

PELHAM PROGRESS

News and Activities of
The New York Institute for the Education of the Blind
999 Pelham Parkway, New York, N. Y. 10469

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A MESSAGE FROM THE DIRECTOR

DR. M. E. FRAMPTON

Director of the New York Institute for the Education of the Blind

The 1969-69 School year has closed. Many significant changes and developments have taken place during the year which we hope will bring enriched services to blind children.

Perhaps the most important development during this year was the decision of the Board of Managers to construct a new building on the Astor Avenue property at the back of the school for Multi-Handicapped Blind children; the Deaf-Blind, Cerebral Palsy-Blind, Emotionally Disturbed-Blind, etc. The construction has started and we expect to be in the new building in May, 1970.

The general population of the school has increased to 174 children, about 30 more than in 1968. We expect the population to be over 200 during 1970.

The Board of Managers elected a new President during the year; Mr. Edward R. Finch, Jr. Mr. Finch has been a Manager for many years and as former Chairman of the Executive Committee, he will bring valued leadership to our Board.



The P.T.A. has been most active this year and has aided the students, Camp and School with generous financial grants. Our Chorus, Athletic teams, Drama, French and Debating Clubs have all had an active, profitable year.

Our Crew is a constant source of encouragement to all blind students in their willingness to try new endeavors. We re-built the dock and floats for their use during the year.

Twenty new Rubella pre-school children were admitted to Van Cleve Hall, under the supervision of Miss Ziegel. Outstanding achievements in growth have been observed in all of them.

Camp Wapanacki and Summer School opens July 1, 1969 with an anticipated full enrollment in both programs.

During the year Mr. Roger C. Walker was made Principal and Dr. Merle E. Frampton the Director of the Institute. The Director and his Family extend to all parents, students and staff, our best wishes for a Happy and Joyous Summer holiday.

DEPARTMENT FOR DEAF BLIND CHILDREN

by MR. KHOGENDRA N. DAS, Director

The Department for Deaf-Blind children, that services children with multiple handicaps of deafness and blindness, had sixteen pupils on the roll this year. Of the total enrollment, three were rubella victims, not of the 1964 epidemic.

A deaf-blind child not only presents the double handicap of deafness and blindness and its concomitant disabilities, i.e., lack of speech and language, but also displays underdeveloped skills, or very often no skills for self-care, motor coordination and intellectual behavior. This is due primarily to the lack of proper training prior to his enrollment in the Deaf-Blind Department. Consequently a multidiscipline approach is inevitable. A structured program to meet the individual needs of each child is

carefully planned, keeping it flexible enough to suit the child's attention span, interest and level of functioning.

The biggest task in the education of the deaf-blind child is the establishment of a means of communication, whether it be through writing, finger spelling or speech. We are proud to say, after reviewing our achievements, that of sixteen, seven pupils have developed and are using intelligible speech for communication, while four use finger spelling and two understand written instructions.

This year 12 students did regular graded work. The level of performance in the present population ranges from pre-kindergarten through grade 6. All academic subjects were given in the deaf-blind department. The students also took lessons in sewing, crafts, ceramics, home economics, gym and swimming given at the Upper School. Various enriching experiences, such as the celebration of the birthdays of children and the festivities of Halloween, Thanksgiving, Easter and Christmas are not extra-curricular, but an integral part of the whole educational program, as they contribute to language development and social growth.

Trips to the zoo, circus, post-office, and the supermarket are also made meaningful to the children with prior preparation by the staff.

The children are housed in dormitories according to their age, personal skills and general maturity. At present, seven are placed in Wood House, two in the Lower School and five in the Upper School. This policy of placement provides the deaf-blind students with the opportunity to meet other blind boys and girls of the same age and thereby learn to take part in various social activities.

MUSIC AT THE INSTITUTE

By ELIZABETH THODE

Concerts by visiting artists have been a noteworthy feature of an active year in music at the Institute. On November 19th, Dr. Elsie Hall gave a memorable piano recital featuring works by Bach, Beethoven, Brahms and Medtner. Having been closely associated with distinguished European musicians throughout a long

career, Dr. Hall, in addition to her fine playing, provided a link to the past that we shall all cherish.

In February, an interesting young singer, Mary Ann Teng, recently graduated from the Manhattan School of Music, gave a vocal recital at the Institute. In her selections Miss Teng covered a wide range of the finest' vocal literature and closed her concert with a group of Chinese folk music.

