and welfare by the Advisory Committee on Education of the Deaf in which they state the "American people have no reason to be satisfied with their limited success in educating deaf children and preparing them for full participation in our society."

It isn't common for a youngster to be leaving school with a third and fourth grade reading level and it can't possibly be said realistically that a youngster with a third and fourth grade reading level has an eighth grade education as many schools claim. Even if it were true that these people were leaving schools with an eighth grade education, this isn't even close enough to an education achievement level which would allow them to take advantage of the kind of job opportunities which are now becoming more and more common in our society. Cybernation, automation, these are things which can't be adequately worked—rather we cannot work adequately within the structure of these kinds of programs with merely an eighth grade education. We need something beyond this. We need things which we are just simply not getting.

I continually fail to understand how a trained, experienced teacher of the

deaf can possibly not have learned that speech is merely a vehicle for language and that language is basic rather than the reverse. Yet, after 150 years of attempting to educate the deaf of America we still insist that the cart must come before the horse—speech must come before language. As a matter of fact, what we say to the deaf child in our educational programs is simple, "If you will communicate with me on my terms, I will teach you. If you are unable to communicate with me on my terms then I will not teach. I will not teach you nor will anyone teach you." This is a basic violation of the rights of the child. In American education we claim to teach on the basis of individual needs. We claim that we teach the child according to his needs and capabilities. In many instances this may be true. In the area of education of the deaf nothing could be further from the truth. This may sound like an indictment of the education of the deaf as it exists in our nation today and it is meant to be.

Deaf children cannot possibly achieve success in a vacuum and this seems to be the underlying weakness in any program today. Until and unless we can get parental commitment to communicate with their deaf children according to the way in which the deaf child needs to be communicated with, we may never expect anything resembling the success which we should have every right to expect for the deaf child.

It is my feeling that there are things that we can do. It is my feeling it is our obligation to find ways in which we

Editor's Note: This article was reprinted from the April, 1968 issue of The Missouri Record.

can improve the total language environment for the child. For, to me, language does not get taught in the classroom, not for the deaf child, not for the hearing child. Language is a result of the total meaningful language environment of the individual child.

We cannot be satisfied with what we have done so far; we must not be satisfied, we must look for new ways, better ways, of enhancing the educational opportunities for the deaf child. The teacher cannot provide everything that the deaf child needs in the way of education. Dormitory counselors in the residential schools must be actively involved. The parents of the deaf child must be actively involved.

We can't teach language by trying to teach it through the oral means. What we try to do when we do this kind of thing is to build the top story of a 20-story building and work down to the foundation. The construction must begin with the foundation, and for the deaf child the foundation of his building, his life, his education, his sociological adjustment, his psychological adjustment, his vocational adjustment—all of these things must and do depend upon the degree to which he attains skill in our verbal symbol system called language.

If we were to face up to reality with regard to the education of the deaf child we would have to accept the fact that we are going to have to communicate with him in order to educate him. We must disregard any of our previous convictions, our modes which are based on faith, rather than science, and we must investigate and try out all the different aspects of communication. We must accept gesture language from the deaf child, we must accept his attempts at verbalization and, by the same token, we ourselves must yield to the deaf

child and communicate with him.

There are a number of good reasons, solid reasons, substantial reasons why we must communicate with him through fingerspelling. Among the first, so far as parents would be concerned, is the fact that fingerspelling is probably the easiest manual mode that we can learn to use ourselves. It requires only the knowledge of 26 letters of the alphabet. We know these 26 letters of the alphabet because we know our ABC's. It's relatively simple. It would take perhaps 10 minutes for a person to learn the letters of the alphabet. It takes considerably longer to put these letters together in the form of words in the way in which we would write. However, if a parent were to begin fingerspelling when the child was an infant, gradually as the parent gained facility in fingerspelling, the child would continually see language in a verbal symbol system mode. He would acquire an understanding of his environment on a verbal plane, on the abstract plane, which language operates.

It's far easier to learn to use fingerspelling than it is to learn to use signs. In addition, as signs are constituted today they are far too ambiguous for us to utilize in an attempt to provide an English language foundation for the deaf child. It is easier for the teacher to learn to fingerspell, also.

As is so often argued, it may seem more difficult for the deaf child to learn to read fingerspelling and to use fingerspelling. From my experience with people who have grown up with fingerspelling as the primary mode of communication, the argument that it is more difficult to understand and to use is a false one. It may be fairly said that fingerspelling is slower than signing, but the issue is not speed, it is

language development.

The important thing is adequate utilization of the time during which the child has the greatest potential for language growth. His greatest potential for language growth occurs during the years before he enters school. It's true that some schools accept deaf children at the age of three and this is right in the middle of the best years for language development, basic language development. If the children were receiving fingerspelling they would gradually come to understand what it was doing: That it was explaining, describing the environment: That it was a means of communication, a means for interaction between and amongst people. The deaf child would begin to imitate fingerspelling in much the same manner as the hearing child begins to imitate speech. He would actually be going through a period of babbling with fingerspelling.

