

PELHAM PROGRESS

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

June 20, 1968 VOLUME 30, No 1

A MESSAGE FROM THE PRINCIPAL



DR. M. E. FRAMPTON
Principal of the New York Institute
for the Education of the Blind

The academic year just completed has passed with such speed that the students and staff have had little time to review its achievements. Our graduating class, while not the largest in our history, has one of the highest percentages of the class entering American colleges in the fall. We are very proud of their achievements and wish them continual success in their pursuit of their individual goals.

The year saw us hosts for the Eastern Athletic Association, our chorus gave numerous public concerts and our rowing crew continued to take on all sighted crews willing to row against us.

During the year our Board of Managers gave serious consideration to the needs of multi-handicapped blind children and is planning expanded services for this type of child in September, 1968.

The Principal and staff are grateful to the P.T.A. and hundreds of individuals who have contributed their time and talents to aid us in bringing a richer fuller life to the blind child.

The Principal and his family extend their best wishes to all for a joyous and restful summer holiday.

A WELCOME VISITOR

by Margaret Ostendorff

One of the happy events of the past year was the visit of Mrs. Hodne. Mrs. Hodne is a Norwegian lady who is serving as a missionary in India. She has established a school for the blind in one of the remote mountain regions, and was spending time visiting schools and agencies in America to learn about and to collect new equipment.

During her stay at the Institute Mrs. Hodne spent many hours moving at will in and out of classrooms in Van Cleve Hall. Her interest, her enthusiasm, and her quiet helpfulness brought joy to us all, and she was quick to make friends among children and teachers alike.

The high point of her visit was her talk in morning assembly. She told us how the school opened in a small building with little more equipment than one Braille slate and a supply of paper. She described the struggle for the first handful of pupils and the gradual growth of the school through the interest and prayers of many friends. The children were especially impressed by the story of one little girl who came to the school and later was successfully operated on by one of the missionary doctors. This girl is now helping others at the school. The children were eager to contribute some money to buy something that Mrs. Hodne would take back to help in her work. She told us she would probably get some arithmetic material.

When she left, she sent us a "Thank you" note on a card decorated with a beautifully painted leaf from a tree that is like one that grows in the yard of her school. We have the card on the bulletin board in our assembly, where it serves as a frequent reminder of a short, but happy association.



Figure 1 HAPPINESS IS ... a good joke, enjoyed by Random House Chairman Bennett Cerf and members of the Public Speaking Club. Mr. Cerf

HAPPINESS IS ... a good joke, enjoyed by Random House Chairman Bennett Cerf and members of the Public Speaking Club. Mr. Cerf, known to millions of TV watchers of "What's My Line," highlighted the year for the Public Speaking Club at the Institute when he addressed the Club. His topic was Citizen Education in World Affairs.

WINGS OVER OUR LAMP-POST

by Helen Ziegel

We would like to share with you a precious happening that occurred this spring right on top of one of our lamp-posts. For secrecy sake this event was often referred to as, "The dormitory with blue bedspreads."

One Sunday, in the middle of April, there was much activity. Straw, twigs, mud, and bits of string were being carried to a special chosen place. Day after day under the careful supervision of Father Robin, Mother Robin worked diligently building a home. This was lovely to watch. First, the foundation materials for the new nest were securely fastened in three places to metal projections on top of the lamp-post. The engineering of this was an intricate, fascinating operation. It was so well anchored, that even the wildest winds and storms in the weeks ahead could not dislodge nor in any way damage the foundation. After much hard work, coupled with joyful singing, the home was ready for occupancy. The building, weaving, and shaping of this snug abode took just about a week before it was completed. Mrs. Robin shaped it by whirling round and round while pressing her breast hard against the sides. Over and over again she got well down into it, spread her wings and moved about in all directions to make sure that it was just the right size for her little ones when they would arrive.