Bruce Hungerford, an Australian pianist of international reputation, gave a recital of Beethoven and Chopin on February 27th. Mr. Hungerford has played at the Institute on several occasions and his concerts are always a highlight of any season.

Performances by students of the Institute both in chorus and as instrumentalists were featured at the Christmas, Anniversary and Commencement exercises and for the entertainment of the Parents Association in May.

Fourteen boys and seventeen girls from the Institute participated in the thirteenth annual Music Festival embracing the residential schools for the blind in the Northeast. The Festival was held this year, April 25 to 27, at Overbrook School for the Blind in Philadelphia: Seven schools participated in a week-end of music culminating in a combined choral presentation by over two hundred voices. Several months before, materials for this final concert were selected in committee transcribed into braille and learned during the year by the choral groups of the various schools.

In the series of programs offered by the individual schools the Institute presented the following:

Organ Solo: Fugue in G Minor – Bach
Roebert Ferri

Concerto for Two Trumpets and Organ Vivaldi

Trumpets: Robert White, Angelo Morris

Organ: Mr. Klauss

Piano Solo: Intermezzo in A, Op. 118, No.2 –Brahms

Frank Holmgren

Organ Solo: Toccata and Fugue in D Minor Bach

Brenda Klaiman

The program of the final evening was as follows:

Mass in B Flat Major - Franz Josef Haydn

Agnus Dei-Dona nobis pacem

Liebeslieder Walzer, Op. 52 -Johannes Brahms

Glory to God in the Highest -Randall Thompson

"Frostiana" -Randall Thompson

The Road Not Taken

Choose Something Like a Star

Three Hungarian Folk Songs -Bela Bartok

"Hallelujah"-from The Mount of Olives - Ludwig van Beethoven

Special gifts to this department, received during the year, included valuable equipment and LP recordings from Mr. Teo Macero, a former member of our Music Faculty who is now with Columbia Records. Mr. Joseph Cornell, the artist, has continued his gifts throughout the years, providing a prize at the end of the term for the student who has made outstanding progress in music. Others have contributed their support in tangible ways and have constantly given their encouragement in helping music to become a meaningful art to our students.

THE NEW RUBELLA PROJECT

In 1964-65 ,an epidemic of German measles, Rubella, swept across our continent leaving in its wake some 20-25,000 infants with serious physical impairments. Common to a vast majority of these children affected are the following: bilateral cataracts, hearing deficits, congenital heart impairment and brain injury. As a result of this national calamity, Congress has appropriated funds to establish a series of Regional Centers to serve children with visual and hearing impairments. The Institute, having more than thirty years of experience in the training of deaf-blind children, and having committed itself to a program of service for the current group of rubella afflicted children, has been designated as a Regional Center. The regions to be served include the States of New York, Delaware, Pennsylvania and New Jersey.

Responding to the immediate need for new programs for the 300-odd vision and hearing impaired rubella children in the metropolitan area, the Institute began a pilot program for 20 children in September of the current school year. Under the direction of the Lower School Supervisor, Helen Ziegel, the group, for the most part, has made amazing strides and the acrostic which follows provides a glimpse of the highlights of the year.

PHYSICAL EDUCATION

By TERANCE CAROLAN, Physical Education Director

The Boys' Physical Education Department followed a curriculum that included units on wrestling, swimming, athletics, gymnastics, tumbling and the ever popular trampoline. Of the activities' offered, two provided the boys with the opportunity to demonstrate their skill at the varsity level, namely wresting and track. The Institute was well represented in these areas at the Wrestling Tournament held in Boston and the Track Tournament held in Philadelphia. During the wrestling season the team made many trips to compete against sighted high schools in both

New York City and the surrounding suburbs. Week-end trips to Baltimore and Hartford prepared the team for their trip to the tournament.

Most of the boys in the school are able to swim quite well, and those people who ventured onto the Harlem River for crew were given a special test. The track season, although a very short one, is always a welcome one, for it inevitably brings with it the onset of good weather. This allows us to conduct many of our classes out-of-doors.

The trampoline is a piece of equipment that manages to capture the imagination of all who are prepared to try it, and as each year passes some of the "old" hands at trampolining are demonstrating some very intricate maneuvers. The trampoline has a tremendous potential, if used correctly, to teach the performer how to gain control over his body parts when in movement and of his body as a whole moving in space. Such control has a great carry-over value into our normal gravity-bound situation where we can apply all that was learned about balance, coordination, control and grace of movement.