The whole point is that deaf education today is still in the dark ages. Deaf education must take hold of itself. It must begin to consider the individual deaf child and it must begin to provide programs that are going to provide for the growth and development on the verbal and abstract level for all deaf children, rather than the approximately 10 or 20 per cent who are able to profit from the oral mode of communication through which instruction is offered today.

Deaf education today is not for the deaf child. It seems to be more for the satisfaction of the teacher, of the administrator, of the parent. It is not for the benefit of the deaf child.

This is my basic criticism. We are not child centered in our attempt at education. We are parent centered, administration centered, teacher centered and we must get away from this idea

and back to the realization that it is the child who is important. It is for the growth, the development of that mind within the child with which we are charged as our major responsibility. No matter how it is done it must be done and it must be done in a way in which the deaf child may be guaranteed profit. I call upon you. I call upon myself to forget our prejudices and to remember the deaf child. We must give this child his chance in this world. We have not done the job, we not doing the job, but we can do the job if we are willing to think in terms of the deaf child, to put the deaf child's welfare first.

The Pelican



Editor B. Phillips
Advisor F. L. Baker
Graphic Arts D. W. Walters
Circulation Mgr. H. Gremillion
Photographer Bill Bell
The Little Pelican Editors

J. Harp & M. Perrin

Printers: J. Anderson, B. Annis, D. Argrave, S. Borden, K. Davis, R. Fraychineaud, G. Fruge, D. Garland, D. Gill, T. Haney, L. LeFors, G. Miller, J. Northcutt, R. Pippins, B. Rohner, T. Rothwell, R. Terro and G. Wilson.

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THE PELICAN is a school magazine devoted to the interests and activities of the Louisiana State School for the Deaf, Baton Rouge, La. It is to be published monthly during the school year, October to May, inclusive, by the Louisiana State School for the Deaf. Entered as second class matter September 26, 1921 at the Post Office at Baton Rouge, La., under the Act of March 3, 1879.

The purpose of the publication is: (1) To inform parents of our pupils 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 pupils.

Program Planning Now in Progress

By MRS. MARY BARNETT
Director, Guidance Department

One of the most important aspects of the Guidance program is providing assistance to the pupil in educational planning. Good planning involves guidance in making wise choices, based on an understanding of the individual pupil's abilities and interests as well as a knowledge of school requirements. In keeping with our status as an approved high school with the privilege of issuing diplomas from the State Department of Education, it is mandatory that we assist our pupils in the careful planning of their school program. By receiving this assistance in arranging an acceptable curriculum, the majority of our pupils will have the opportunity to work toward earning a diploma.

Program planning conferences are being scheduled at the present time for all junior and senior high students. Emphasis is placed on assisting the pupil in the selection of courses that meet his interests, abilities, and aspirations for the future. There is definite evidence of student need for greater emphasis on self-understanding, practical knowledge of vocational information, and heightened consciousness of the benefit of establishing future goals.

When the pupils' plans are completed, parents will receive a listing of course offerings at LSSD along with their child's plan for the 1972-73 academic year. After careful study, if the plan meets parental approval, it is to be signed and returned to the Guidance Office. A knowledge of educational plans should serve to orient parents to the limitations and assets of their child and present the parents with informa-

tion which will assist them in regarding their child's future more realistically. Parents are invited to come in for conferences related to program planning. By working together it is hoped that we will be able to help our pupils establish more beneficial educational plans for the LSSD years as well as improve educational and vocational planning for the future.

The immediate goal of program planning is to guide our pupils toward building greater independence and self-direction and develop concern for thoughtful future planning. It is hoped that in the future we may channel as many pupils as possible into some facet of post-high school education or training. This is an attainable goal and may well serve as an important step toward developing a deaf child's ability to cope successfully with the problems of life. Our ultimate goal is to insure that each pupil is provided the opportunity to reach the limit of his potential.

Warning Comes On Hush-Tone Hearing Devices

WASHINGTON, D.C.—A warning has been issued to consumers with hearing problems—those who might consider purchase of a hearing device manufactured by Hush-Tone Industries Inc., and Hush-Tone Eastern Inc.—by the director of consumer affairs for the Council of Better Business Bureaus Inc.

Bette Clemens is urging the Food and Drug Administration to take immediate steps to have the devices removed from the market, citing a recent court case wherein Pennsylvania Judge Theodore O. Rogers ruled that 18 claims about the benefits of the Hush-Tone device were untrue.

Around and About

BY F. L. BAKER

The old adage has it that there are only two things certain in this life: death and taxes. We'd like to add one more certainty. Every spring dozens of rumors will sprout, along with the flowers, on this campus. In nine cases out of ten, the rumors will prove to be unfounded.

Another phenomenon that seems to appear regularly each March is the pervasive concern about "next year." With one-third of the school year remaining, things might be more conducive to harmony were all of us to act in the living present and let next year take care of itself.