In the morning, on the twenty-fourth of April, between eleven and eleven-thirty, the first blue-green egg appeared. Each succeeding day she laid another until there were four. Through many cold, windy, and rainy days she kept her clutch warm in the carefully- built nest. Many times we were afraid that the unseasonably cold weather, threatening Starlings and Grackles might destroy the home but Mr. Robin was equal to the task of protecting their treasure. Mother sat tight during these difficult times with every inch of her wings spread for shelter and protection.

On the eighth day of May the first Robin appeared. He wore no feathers and looked as though he had been wrapped in pink bunting. The next day two more Robins arrived and on the third, the last one scrambled out of his egg. Now, pink bunting with shining orange mouths filled the nest. From then on both Mr. and Mrs. Robin were very busy feeding their youngster. Dad even brought food to Mom and when she had to leave the nest for a brief rest he stood guard on the edge of the nest and beamed down on his family. Each time Mom returned to the nest she arrived with delicious tidbits for her children and we feel quite sure that she always counted her brood before she settled over them again. For two weeks Mom and Dad had no time for anything else but to search for food to drop into those wide open mouths. Sometimes it appeared as though the babies were running a contest to see who could keep his or her mouth open the longest, even though their eyes were closed in sleep. While all this was going on they were sprouting dark quill-like projections all over their bodies. These developed into tiny feathers.

By the end of the tenth day, two of the more daring brothers were venturing outside the nest to stand on a little straw runway that mother had built, and flex their wings. At this time the identifying breast spots of the Thrush Family were showing and the characteristic red-orange color was beginning to appear.

When two of the children were all of fifteen days old, they decided to try their wings and left the nest. Dad was close by to protect and encourage them. He shepherded them to a sheltered area under some bushes and continued to feed them. Early that same evening, Father was seen with a long fat worm on the sidewalk just below the nest. He rolled that worm up and stretched it out, rolled it up and stretched it out while he chirped to the two little ones on the lamppost. Of course this was to entice them out of the nest. A little later in the evening one more fledgling dared to take flight. The next morning only one remained. Dad felt it was high time for him to be on his way, too. So he perched himself on the side of

the nest, flapped his wings sternly, and said, "Go!" and the last little bird floated down to the ground.

While Father took over the duties of training and feeding the now almost-grounded little ones, Mother was diligently working again on another dwelling in the Schwedler Maple tree close by.

Sometimes we think we see and hear the young members of this precious family on the low branches of the Dogwood trees. Wouldn't it be wonderful if they would come back to us next year to build their nests and raise their families in places where we could watch them? We would all be richer for the sharing of another springtime gift.

THE DEPARTMENT FOR DEAF - BLIND CHILDREN

by Khogendra N. Das

Thirteen students from Connecticut, New Jersey, New York, Texas and Canada comprised the Department for the Deaf-Blind during the year 1967-1968.

The Department had a very successful and enjoyable year as evidenced by the overall performances of the students. Progress was made in the areas of the acquisition of language, development of speech, social awareness and personal-social behavior. This year we had eight children at various levels of "The Readiness Program," which leads to grade work; four students respectively at low 1st, low 2nd, low 4th, 5th grade levels and one — a senior.

Kerry Wadman, a senior from Canada, took all the courses with the blind students at the Upper School, and he will graduate this year. He hopes to enter college either in the U.S.A. or in Canada.

Our students, whenever they are ready, are integrated with the blind students in academic, industrial, social and physical education area, i.e., the regular Upper School Course Curriculum.

The Department has been fortunate in having a patient, sincere and devoted staff who makes a constant effort to help children develop their full potentials by making use of every possible and convenient situation whether it be in the classrooms, in the dormitory, in the playground, during meals or on a trip.

HOME MANAGEMENT

by Linda Leonard

In most homes the baby is given a great amount of attention. However, I am certain that no baby gets the attention that our home economics baby doll is given. Our baby gets fed, dressed, and bathed so frequently that it is necessary to remind the students that infants need rest as well as care.