ORIENTATION and MOBILITY

By JUGALESWAR DAS

Mobility and orientation training for the blind child should begin at the pre-school level so that basic abilities can be well established, and ideally this training should be an integral part of the regular school curriculum. Experts agree that "early mobility training is essential to the ultimate achievement and development of the whole child."

During the past year at the Institute thirty students participated in the mobility training program and accomplishments have been excellent.



In the pre-cane training program good posture habits were taught, with emphasis on correct sitting and standing habits, foot placement and gait, and head carriage. Physical activity was developed so that walking up and down stairs was executed successfully.

Students in the cane travel class were given specific instruction in the handling and use of the cane. To help them with sound identification and the ability to interpret and localize sound, students made several trips to nearby stores. Along the way, intersections, traffic lights and traffic flow were encountered and students learned to identify landmarks as well to develop the ability to move efficiently and safely away from the familiar campus area.

The final lesson included independent trips to a main subway station and a trip across town to one of the large shopping areas. Our students learned these activities and six members of the class commute alone to their home on the weekend. We are most proud of all students who took part in these classes and compliment them on their ability to learn so well the techniques of independent travel.

THE TABLE ETIQUETTE CLASS

By ALVIN VOPATA

Eating is a pleasant activity that we all enjoy. Blind children feel the same way, of course, even though it is rather disconcerting if you happen to tip over your glass of milk onto the bread plate, dribble your gravy on the new linen table cloth, or push the beans into your lap while attempting to cut your potato. Some adolescent blind youngsters dread eating in a public place for reasons such as these, or they may feel embarrassed because someone is hovering over them like a conscientious mother feeding her baby.

Actually most blind children, through patient and persistent efforts of parents and others, are able to eat gracefully by the time they are teen-agers. For students

who have continued to have difficulties with eating techniques we have eating classes throughout the school year. One of the class rooms has become a dining hall as we pushed together desks to form a table. The table setting was then arranged to be as normal as possible, and the food served was representative of the kinds we eat in the school dining room.

Some of our objectives have included developing appropriate posture at the table, becoming thoroughly familiar with the table setting arrangement, serving oneself neatly, passing and receiving food gracefully, and improving basic table etiquette.

The students have been very appreciative of this opportunity. We feel that such training toward self-reliance is important in building a favorable self-image.

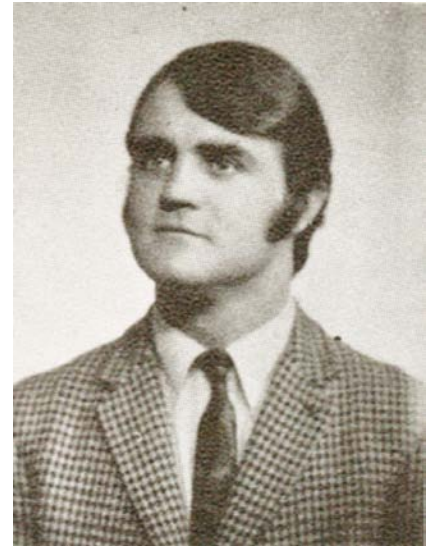
Beyond that there is the simple, but significant, idea that eating with our friends is often one of the most enjoyable experiences in living. Whatever we may do to enhance that experience will surely increase our pleasure as well as that of our sighted and sightless companions.

CAMP WAPANACKI

CAMP WAPANACKI will begin its 32nd season on July 1st. Approximately 80 boys are expected for the July camping session and between 70-80 girls in August. Running concurrently for the sixth summer will be the coeducational summer school program. Participating in the summer school will be 40 teenage boys and girls from virtually all sections of the United States. In addition, participants will come from Sweden, South Vietnam, and Canada. Directing the summer school will be Mr. Khogendra Das -assisted by a staff of six teachers. The students are involved in a heavy academic load for three hours each morning with ample time during the remainder of the day to participate in the various camping activities. A wide variety of field trips have been scheduled for week-ends, including attendance at plays, concerts, folk festivals, etc. A sight-seeing visit to New York City has been scheduled for three days at the end of July. Roger C. Walker will again serve as overall Director of the Camp.