We hope we are not belaboring the point about things that occur in the springtime, but we wish to congratulate Mrs. Hortense Houston and Mr. Felix Rodriguez, who are scheduled to be married in mid-April. Mrs. Houston is one of our cottage parents and Mr. Rodriguez is on our security force. We wish them many years of happiness.

LeRoy Terrio of Baton Rouge will be valedictorian of this year's graduating class; salutatorian will be Debra Wood of Eunice. LeRoy has already been admitted to the National Technical Institute for the Deaf at Rochester, N.Y.

This year's Gym Circus had as its theme "The Wild, Wild West," and was well received. There were plenty of cowboys, Indians, good guys, and bad guys. Chief honcho was Freeman King and several times when the spotlight failed, he was ribbed about using In-visible English.

There is a telephone on the second floor of the High School Building for the first time in history. This is a great convenience, but we wish Mr. Hudson, the supervising teacher, had a better office in which to use the phone.

Jerome W. and Helen Freeman, who have made great contributions to LSSD in recent years, have decided to accept attractive positions at the Tennessee School. We understand that they will have greater opportunity

for advancement in Tennessee. We wish them well. Mr. Freeman is studying for his doctorate at U-Tenn. Mrs. Freeman and the two boys will join him when school closes in May.

Back in 1962 we had an eye examination and were fitted for new glasses. The bill was \$38.00. We just went through the ordeal again, and for exactly the same services we were charged \$90.00. Prices have gone up, we know, but . . . ouch!

Their many friends in Louisiana will be interested to know that those three couples up in Wisconsin, the Huffs, the Striebys, and the Stacks, have been making plans for their approaching retirements. The Huffs have decided upon Arizona, the Striebys favor Kentucky, and the Stacks will settle in Baton Rouge. When, we don't know, but it will be soon.

The Council of Organizations Serving the Deaf (COSD) is doing a wonderful job of acquainting the general public with the peculiar needs of the deaf. Further proof is the sensational news that both Lions Club International and the Women's Division of the National Grange have pledged continuing financial support. The two groups have a combined membership of approximately 1,600,000.

In response to several inquiries, ground has not yet been broken for the new school plant. Unforeseen eventualities have delayed the project several times.

Governor-Elect Edwin Edwards sent an emissary to LSSD bearing a special invitation for our students and staff members to attend the inauguration ceremonies on May 9.

The North Carolina School at Morganton is admirably suited to be the site of the Deaf Olympic tryouts this summer. There are three gymnasiums, a fine track and field layout, and a closed-circuit TV system. Several of our students and teachers plan to participate.

Language is the tool of thought.

CENTER HAPPENINGS

By MRS. JAN HARP

March is always a windy month. The wind blew particularly hard through the Center.

Let's see what the wind brought in!
Wooo . . . Whoopee!

This month the elementary pupils were invited to attend the Rodeo at LSU. After viewing the livestock, the pupils settled down to enjoy the various rodeo events.

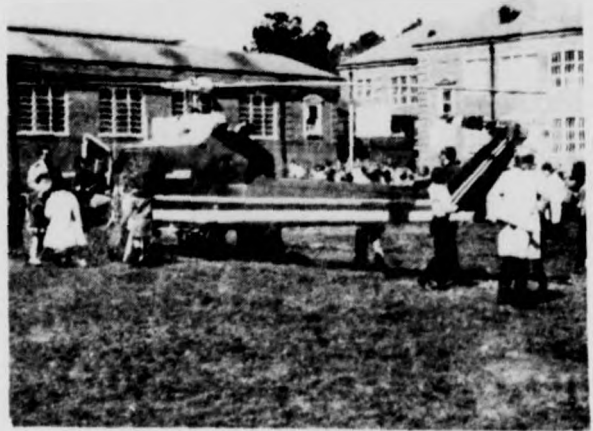
It was a thrilling experience to see the cowboys riding bareback and the cowgirls competing in the barrel race. So thrilling that the Center aide in charge spent a good while discussing all of the events with the young children around him. Finally, after asking the children which event they enjoyed the most, he turned to one little boy who seemed eager to make a contribution to the discussion. When the aide said, "And what did you like the best?" the child very excitedly and with much pleasure exclaimed, "The cotton candy."

It seems that rodeos hold something for everybody and so it did for our children here at LSSD.

Wooo . . . Whirr!

One morning as I sat in the Center office, I heard a terrific noise outside. I ran out to see what it was and as I rounded the corner, I came face to face with a helicopter. What a surprise I had and what a surprise our primary and

elementary pupils had. The third grade classes had invited one of the Louisiana State Policemen to talk about bicycle safety and he chose to arrive via helicopter.



The LSSD primary and elementary pupils are treated to a "close up" look at one of the Louisiana State Police helicopters. At the far left is State Policeman Sgt. Henry Harris. Standing near the tail of the helicopter is Officer Michael Erwin, pilot.