This year the home economics program has been divided into several sections including; nutrition for the family, planning and preparing meals, human growth and development, and infant and child care. The last mentioned being the most popular subject.

At present one junior and three senior girls are spending six weeks in a home management apartment. The home management program has been designed to give the girls practical experience as well as experience in money management, management of energy and time, entertaining, and general management of the home. While living in the apartment each girl is given a turn to grocery shop, plan, prepare, and serve meals, and to clean which includes washing floors and windows, dusting, vacuuming, etc.

After two weeks in the apartment the girls agree that there is more to keeping house than meets the eye.

PHYSICAL EDUCATION

by T. J. Carolan

The Boys Physical Education Department followed a curriculum that included units on wrestling, swimming, athletics, gymnastics and the very popular trampoline. Of the activities offered, two provided the boys with the opportunity to demonstrate their skill at the inter-school tournament level. These two sports were wrestling and athletics. The Institute was well represented by teams in these areas at the Wrestling Tournament held in Baltimore and the Track Tournament, which, on a rotation basis was held this year at the Institute. During the wrestling season, the team made several trips to compete against sighted high schools in both New York City and suburbs. Weekend trips to Maryland and Philadelphia prepared the team for their trip to the tournament.

Most of the boys in the school are now able to swim quite well, and those that had aspirations about joining crew were required to pass a swimming test before they were permitted to venture onto the Harlem River.

The Athletic season was actually a very short one, for no sooner had we returned from the wrestling tournament that the track season began. Only one meet was able to be scheduled before the Track Tournament, and that was held at the Institute against Oak Hill. The tournament proved to be a successful meet in terms of its administration, but not in terms of team points for N.Y.I. However, there were more sophomores and juniors on the team than seniors, so with this valuable experience, all augurs well for the future.

The trampoline is a piece of equipment that seemed to capture the imagination of all who tried it, and before the session was over, a great many of the students had mastered the forward flip among other moves. A surprising number of the students showed a natural aptitude to the trampoline and were able to develop some very intricate sequences of tricks. The trampoline has enormous potential in teaching the performer to learn how to gain control over his body parts and body movements in space. Such information has a 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.

The Physical Education Department is intending towards the end of the current school year, to hold an under-age track tournament for the whole school, both boys and girls. The object of such an event is to give every student in the school the opportunity to compete on the athletic field with students of his own age grouping. Each student will compete within his own age group according to his/her age as of January 1, 1969. The Department also wishes to continue such events in the new school year not only in track, but in wrestling for the boys and swimming for both boys and girls.

THE MUSIC DEPARTMENT

by Elizabeth Thode

The twelfth annual Music Festival of the schools for the blind in the Northeast was held April 26th to 28th, 1968, at Perkins School in Watertown, Massachusetts. The Institute was represented by 23 girls, 14 boys and six members of the Music Faculty. Six schools, represented by about 200 students, participated.

The program of the first evening was a presentation of "The Life Story of Mozart" by the Perkins School. The script of this musical dramatization was written by Mr. Anthony Ackerman, teacher of English at Perkins, who in his early years was a student at the New York Institute for the Education of the Blind. The dramatic

representations and the musical illustrations, drawn from the works of the composer, were performed in a very interesting manner by the Perkins students.

During the next day, the individual recitals presented by the various schools included the following program from the Institute:

Organ:

Prelude and Fugue in G Minor J. S. Bach from "Eight Little Preludes and Fugues for Organ" Performed by Ming Lee

Tenor Solo:

"Tell Me, Charming Creature"
arranged by H. Lane Wilson Angelo Morris

Flute:

Sicilienne – Faure Performed by Nancy Steinhauser

Piano:

Nocturne, Op. 48, No. 2 Chopin Performed by Frank Holmgren

Soprano Solo:

Love's Greeting arranged by H. Lane Wilson Song to The Moon from "Rusalka"—Dvorak Performed by Linda Milliner

Organ:

"Credo" Fugue in D Minor - J. S. Bach Performed by Brenda Klaiman

In addition, Saturday was laden with necessary arrangements and rehearsals for the combined choral concert of the final evening. This arduous activity was broken by two memorable experiences. One was a demonstration by Mrs. Judith Bevans, Perkins School, of the Carl Orff approach to music, with participation of the entire Festival contingent. The other was a short concert, by special request of the Planning Committee some months ago, by two members of the Institute faculty—Walter Klauss, organist, and Ana Maria Trenchi de Bottazzi, pianist. Mr. Klauss played on the recently renovated Aeolian-Skinner pipe-organ in Dwight Hall. All of the presentations were most enthusiastically received by the young musicians in attendance and by the entire audience.

The final concert of the Festival was as follows:

Coronation Anthem - George Frideric Handel "Let thy Hand be Strengthened"—Allegro "Let Justice and Judgment"—Larghetto "Allelujah"—Allegro

"Here, Yet Awhile" from "St. Matthew Passion"—Johann Sebastian Bach In fond memory of Dr. Harold Gilbert, Overbrook School

"Gloria" from Mass in E flat. Franz Schubert

Andante (second movement) from Pianoforte Concerto - Aram Khachaturian

Otis Stroup, pianist accompanied by Mr. Jack Beyers, Music Faculty— Maryland School for the Blind

Festival Te Deum Gustav Hoist

"Sure on This Shining Night" - Samuel Barber

"O Magnum Mysterium" - Tomas Luis De Victoria

"Blossoms of Oranges"—opening

Chorus of Peasants - Pietro Mascagni from the opera "Cavalleria Rusticana"

"Mary's Blessing and Farewell" from "Wonder Tidings" - John La Montaine

"Beat! Beat! Drums!" from "Drum Taps" - Howard Hanson

Interspersed in the crowded schedule were short breaks for refreshments and larger social events, including dancing at the close of each evening program. A catered banquet with an address by Dr. Waterhouse, Director of Perkins, was a special feature of the last evening. Lingered in memory will be the visit to a fine school on a beautiful campus slowly opening into Spring, and the hospitality of dedicated adults and students brought up in the New England tradition of good house-keeping and hospitality.

Other activities in music during the year included a concert on May 20th for the New Jersey (Northern Valley) Chapter of the American Guild of Organists. On this occasion both organists and clergy were present from a large segment of the State of New Jersey.

The Anniversary program on April 11th, in addition to the music, was much enhanced by a scene from Shakespeare's "King Henry VIII" presented in English and in Spanish by the students of Spanish IV. The cast wore colorful costumes and gave a distinguished performance marked by a clear, meaningful delivery of the lines.

On March 11th, eighteen students from the vocal and music theory classes attended a performance of "Carmen" at the Metropolitan Opera House.

Although in comparison to other years, our activities have been somewhat limited, the students have made a commendable effort, for the most part, and show a spirit presaging further progress.

THE 1968 SENIOR GRADUATES



LINDA MILLINER Salutatorian

Recently in Washington all the seniors were aflutter and thrilled when Linda sat down to play the piano in the East Room of the White House. Linda Laverne Milliner has received an okay from the Dean at Oberlin College where she will major in music.

JACK TRUEHAFT

Jack was a member of the wrestling team and devoted much time to rowing with our crew. He has been a special assistant in our Department of Transportation and now plans to travel himself. Jack will leave for California after graduation.



THOMAS SMITH

Most of us will remember Thomas for his delightful sense of humor — and in addition, we'll miss the music he provided for us with his accordion during social hour. Thomas Smith has been admitted to Hartwick College.