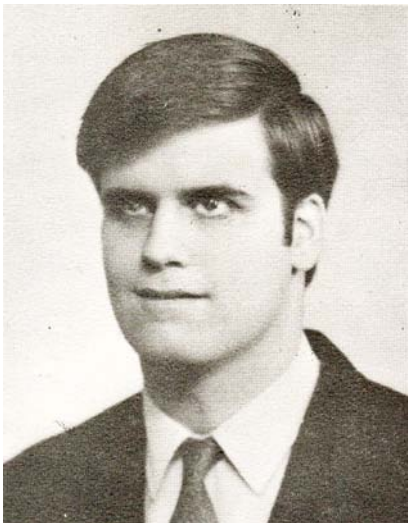
1969 GRADUATES

TERENCE CAROLAN
Senior Class Advisor



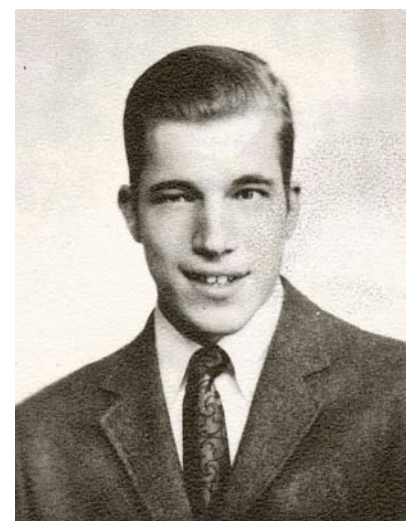
THOMAS SPILIOTIS (Valedictorian)

As President of the Student Body and President of the Senior Class, Tom left a very favorable impression on all with whom he came in contact. He is assured of success when he enters Dartmouth College as an American History Major.



ROBERT WHITE (Salutatorian)

We are grateful to Bobby for his administrative assistance to the Senior Class and wish him well when he enters the University of Rochester as an American History major.



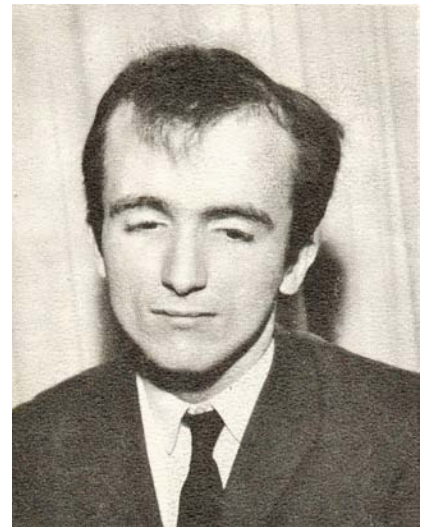


MAUREEN SCARRY

Always the most eloquent of speakers at the Senior meetings, Maureen will develop these talents as an English Literature major at Rosary Hill College in Buffalo, New York.

JAMES GEOGHEGAN

Jamie will be attending Long Island University's Brooklyn campus as a language major.



ANDREW WOODS

Already quite an expert on computers, Andy intends to specialize in computer programming at Pace College in Manhattan.



CARMELLA CANTISANI

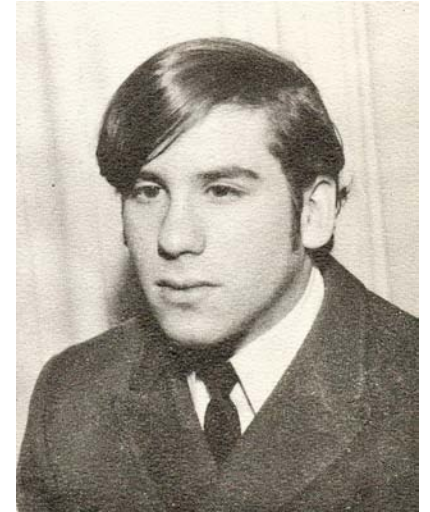
Carmella is another of those lucky people who speak more than one language, and intends to develop this ability as a language major at Harriman College in New York State.





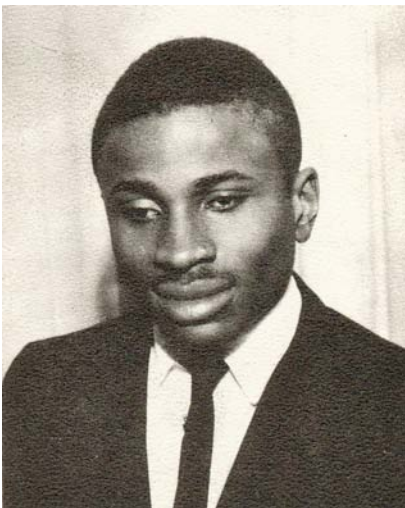
TODD DISTLER

Our own "artist in residence," Todd is intending to enter the South Hampton campus of Long Island University as an American History major.