Since Sgt. Harris arrived in the helicopter on short notice, no advance preparation was possible. When it was announced that the helicopter would arrive in a few minutes, all primary and elementary classes hurried to the football field. I think it took two minutes and 15 seconds to clear the buildings. For our next fire drill we have decided to yell "helicopter" instead of "fire." It seems that you get a better response.

Woooo . . . Whew!

What a campout! The Junior Girl Scouts went on an all day campout and hiking trip in a wooded area near Watson, La., one Saturday.

During the hike through the woods, the girls were required to scout for different kinds of trees, animals, birds, and insects as part of their badge requirements. From the tales Mrs. Julie, their Center aide leader, told, I don't think that all of the things they brought



Mary Montagne leads the way for Janet Lanclos, Tamra Cutrer, and Christine Waits.

back were on the list. That is, I've never seen a dried up locust shell or a white grub worm in the Girl Scout Manual.

Camping skills such as how to build a fire, how to pitch a tent, how to take care of yourself in the woods are just some of the things which are emphasized in our scouting program. More important than these are self-reliance, cooperation, consideration for others and other characteristics.



Left to right: Bridget Daigle, Tamra Cutrer, Maria Delahoussaye, and Sue Rogers roast wieners over "their fire."

Woooo . . . Wheee!

The Primary pupils had a day of fun at Fun Fair Park. They had a wonderful time riding all of the entertainment rides and we, adults, were even more delighted to have the chance to reinforce their vocabulary. The rides gave us the opportunity to use words such as, *car*, *boat*, *horse*, and *mouse* even if it was in sentence forms such as; "Keep your hand in the *boat* not in the water," "Keep your arms inside the *cars*," "Don't jump on the *horses*," and "For goodness sakes, no you cannot ride the *Wild Mouse*!" For the kids it was Wheee! but for the adults, it was Whew!

Other exciting activities in March were the egg hunts. All of our younger pupils were invited by various civic and school organizations to participate in an Easter party and egg hunt. Among those who provided these exciting activities were: The American Red Cross, Baton Rouge chapter; Arnold Air Society of LSU; Commerce Majors from Glen Oaks High School; Broadmoor High Future Teachers Association. We are very grateful to the young people involved in these organizations. They help us to reach out into the community to touch the lives of a few more hearing people who know very little about deafness. Our goal of educating the public about deafness may one day be reached through the contacts we make with young people such as these. No opportunities can be excluded when we are fighting for a bright future for our deaf children.

Woooo . . . Whoops!

The March winds blew so many activities in that I've run out of space. Looks like we'll have to "blow" the rest of the activities into next month's issue. See ya then!

News From the Mustangs' Stable

By J. FREEMAN KING

Swimming

The LSSD Mustang swimmers are doing an excellent job for their first year in competition. Thus far, the Mustangs have competed against Baton Rouge High, Catholic High, and Lee High. In all of the meets, the Mustangs have brought home an abundance of ribbons and added confidence.

Stalwarts on the team have been Craig Sellers with 28 points and Richard Fraychineaud with 11. Other team members and their point totals are as follows:

Jeff Bergeron, 8; Ricky Gill, 4; Lucius Walker, 5; Gerald Bamburg, 1; and Alan Berthelot, Reggie Berry, and Rudy Brown failed to score.

Jackie Lormand, 4; Kathy Fraychineaud, 3; Cindy Mouton, 1; Kathy Reed, 1; and Liby Burkett, Gail Castleberry, and Patsy Strickland failed to score.

The team has two meets left, the

State Swim Meet in New Orleans on April 21-22 and a dual meet with the Baton Rouge YMCA on May 12.

Track and Field

The LSSD track squad is "off and running" and doing quite a good job under the coaching of Chip Stirling and Nick Imme.

The team is not large in numbers. However, they make up in quality for the lack of quantity.

In the Southeastern Prep Invitational Track and Field Meet in Hammond, the Mustangs placed as follows:

Guy Miller, 3rd place, shot put, 40 feet zero inches; Bobby Annis, 4th place, javelin, 153 feet 6 inches; and Bobby Annis, 7th place, mile run, 5:11.3.

Congratulations to these fine young men and the effort they are making in track and field competition.

PHYSICAL EDUCATION

The Emerging of a Profession

By J. FREEMAN KING

Supervising Teacher, Health and Physical Education Department

(Continued From Last Issue)

Girls' Physical Education Department

Every teacher has a contribution to make to the ultimate objectives which permeate all areas of the school. Therefore the physical education curriculum provides experiences which guide and stimulate the growth and development of attitudes, understandings, concepts, interests, skills, and similar psychological outcomes which contribute to the

general educational outcome we call citizenship.

As physical education teachers we try to translate citizenship into specific activity situations which provide opportunity for individuals and groups to solve problems, to work cooperatively, to participate in planning and sharing in decisions. A degree of give and take exists between student and student, and between teacher and student. Promo-

tion and use of intelligence is encouraged by opportunity for self-direction and reflective thinking. Opportunity and training exists for leading and following, for estimating and appraising the values achieved by means of the curriculum.