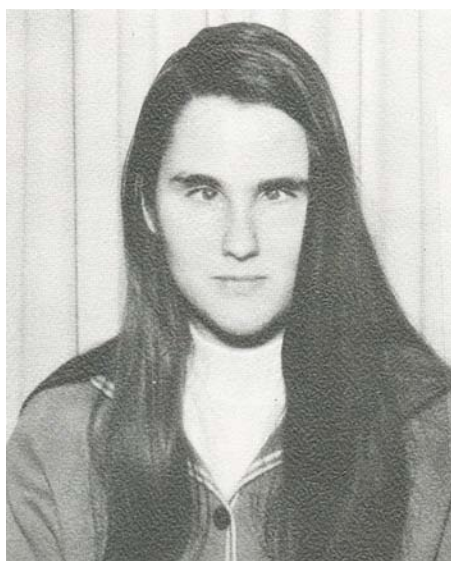


MARJORIE MAYERS

Marjorie served as secretary for the Senior Class and will continue her education in Pittsburg at Point Park College.

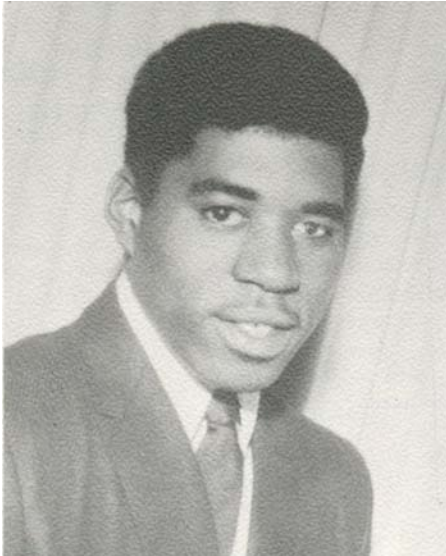
ELLEN ROSENBERG

Ellen loves the theatre. She has thrilled campus crowds with successful performances in many plays from time to time here at the Institute. She hopes to do more work in the theatre.



NANCY STEINHAUSER

As Vice President of the Senior Class Nancy has had a busy year. At the Institute she has learned to play piano and flute. Nancy has been admitted to Culver-Stockton College in Canton, Missouri, where she hopes to major in music.



WARREN HILL

Most of Warren's early education was completed here at the Institute. He has won many athletic awards for himself and our school. Warren has been admitted to Grambling College and will follow a program leading to a degree in physical education. His ambition is to teach on the high school level.

ZELDA BURR

All of Zelda's classmates are fond of her because she has such a lovely personality. Most of Zelda's summertime activity will now center around the Center of Performing Arts at Saratoga where she will work as a wardrobe assistant.



RAYMOND HEYDET

Having developed an exploratory interest in engines here at the Institute, Raymond devoted much effort to building a go-cart. He has been admitted to the Mechanic Automotive Technical Training School in Denver, Colorado.



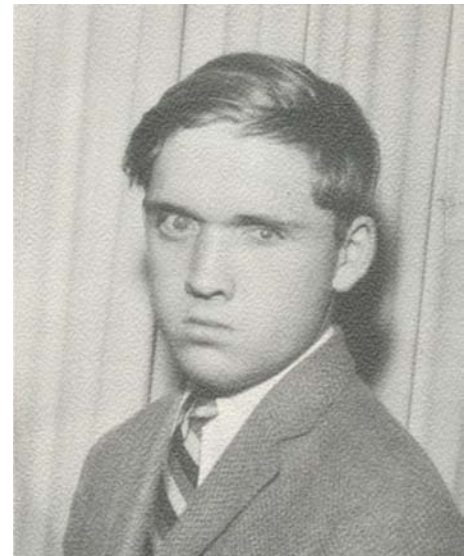


KERRY WADMAN

All of us will long remember Kerry for his remarkable achievements in the Department of Physical Education. Although he has extremely limited ability to see and hear, he has done above average work with the help of Mrs. Jiggetts and other teachers here at the Institute. Kerry plans to go on to college in Canada.

DANIEL CAPEN

Much of Capen's time has been devoted to training dogs. He hopes to eventually work with an Institution specializing in training dogs to help the blind.