CHRISTOPHER TREIBER

Chris is hoping to expand his "liberal" views by attending Long Island University as a liberal arts major.



JACK WALKER

Many of us at the Institute are pleased at prospect of having Jack back with us next year do post-graduate work.

RICHARD WEINER

Already tri-lingual, Richard is planning to learn many more languages as a foreign language major at Pace College.





MARY CHRISTOFOROU

Mary decided to get an early start on the rest of the seniors, for she started her own "work-study program" and is already working as an auditor for a Fifth Ave. jeweler.

RICHARD KURLANDER

Apparently some of the teaching rubbed off on Richard for he is planning to enter Long Island University's Brooklyn campus as an Elementary Education major.



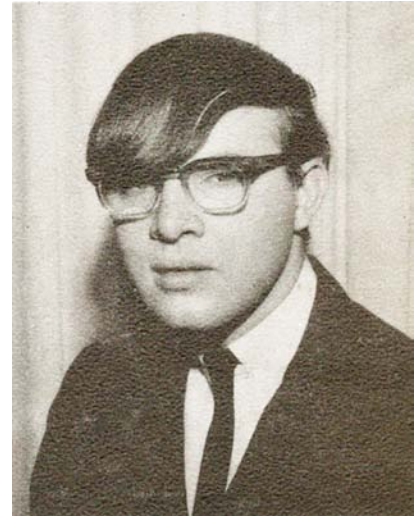
FRANK HOLMGREN

Endowed with great musical ability, Frank intends to begin a musical degree at either Adelphi, Hofstra or C. W. Post. After college he intends to enter a Music Conservatory.



CARLOS GONZALEZ

Always active around the school, Carlos leaves behind many friends at the Institute. We wish him well as he enters Long Island University, Brooklyn campus, as an American Government major.

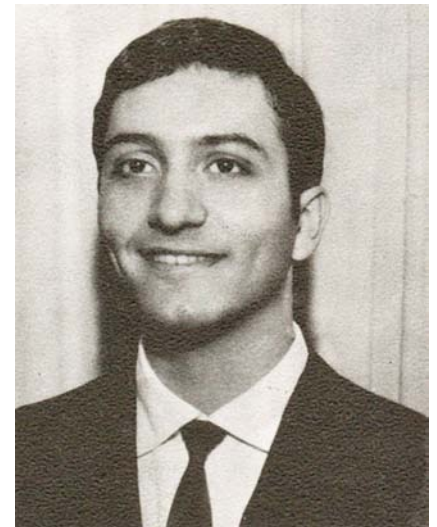


LESLIE ELMS

Our thanks to Leslie for performing the duties as Treasurer of the Senior Class. She is intending to major in languages at Elmira College in Elmira, New York.

PEDRO HIDALGO

Pedro intends to try out his dramatic talents as a drama major at the Brooklyn campus of Long Island University.



CATHERINE POLLOCK

Cathy pursued a Commercial Curriculum and hopes to become a switchboard operator.

HAPPINESS IS:

By HELEN ZIEGEL and MARGARET OSTENDORF

Happiness is :

Running away from your teacher and being, caught with a hug,
Red blobs of water paint,
Running to meet Daddy with a big smile,
Riding on a sled or wagon,
Reaching out to grasp a finger of a Van Clever as you go down the hall.

Happiness is :

Under the shower or in the tub,
Using the water table with toys, balls and squeezezy sponges,
Under the covers at rest time.

Happiness is:

Balloons and balls waiting to be rolled and caught,
Bang! Bang! on a drum,
Bright colors and interesting shapes.

Happiness is:

Echoes that bounce back when you babble in the fountain,
Enjoying the freedom of outdoors and the gymnasium.

Happiness is:

Laughing triumphantly as you walk alone for the first time,
Learning to find the dining room and your place at a table.

Happiness is:

Listening to a guitar and feeling the vibrating strings,
Looking at pictures

Happiness is:

Adding your voice to the noontime grace,
Acquainting yourself with the dogs and the bunnies,
A variety of sounds that hold a promise of speech.