Physical education here at LSSD is regarded as an integral part of the educative system and is dedicated to the aim—the fullest possible development of each pupil in accordance with his capacities for life. More people have leisure time today than ever before. A purpose of physical education here at our state school for the deaf is to provide guidance in using these leisure hours wisely and constructively.

—Jo Carole Spiller
Girls' Physical Education

While working in the Physical Education Department at LSSD. I have benefitted and I hope the children have also benefitted. I've found it very enjoyable watching the children put their energy and creativity into physical education activities. Most of the children appear to have much excess energy and the physical education program serves as an outlet in which they can expand this energy. At the same time they are able to use their creativity and are developing themselves both mentally and physically.

Just as most adults are stronger in some areas of physical education than others, so are many of these children. Yet, the physical education program is arranged in a way to offer a variety of activities, such as track, health, dancing, swimming, soccer, etc. This is important for it allows the children an opportunity to excel in a number of skills in which a child is weak. He is learning to accept himself for what he is and to accept others for what they

are. He is therefore learning to associate with others around him.

I have found it also very important for the teacher to set an example for the children. For if the teacher is uninterested and unenthusiastic with what he is teaching, he cannot expect a young child to learn anything.

I have found teaching physical education at LSSD to be a great form of enjoyment, and in addition is a good way to help a child adjust mentally, physically, and socially to others around him.

—Karen Maroney, *LSU Student Assistant, Elementary Physical Education Program*

A few years ago someone told me something that still sticks in my mind. He said that somewhere, someplace there is a person who looks up to you and respects what you do. I have tried to live up to this and also I have expanded upon it. If a person is connected with sports or has a position where he has influence over the students, he owes it to them and to himself to be on his best behavior.

I have three brothers and I guess this is where my coaching career started. I went to LSU, majoring not in Physical Education but in History, but soon found it not what I enjoyed teaching. About this same time I began working in the PE department at this school and this did have quite a bit of bearing on my switch. And I can truthfully say that I am now going into Physical Education of the deaf. I enjoy working with the students on a sound program that has been revived.

I believe that a student in physical education needs two things: (1) a sound body (2) a sound mind. This second part is often overlooked in the PE class. A student needs to know

what his or her body can do and what might be abusing to the body. This fits in with keeping in shape. Personally I feel it is a crime to be totally out of shape. With a minor amount of exercise anyone could feel better and perhaps live longer. I try to add enjoyment to both of the above mentioned items to make physical education a very "fun" class to be in.

—Chip Stirling, *LSU Student Assistant, Elementary Physical Education Program*

Classroom Items

JR.-SR. HIGH SCHOOL DEPT.

It Is In My Blood

For five years football has been a big part of my life at LSSD. When the first day of the 1971 football season arrived, I was eager to go into action.

The first two days, the players dressed only in shorts and T-shirts, without pads. We did a lot of conditioning exercises. All seemed to be going well.

On the third day, we went on the field wearing full pads, ready to go in a real body-bruising scrimmage. Soon I was doing just great, blasting through the defensive linemen. It usually took about four or five men to stop me on the ground.

It was a hot and humid day, and the sun seemed to be baking us. Toward the end of the scrimmage, the quarterback handed the ball to me. I headed left, between the guard and tackle, then out to the safety slot, trying to make a quick turn to the right. At this spot, the field was quite rough. Suddenly, my 175-pound-body went crashing to the ground, as my left knee gave way under the terrific strain. The knee

felt as if it were on fire and burning hungrily.

For a moment I was dazed and unable to understand what had happened. When my mind and misty eyes cleared, I could not believe that I was lying on the ground, with no one having tackled me. My hands were wildly trying to tear off my helmet. As I attempted to get up, my injured leg would no longer support my weight. It was as if I had lost my power to stand up. Needless to say, I was half carried, half dragged off the field by two players.

At the hospital, the doctor told me that I should not play football anymore. My knee had to be operated on right away. I tried, in vain, to tell him that I could not possibly quit football. I kept insisting that there had to be some way to heal my injured knee.

The doctor sadly shook his head and said that the only thing that could heal the knee was an operation. After that, I was not to play football again. This was tough news to take.

Several weeks after the operation, I went to the coaches' office to tell him the bad news that I was not going to play football anymore. Coach McMahan said that he had been counting on me to fill the fullback slot. I told him that I was sorry, that I could not play for the remainder of my last season at LSSD. I knew how the coach felt about this, but I believe I felt worse than he did. Mr. McMahan asked me to try to face it like a man. I said that I would try, but it was going to be very difficult. Football was, and still is, in my blood.

—Terry Haney

Never Say Quit

The next-to-final score was 6-0 in favor of the Catholic High School Bears over the Redemptorist High School Wolves. Twenty-two seconds of playing

time remained on the scoreboard clock.

