

THE ROCHESTER ADVOCATE



February, 1968

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Rochester Advocate

A MAGAZINE DEVOTED TO THE USE OF ENGLISH AND SPEECH FOR THE DEAF

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Examination of Selected Employment Problems of the Deaf

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The young deaf person encounters a number of obstacles when he leaves school and begins his search for employment. Even after securing an entry job he must overcome a number of problems if he is to perform adequately at this level and then qualify for advancement. His success often depends on prior cooperation between the school and the potential employer in providing realistic preparation for employment.

The employer must make certain adjustments and accept certain risks when he hires a deaf person. If the adjustments or risks appear to be excessive, the deaf person will either not gain employment, or in some instances, will be accepted to perform a very limited function with no opportunity for advancement. Successful employment, therefore, depends on the degree of preparedness on the part of the deaf person as evidenced by communicated skills, job hunting techniques, and job entry skills, and in the willingness of the employer to adjust for certain deficiencies in communication and training. The employer must also be willing to accept the risk of making an

inadequate selection due to his limited experience with deaf people.

The purpose of this discussion is to examine some of the most apparent problems of gaining employment and qualifying for job advancement in an industrial setting. These considerations developed from the experiences of the personnel office of one large electronic manufacturing company, Tektronic Incorporated. Some suggestions for improving the preparation of deaf students for employment are offered based on the most common problems noted in this industrial setting. Benefits for cooperated action between the school for the deaf and industry in preparing deaf people for employment are noted.

Review of the Literature

The literature pertaining to the employment of the deaf has been developing at a rapid pace in recent years. Review by Lerman and Schein have systematically presented both published and ongoing research in this area. Of particular interest are the report of two national representatives from education, government, labor, and management to develop improved vocational opportunities for

the deaf. The official publication from this conference, which focused on research in the area of the deaf examined certain vocational problems imposed by deafness. This report was edited by Stuckless. Williams presents thoughtful reivew of the problem of vocational guidance for the deaf. The most extensive study of the economic status of the deaf has been presented by Lunde and Bigman although there are a number of more recent studies involving more lmitied areas of the country.

In general, the literature bears upon vocational adjustment, occupational conditions, attitudes toward the deaf and the effects of economic change on the deaf. Although the deaf are frequently regarded as satisfactory workers by employers, there appear to be a number of pressing problems in terms of the less able deaf person and the increasing competition for good jobs. Attention has been focused, therefore, on the problems of unemployment and underemployment among the deaf.

The General Employment Program

The general problems the deaf person faces when he applies for a job are related to the manner in which he presents himself to the potential employer and the general attitudes the employment officer has about deafness. The barrier between the deaf applicant and the employer, therefore, is not just an immediate communication problem. Rather, it combines the immediate communication problem with the employer's long standing attitudes about the deaf and the effects of hearing loss on the communication skills, social understanding, and technical ability. In both instances, the immediate problem of securing a job has deep roots in the past for both the employer and the deaf applicant.

Continued employment and job advancement depend on the employee's ability to perform his entry job adequately, respond to training, and develop reasonable means of communicating with both the shop boss and his fellow workers. Effective integration into the work force of the industry is established upon the deaf person's awareness of his role as an employee and his willingness to extend the extra effort to achieve it. Better communication between employers and educators of the deaf might assist the deaf person in understanding this role through preparation during the school years.

Problems In Securing An Entry Job

Even the trained, well-adjusted deaf person will meet some difficulty in his search for employment, but eventually he will probably find suitable placement. Unprepared and inexperienced deaf job seekers can expect to face much greater difficulty though, especially in light of gross misapprehensions the majority of the public have about deafness. Many people, including some prospective employers, variously stereotype the deaf with such labels as "uneducable," "odd," and "retarded," labels that at times cause even the best qualified deaf job seeker to have trouble finding employment. Many schools for the deaf offer a variety of vocational training, but despite these constructive efforts, many young deaf adults are deficient in basic preparation. In addition to an inability to apply properly for work, many deaf applicants are unqualified for entry positions in trades for which they were supposedly trained. Certainly there is some thing to be learned from any type of vocational training, but a system of continuous updating of vocational training programs is necessary to insure maximum success in preparing deaf young people for modern jobs.