Happiness is :

Creating a stir by accidently finding your way to the Van Cleve study hall,
Choosing a favorite person for help or affection,
Cookies and juice at snack time.

Happiness is:

Having a good ride in the chair swing,
Hurrying down the slide into the arms of a waiting friend.

Happiness is:

Investigating new puzzles and interesting toys,
Increasing your skills in the art of daily living.

Happiness is:

Learning to climb the stairs,
Listening to records,
Looking in a mirror or making "light birds" with it.

Happiness is :

Drawing pictures,
Drinking from a glass instead of a bottle.

Happiness is:

Reaching for a hand or hem on a smock to
pull up to a standing position,
Rattling and ringing toys,
Round and go-round toys-pinwheels and such.

Happiness is:

Experimenting with new sounds,
Exploring classroom equipment,
Enjoying new foods and eating them independently.

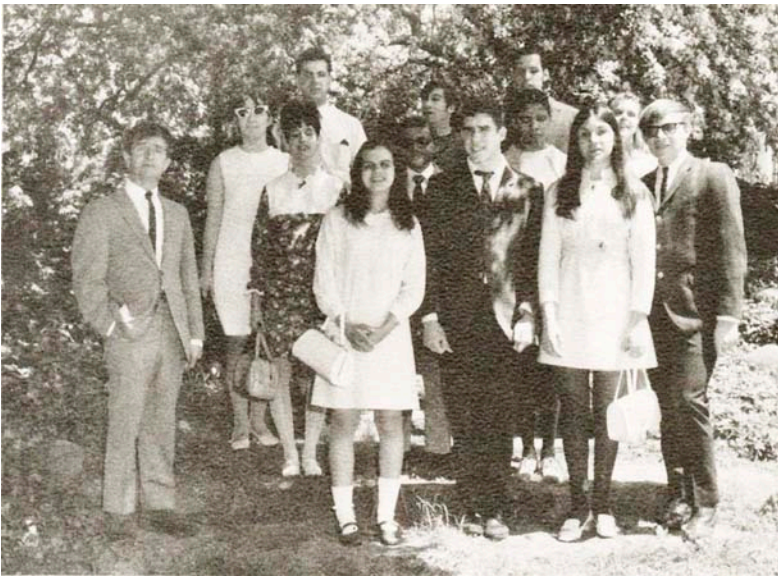
Happiness is:

Noisy toys, noisy feet, and noisy play,
Naughtiness that can be fun,
No longer babies, but children on their way to school.

We have spelled out for you some of the joy that these little folks in the Rubella Unit have brought to Van Cleve Hall this past year. Their presence among us has been a happy experience in gentleness and sharing for children and adults.

THE FRENCH CLUB

By CARLOS GONZALEZ, President



The purpose of the French Club is to help the students who are learning French to get a better understanding of France, its civilization, and culture. There are things which can never be accomplished in a classroom.

The officers of the French Club of 1969 are : President-Carlos Gonzalez, Vice President-Richard Wiener, Secretary-Philip Rich, and Treasurer-

Carmela Cantisani.

At the beginning of the school year the French Club sponsored two movies about France. The first one was about Bastille Day, which marked the beginning of the French revolution. And the second one was about modern-day Paris.

For our first field trip, we went to the Metropolitan Museum to see the Chefs d'oeuvre of the French impressionists. A guide took us around to see the paintings and also explained the meaning of each of them. On our second trip we went to see a new production of Antigone, by Jean Anouilh. This is a Greek tragedy with a modern setting. Among the final activities, the French Club had a French breakfast, and on May 1 the club visited the S.S. France. A French dinner prepared by Mr. Andre climaxed the year's events.

THE LIBRARY

By DOROTHY SCHOLTES, *Librarian* One of the most important innovations in our Library this year was setting up the Special Braille Science Reference Section. Aided by the counsel and cooperation of Mr. Jose Santana, Director of the Junior High School, this project has proved a huge success. Hardly a class period goes by without students searching the shelves for the factual information they need for reports and homework. And, so familiar have these volumes become, most students are now able to select independently their references.

Continuing our policy of increasing the number books available to our students, not only in the Science classification, but in history, literature, biography and fiction as well, this year 1387 Braille volumes were added and a large-type collection of 484, including 60 excellent fiction titles. Ink-print acquisitions totaled 204. Of these, 50 were concerned with Special Education. We were especially fortunate to receive copies of Dr. Frampton's recently published book, "Forgotten Children," A Program for the Multi-handicapped, a valuable asset for our Research Library.