The Bears had a fourth down and punt situation. They came out of their huddle. Opposite them, the lean and hungry Wolves prepared for a final attempt at getting the ball. If only they could keep it from being punted. With split-second timing, the Wolves defensive line rushed forward, pushing back the Bears and threatening their punter. Forced to hurry, he punted badly and the ball was partly blocked by flying arms. For an instant, the pigskin bounced freely on the ground. The alert Wolves rushed to recover it. One of them scooped it up on the run. He was well-covered by his teammates, who cheered him on his victorious fifteen-yard dash across the goal line. It all seemed so sudden, so incredible!

The few remaining fans on the Wolves' side were slow to realize what had happened. As soon as they saw the new score on the scoreboard, they let out a great roar. As if to complete the miracle, the point after was good . . . and the Redemptorist Wolves had won the game, 7-6. —LeRoy Terrio

Learning to Water Ski

On a hot July afternoon, Debbie Helms and I were cooling off on, and taking in the sights from, the camp pier on Cane River just outside Natchitoches. Debbie, in a state of excitement, turned to me and asked if I would like to learn to water-ski. I swallowed hard, as if I had been given too big a surprise. Finally, I replied that I would love to.

Standing on the long, narrow, unpainted wooden pier, I was strapping a white, foam life-saver around my small waist. Two gleaming skis lay beside me. I picked them up and decided to drop them into the water and allow them to float about. I hurried down

the pier ladder to get in the water and catch the two skis before they drifted too far apart.

Mrs. Helms was standing nearby in the shallow water, ready to help me. First of all, she taught me how to stand up on the skis when the motorboat, which Debbie's father drove, started to go forward. Next, she showed me how to hold on to the towrope that was attached to the rear of the boat. Then she showed me how to keep my arms straight out and to keep my knees slightly bent. At first, I thought I could make it right after she had explained all those easy-sounding steps.

I yelled, "Ready!" to Mr. Helms. He revved the motor and the boat shot forward. As it moved forward, I held on tightly to the towrope. As it tugged me forward, I realized that I was not ready, because I had forgotten to bend my knees. All of a sudden, I felt myself being dragged roughly along the surface, my mouth and eyes filling with water. It was all I could do to think of letting go the towrope.

Without a moment's rest, I tried it several times, but each time I failed. My left ankle was hurting but that did not stop me from trying to learn to water-ski.

Mrs. Helms then told me that I should be relaxed, not tense and nervous. Again, I grasped the towrope. My arms were stretched straight out, firmly but relaxed, and my legs were slightly bent, firmly set, and also relaxed. Again, I shouted, "Ready!" Mr. Helms shot the motorboat forward as fast as he could, and this time the boat pulled me up onto the surface. I didn't fall! My hands were wrapped tightly around the towrope, my feet were firmly on the skis, and, finally, I experienced the joy of skimming over the surface of the water on skis. —Debra Wood

Alumni Newsmarket

By MAUD SKROPETA

News! News? What's new? Send items of interest to Maud Skropeta; Post Office Box 7493; Metairie, La. 70002.

Well, here we go again! Not that we have so much to say, as the cooperation from Alumni members and others concerned has been rather poor. Of course, we hear a lot about how very much they enjoy this page and how they wish it would continue, yet, no one will offer to help a little bit to make it what it is or help keep it going. How about it, folks?

Now, let's see . . . digging in our newsbag, we find this lil' bit about Mira Boltz. Seems Mira got lonely for her husband, Robert Boltz, who left his teaching position at the Louisiana School to travel to San Fernando State College in California to earn an extra degree, so our Mira flew out there last March 23 and had a very enjoyable trip and visit with her man. She found Robert doing just fine, but seems he prefers Louisiana to California and for this, your reporter just cannot find it in her heart to agree wholeheartedly with him. Perhaps, she was away from Louisiana too long and California seeped into her blood so deeply she still misses it. Let's hope that like the old saying, "time heals all wounds," Maud will eventually get used to Louisiana again. Mira, too, claims that there's no place like Louisiana and in a way, she was glad to get back although from all appearances she had a heck of a big time out there.

Just today, April 17, we learned that Mrs. Clyde Heurtin (Elizabeth Austin) gave birth via Caesarian section at Touro Hospital to a fine baby boy weighing 7 lbs. 6 oz. Seems the number of girls in the family was running way ahead and everyone was made happy to know it's a boy! We congratulate the Heurtins who waited so long for this happy day. Both mother and baby are doing fine at this last report.

Our deepest sympathy goes to John Colombo who has just lost his beloved wife of many,

many years. Mrs. Andrea Marie Hanks Colombo died on Thursday, April 13, after a lingering illness. As far as we are able to find out she died of a stroke and was buried in Westlawn Memorial Park in Westwego Saturday morning the 15th of April.