FRANK CASEY

Much of Casey's work at the Institute has centered on Public Speaking. He has served for three years as public relations man for the Club and given much of his time to taping speeches for the Public Speaking Club. Frank has accepted a position as radio dispatcher for the Albany County Civil Defense,



OUR CREW

by Seth Hoard

Practice on the Harlem was delayed this spring because in February a run-away barge smashed our dock, tearing up the piling and damaging the timbers of the float. In spite of our late start we have made rapid progress and our rowing has rapidly improved. Our half mile is faster this year than last. The spirit of the oarsmen has been excellent and our morale is high. Among our novices, Robert Ferri has mastered the intricacies of rowing in record time and has substituted as stroke on the Varsity when needed. Again we urge parents and others who may be interested to visit our boat house at the foot of Dyckman Street and enjoy a practice session of this unique program of rowing for blind youth. We row three days a week: Tuesdays, Wednesdays, and Thursdays from five to seven thirty in the evening.

REGATTAS: Browne and Nichols School, Cambridge, Massachusetts, Charles River course, May 16.

South Kent School, South Kent, Connecticut, Hodge's Pokid, May 22.

VARSITY OARSMEN: 1) Robert White, 2) Jack Truehaft, 3) William Martinez, 4) Kerry Wadman (Stroke)

JUNIOR VARSITY: 1) Bruce Alcott, 2) Robert Talt, 3) Robert Ferri, 4) Larry Roser

SOCIAL STUDIES

by Peter Byrne

The ninth grade course is now "Asian and African Culture Studies." This is the first time that this course, recently approved by the State Education Department has been given at the Institute.

Recent international developments make it imperative for the high school student to have a working knowledge of the history, geography and social customs of the "Third World." Special emphasis is placed on Africa south of the Sahara, Southeast Asia (for example, Vietnam), the Indian Sub-Continent, China and Japan.

However as the State-approved syllabus is still officially classified as "Tentative," changes in this course remain a distinct possibility.

The tenth grade World History course remains basically the same. However, we now have twenty thermoform copies of all twenty-six volumes of the Braille

edition of our standard text (World History, Smith, Muzzey and Lloyd, 1962 Edition). This makes it possible for all students using Braille to have their own copy of the text for study.



THE FRENCH CLUB

by Richard Wiener

Our club was created to enhance our knowledge and understanding of the French culture. Each and every activity that we have undertaken has been to explore this fascinating country. On January 18th of this year, we visited the U.N. where Mr. Dehamin, a delegate from the French mission at the world body, fully explained to us his country's role in the Security Council and all U.N. branches. Mrs. Hermine De Magnin, president of L'alliance Francaise, talked to us about the evolution of France from the time it was called Gaul to the present. This brief sketch expanded our knowledge of the country's political, economical and social aspects. The Air France visit at Kennedy Airport, which included a walk in a Boeing 707, gave us an insight into one of France's industries. At the end of April, the Club enjoyed a French theatrical classic entitled "Tartuf." This wonderful comedy was written 400 years ago by Moliere. To end the year on a note of gaiety, we had some French food to appreciate the art and science of French cooking.

Next year we plan a variety of activities. A visit on the S.S. France, an art exhibit, attending a concert by folk singer or a movie. Our choice of activities is really limitless.

Mr. Maurice Andre, our Club sponsor who is also from Paris, appears to the extreme left in photo above. His leadership and imagination is in keeping with the most admired French tradition.

THE LIBRARY

by Chrys Klahr

"Too many books in a bookcase, that can never be," so said the Japanese Buddhist Kenko who lived in the Fourteenth Century. Our library, functioning out of the same frame of reference, has added 2703 books within the school year—354 Ink Print, 2044 Braille, and 305 Large Type books.

Among the new books are splendid additions to our reference sources, and complete collections of great literature and history. Our Curriculum and Research libraries are expanding, and in constant revision, so that all the information remains current and ready to yield the latest data.