The approval of a cassette recorder machine for use by students in the Library was welcome news. We are setting up an information pool on cassette tapes which will provide a wide range of up-to-date facts and background material in an attempt to keep pace with the fast-moving events of our Space Age. Hopefully, a student committee will take complete charge of this project.

To supplement our Curriculum Library many samples of syllabi from schools throughout the United States were added to our existing data. A special display of these newly acquired materials was set up for three weeks in the Archives Library to allow the teaching staff to peruse and select materials with which to enrich their particular areas of interest.

This year too, the Braille Library has been arranged according to the Dewey Decimal Classification, thus making the search for books easier for students and teachers. None of these activities, of course, was accomplished without the help of many, many hands. First, our thanks to Mr. Farrar for his job always well done, whether it be Thermoforming hundreds of copies of books or getting the student newspaper to press on time. And to the many students who gave a helping hand this year we say a special thank you and look forward to their assistance next year.

Lastly, our deepest appreciation goes to the small group of volunteers who can never be thanked enough: Miss Irene Conte, Mrs. Rose Feldman, Mrs. Molly Fried, Mrs. Lillian Jackson, Mrs. Rose Jay, Mrs. Marjorie Lent, Miss Rose Weinberg and Mr. and Mrs. David Wolfson. To the family of Mrs. Anita Fertziger we extend our deepest sympathy – she was one of our most loyal volunteer workers.

Grateful acknowledgement is also made to the New York Public Library for the Blind and Recordings for the Blind, Inc., who have been helpful in supplying books and records requested.

THE YEAR AT WOOD HOUSE

By JANET VISCONTI

. The Cerebral-Palsy Blind Department services both cerebral-palsy blind and deaf-blind children. This year's total enrollment was 13 children: 7 cerebral-palsy and 6 deaf-blind.

Wood House enjoys a unique situation at the Institute. Since it is a self-contained unit there is a family atmosphere that exists in the department. All of the children

are part of this family. Therefore, each birthday and holiday is celebrated with special feeling. It is an atmosphere in which the children develop close relationships with one another.

At Christmas, the annual Christmas program is held. This year's program featured the children singing a variety of traditional Christmas carols. Choir vestments were made for all of the children and the children themselves were individually responsible for planning various aspects of the program.

The last major event of the school year is our trip. This year's trip was made at the end of May. The department joined the Van Cleve Hall children in a day's outing to Rye Beach, Rye, New York. Special arrangements were made beforehand, so that the children might enjoy their day to the fullest.

Our major objective is, of course, to make our children as self-sufficient and independent as possible. As each child progresses further toward the attainment of this goal we can begin to take pride in their achievements. The achievements are theirs alone. Our satisfaction comes from knowing that we have in some small way, helped make them possible.

ROWING ON THE HARLEM

By SETH HOARD

SPRING ROWING, 1969

This year the crew season at the Institute began much later than usual because of a late Easter vacation and the fact that our new dock was not completed.

A year ago a barge got loose on the Harlem smashed into our dock and caused extensive damage. For the past two seasons we have had to launch our boats from the dock of our next door neighbors, the Non Pareil Rowing Club,-a long haul. Being able to launch our boats from our own beautiful Styrofoam dock seems almost too good to be true. We feel as though we were being coddled. However, it

does extend our practice time and we are grateful for the extra convenience. We have made good progress and have had a regatta with The South Kent School.

Rowing is a thrilling sport; - even setting up a four oared shell is an art. Parents and friends of the Institute are urged to visit our Boat Club at the foot of Dyckman Street and the Harlem River Drive and go out in the coaching launch to watch a practice. It is an enjoyable experience for anyone who likes the water. Our spring rowing is done in April and May and sometimes we row into June. Fall rowing usually begins the second week after we come back to school in September and lasts until the change of time in October. We row three days a week: Tuesdays, Wednesdays and Thursdays from 5: 15 - 7: 15 in the evening.



Our squad is so small that everyone is on the "Varsity."

PORT: Richard Walker, Robert Ferri, Louis Mendez

STARBOARD: Larry Roser, Carlos Alonso.

PELHAM PROGRESS ADVISORY BOARD

Roger C. Walker

Dr. M. E. Frampton