A long letter was received from Mrs. Philip Katz of Garden Grove, Calif. She tells us that she will be visiting her old home town in Louisiana as we are writing this. Seems Louise Thompson, as we remember her here, has been quite ill but has finally recovered and is very anxious to come back for a visit with her people in West Monroe where she was raised. She said she hopes to see as many of her old friends as she can and sends her hellos to the many others whom she may not get to see.

A good crowd attended the Little Theatre of the Deaf performance Saturday afternoon April 15 at Ursuline Auditorium in New Orleans. It was a relaxing hour to watch the players who are so adept in acting before live audiences. One actor, Joseph Sarpy, a former pupil of the Louisiana school was very good and graceful, as were all the others. A write-up in the *Times Picayune* was mostly about him. Joe hails from Natchitoches and the article stresses the fact that he started out to learn carpentry and became interested in acting after viewing a play by the National Theatre of the Deaf. The group plans on going to Paris next month. Those of you who missed the show Saturday missed a good thing.

Mr. and Mrs. Sam Acuri (Helen Bordelon) narrowly escaped serious injury when a car driven by a youth ran into their car at an intersection in New Orleans. Mrs. Acuri suffered heavy bruises on her chest and arms and their car was pretty badly damaged but they are very thankful that this seems to be the worst of the accident.

CLASS ROLL

Senior High School

Senior Class

Annis, Bobby
Bernard, Julius
Bickham, Anita
Deville, Glen
Garland, Dennis
Haney, Terry
Jones, Champ
Mendoza, Charles
Smith, Gene
Sonnier, Vernice
Terrio, LeRoy
Vallot, Melissa
Wood, Debra

Junior Class

Argave, Daryl
Carline, Randy
Castleberry, Gail
Helms, Debra
Miller, Judy
Porter, Arthur
Stoddard, Jerry
Terro, Robert

Sophomore Class

Bell, Bill
Blakeney, Everett
Bergeron, John Robert
Delvisco, Ann
Doyle, Iris
Fruge, Gus
Gill, David
Heintz, Wallace
Jenkins, Brenda
Jenkins, Inie M.
LeFors, Nick
Miller, Guy
Phillips, Sheila
Roberts, Dorothy
Rothwell, Teresa
Sammartino, Deborah
Sellers, Craig
Weaver, Debbie

Freshman Class

Bamburg, Gerald
Bergeron, Jeff
Borne, Debra
Boyer, Claude
Bozes, Barbara
Brewer, Debra
Burkett, Libby
Champagne, David
Courington, Davalon
Cruse, Gail
Danos, Cindy
DeTello, Cheryl
Frachineaud, Kathy
Frachineaud, Richard
Gilchrist, Janice
Gill, Ricky
Granger, Dale
Griffin, Wayne
LaBauve, Sandy
Lacy, Robert
Lanoix, Janet
Lawrence, Cathy
Lormand, Jackie
Lynch, Steve
Meades, Alan
Metz, Marcel
Richard, Darrell
Rivers, Clay
Roberts, Micah
Sherman, Mary
Smyth, Margaret
Stamper, Linda
Sunseri, Pearl
Venable, Gerald
Walker, Lucius
Wilson, Gary
Wolf, Mike

Junior High School

2-A

Babin, Arthur
Davis, Kenny
Delvisco, Ronnie
Diamond, Janell
Ellis, Roger
Hukins, Rose Marie
LeFors, Larry

Migues, Cindy Sue
Mock, Beatrice
Northcutt, James

2-B

Anderson, Jimmy
Broussard, Cheryl
Mouton, Cindy
Pippins, Randy
Quibodeaux, Phil
Reed, Kathy
Renouf, Betty
Roth, Melanie
Shiell, Jeff

2-C

Bonaventure, Ronnie
Border, Selena
Plitt, Alvin
Rash, Helen
Robillard, Larry
Rohner, Belinda
Simon, Cathy
Strickland, Patsy
Vincent, Mary

1-A

Berry, Reggie
Blanca, Virginia
Brunet, Elaine
Craft, Janice
Fletcher, Leta
Guitreau, Tony
Huval, Annette
Mitchell, Sharon
Wascom, Terri

1-B

Berthelot, Allen
Burchfield, Diane
Crochet, Debbie
Delahoussaye, Philomena
Delcambre, Debra
Fachan, Molly
Frederick, Patrick
Lanclos, Melinda
LeBlanc, Debbie

1-D

Buras, Louis
Courville, Carl
Holliday, Gary
Johnson, Jarrel
Palmer, Carlton
Tastet, Keith

Elementary School

E-4A

Bertrand, Rod
Cedotal, Sally
Ezell, Cathy
Harris, Randall
Kimball, Sandra
Savant, Gayna
Smith, Kathy

E-4B

Burns, Brenda
Champagne, Chris
Curtis, Mary
Ellis, Sheila
Guidry, Lanny
Labat, Lane
Richmond, Meloy

E-4C

Bell, Jessica
Borton, Debbie
Boudreux, Rose
Brown, Rudy
Griffin, Libby
Guillory, Sandra
Nichols, Vicki Jo