Since a catalogue is the nerve center of the library, work on cataloguing is continuous, and this year, for the first time, we have added a catalogue for those who read Braille. We are now in the process of completing the brailing of all books of fiction and biography. It is our goal to braille our entire collection, so that all may explore and select the books of their choice.

Many of the teachers have been assigning research projects to our students, and we have called on the New York Public Library for the Blind, Recordings for the Blind, and the Jewish Guild for additional material. We are indeed grateful for their assistance.

Mr. Farrar has continued to be of invaluable service to the library, and has completed thermoforming of Smith, Lloyd and Muzzy's "World History," and the new science series Davis, Burnett, and Gross, "Experiment and Discovery," as well as numerous requests from the teachers.

We would like to express appreciation to the many volunteers who have offered their time and efforts for our students: Rose Jay, Bessie Feinsilber, Molly Fried, Gertrude Shever, Ina De Poris, Dorothy Barron, Irene Becker, Florence Brian, Helen Cunningham, Lynn Horowitz (from B'nai Brith), and Sherebell Powell from St. Catherine's High School. In addition, Mrs. James McLoughlin contributed much in work and spirit. To all of these, we say with Edith Wharton, "There are two ways of spreading light; to be The candle or the mirror that reflects it."

AMERICAN HISTORY

by William E. Falk

American History and Problems of American Democracy are separate courses, but yet they are greatly interrelated. In the first we study America's past, from the 17th century to yesterday's news. In the second, we study America's present, the problems outlined in today's newspaper. Our history is more relevant to the students when its continuity is seen through current events. Our current events are more meaningful when seen through the perspective of history.

In American History, we have tried to go beyond the skeleton of names, dates, facts, and figures. By the reading of documents, narratives, biographies, and criticisms written at various points in our history, life is breathed into the subject. By observing trends in race relations, nativism, and many other topics, we can observe the complex growth of our nation to the present.

P.A.D.'s focus is the present. The organization of government, urban problems, crime in our country, the changing American family, the American economy, and foreign policy are some of the problems we have studied. The origins of these problems can be found in our past, and so we have dug into history to understand them better.

Logical and analytical thinking have been the tools of our studies. Relating America's past and present has been our method.

THE MULTI-HANDICAPPED DEPARTMENT

by Janet K. Visconti

The Multi-Handicapped Department services cerebral palsy blind and deaf-blind children. This year's total enrollment numbered seventeen children: 8 cerebral palsy, 8 deaf-blind, and 1 clinic status child. The category of clinic status includes any child sent to the department on a trial basis.

When a department is a self-contained unit, as is Wood House, it is vitally important that the atmosphere in the department resemble that of a large family. Therefore, the celebration of birthdays and holidays is of prime importance. As each child's birthday occurs, we all participate in the celebration of the special day and enjoy the festivities of a birthday party.

To celebrate the coming of Christmas, Wood House staged their annual Christmas program. This year's program was slightly different from that of previous years, as each child had a speaking part and all of the children

participated in the singing of traditional Christmas carols.

The other major holidays that occur throughout the school year, namely Thanksgiving and Easter, are celebrated with just as much enthusiasm. Parties are held just before the holidays to help the children get into the holiday spirit that they will each soon be experiencing in their own homes. Long preparation beforehand and specific jobs for every child are included in order that the children might appreciate the "working" aspect as well as the "enjoyment" aspect of holiday celebration.

The last event of the school year is our trip. This year the cerebral-palsy children visited Bronx Zoo. Arrangements were made beforehand with the zoo to enable our children to view some of the animals at close range. This made it possible for all of our children to derive greater pleasure from their visit. A picnic lunch was served and the day was immensely enjoyed by the children and staff alike.

Though the majority of our children receive their academic training outside of Wood House, a good deal of their functional, common sense, day-to-day living training is obtained in the department itself. Our goal is, of course, their ultimate self-sufficiency, and as each year passes we are able to observe more and more of "yesterday's children" becoming "today's young adults." It is no wonder that we take pride in the fact that the efforts of both children and staff alike have made this possible.

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