E-3A

Arable, Danny
Broussard, Debra
Kraemer, Martha
Landreneau, Mark
Miller, Martha
Picard, Kenneth
Scott, Randy
Scott, Wanda
Tabor, Monica

E-3B

Broussard, Dwayne
Bryant, Carol Ann
Burriss, Billy
Delcambre, Danny
Gilchrist, Harriet
Guillory, Kirk
Maconer, Terry
Mizell, Rydell
Smith, Kevin

Taylor, Mike
E-3D

Blessing, Eddie
Corley, Mark
David, Bobby
Gray, Keith
Guilbeau, Brenda
Hagan, Keith
Mayeaux, Rickey
Mendoza, Alvin
Mustin, Dorinda
Poincon, Tammy
Prioux, Buddy
Prioux, Harold

E-2A

Champagne, Angela
Ogaard, Laurie
Smith, Glenda
Smith, Robert
Vincent, Debra
Ward, Karl
Winfree, Paul

E-2B

Cutrer, Tamra
Domingue, Fran
Dupuis, Donna
Jackson, Darryl
Kennedy, Billy
LeDoux, Darlyn
Lites, Brenda
Massey, Kim
St. Romain, Emile

E-2D

Angelle, Adlene
Crysel, Liz
Dufrene, Kevin
Duhon, Richard
Foy, Debbie
Frachineaud, George
Landry, Pat
Petrie, David
Weber, David

E-1A

Daigrepoint, Molly
Davis, Lori
Delahoussaye, Maria
Grace, Billy Wayne
Guidry, Robert
Montagne, Mary
Racca, Deldra
Reid, Darlene
Rogers, Sue
Vice, Ralph
Waits, Christine
White, Larry

E-1B

Fachan, Jerome
Goodson, Tammy
Guidry, Rachelle
Kraemer, Matthew
Lewis, Jamey
Orsot, Ernold
Richard, Lacey
Semar, Ron
Vice, Ralph
Williams, Lisa

E-1C

Bagwell, Ka.en
Broussard, Edwin
De'ean, Marcus
Dore, Jackie
Duhon, David
Hargrave, Cynthia
Lanclos, Janet
LeMaire, Terry
Meeks, James
Sessions, Cynthia

F-1D

Blanchard, Karl
Collins, Clinton
Guidry, Michael
Morgan, Kevin
Pizzuto, Jack
Robinson, Kenneth
Taylor, Glen
Whitehead, Elmer

Preparatory School

Prep D-2

Barker, Anthony Roy
Burnaman, Winton
Daigle, Bridget
Hudson, Randy
LeDoux, Gerald
Lessard, Roblyn
Long, Rene
Reeves, Kathy

Travis, Grace

Prep D-1

Bannister, Barbara
Clark, Sheila
Duhon, Ginger
Gaspard, Lonnie
Lormand, Chris
Perot, Donnie
Williams, Joe

Prep C-2

Boles, Sharon
Champagne, Brent
Chandler, Cindy
Fachan, Greg
Havard, Philip
Kidder, Claudette
Meaux, Arlene
Meaux, Randy
Mouton, Monique
Phelps, Joyce
Porter, Darius

Prep C-1

Batey, Kim
Benoit, Jeffry
Boucher, Monica
Cormier, Ricky
Curtis, Frank
Harvey, Rene
Martin, Ruffin
Parker, Steve
St. Romain, Christine

Prep B-2

Arable, Arnold
Bolden, Montana
Dupre, Mark
Faulk, Randy
Gambrell, Joseph
Jackson, Greg
Jones, Carmen
Lucas, Demetria
Trahan, Judith
Willis, Ione

Prep B-1

Arceneaux, Karen
Babin, Ricky
Davis, Viola Lyn
DeLatte, Wayne
Dennis, Diane
Dennis, Elaine
Gaspard, Jackie
Jackson, Toby
Thibodeaux, Dwayne
Washington, Janet

Prep A-4

Broussard, Raymond
Dye, Tina
Edwards, David
Howard, J. C.
Hudson, Lorraine
Johnson, Elizabeth
McLeod, Ricky
Meche, Shawn
Munguia, Adrian
Thompson, Danny

Prep A-3

Brown, Keith
Carrier, James
Duhon, Glen
Gregory, Rusty
Hue, Sylvia
Joshua, Stephanie
Matt, Brent
Rouse, Mary
Simmons, Lawrence
Wright, David

Prep A-2

Barber, Melissa
Broussard, Troy
Delahoussaye, Blaise
Gallion, Terold
Madere, Bobbv
Meyer, Donald
Prioux, Patrick
St. Romain, Bambi
Tabot, Elvst

Prep A-1

Bonvillian, Lisa
Breese, Joey
Broussard, Tiella
Cousan, Kevin
Harris, Clift
Jackson, Denetria
Johnson, Edward
Lambert, Don
Muse, Tammy
Roberson, Thered