Unpreparedness becomes apparent to the potential employer in many ways. For example, frequently a deaf applicant will approach the employment receptionist with a hearing relative or friend to serve as adviser or interpreter. He is unaware that by doing this he is, from the outset, putting his self-sufficiency in question. In such cases, the employer will probably wonder, "How dependent would this person be on other employees if he was hired?" The deaf person needs to understand the importance of the "self-sufficiency image" when searching for employment.

Another noteworthy point of unpreparedness is illustrated in the fact that many deaf applicants for employment are unable to complete an application form adequately. The majority of prospective employers are not familiar with the normal problems the deaf have with verbal usage and would, therefore, look upon a deaf person's application as being incomplete and possibly incoherent. The problem, of course, is the result of the deaf individual's general reading difficulty and his unfamiliarity with specific terms used on employment applications. His inability to complete the form properly only enhances the evaluator's impression that the applicant is mentally slow or generally sub-standard.

People with appropriate training and experience will usually be given preference for available jobs. There are frequently jobs available, however, which require only good basic aptitudes, good references, and desirable personal characteristics. As an aid to uncovering specific job potential in applicants, most larger companies administer intelligence, aptitude, and appropriate job knowledge tests. For the deaf this could prove to be a defeating experience.

They might have trouble understanding standard test instructions and could be expected to have great difficulty handling reading requirements of some tests.

Frequently in his search for employment, the deaf person will be confronted with an employment interview. It would be quite unusual for a deaf person to find an interviewer who uses the language of signs. However, if the employer has been understanding enough to bring the deaf applicant to the interview stage, he is probably trying to be objective and making an effort to evaluate those attributes in the individual which will be compatible with available jobs. During the employment interview, the interviewer may go to great lengths in his attempts to evaluate the applicant's communication ability. He will probably spend some time facing the applicant directly, speaking naturally, and enunciating clearly to find out how well he reads lips. He will write notes varying in complexity to see how well the applicant understands the written word and how coherently he responds in writing. He may also go so far as to attempt to communicate in improvised pantomime, carefully evaluating how well the deaf applicant catches on to the improvisation. The interviewer may also note oral communication ability to help determine the deaf applicant's suitability for placement in available jobs.

The problem of securing an entry job, therefore, depends to a great extent on the deaf person's preparedness. Lack of skill in applying for a job, deficiency in entry work skills, inadequate written language, and, to some extent, lack of functional oral language can serve to prevent the deaf applicant from gaining employment.

(To be concluded in next issue.)

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 (Cover design by Nancy Drake)

Board Elects Officers and Directors

At the Board of Directors meeting on Monday, January 22, 1968, the following officers were elected for the calendar year 1968:

Frederick W. Post, President
 William A. Fullagar, Vice President
 William C. Warren III, Treasurer
 Mrs. Harriet W. Gramlick, Secretary

The following board members were re-elected to the Class of 1973:

Frederick W. Post
 Mrs. Fred A. Ratcliffe
 Mrs. Francis K. Remington
 Richard E. Bjork

We wish to extend our commendation to the outgoing officers for the astute leadership they have provided us in the management of the school and welcome the new officers.

We also wish to acknowledge our entire Board of Directors for their continued interest in the school.

In Appreciation

Mr. Eugene Austing, optician, comes to R.S.D. every Tuesday morning to adjust and repair eyeglasses worn by our children. Mr. Austing has been providing this voluntary free service for 40 years. We wish to express our sincerest appreciation to him for his kindness.

Students Visit Local Industry

On January 3, 25 students from the Rotating Department visited the Rochester Gas and Electric Nuclear Power Plant in nearby Webster, New York. The students learned how nuclear power is harnessed and the many peacetime uses of nuclear energy. All of the students have a much broader knowledge of how nuclear power can be put to work for us. The students were accompanied by Mr. Stanley Patrie, Science Teacher, Miss Barbara Griffin, Supervising Teacher and Mr. Ames Curchin, Guidance Counselor.

Two weeks later, 18 older students visited the General Dynamics Plant in Rochester, New York. The students received a personalized tour of the plant by Mr. Dom Errigo, a General Dynamics employee, the parent of an R.S.D. student.

General Dynamics has many government electronic contracts and the students were able to get a first hand experience with the electronics industry. Most of the work being done at General Dynamics is of a skilled nature.

Student Perform at the Sheraton Hotel

On January 22, 30 students from the Rochester School for the Deaf put on a repeat performance of part of last June's Commencement program at

the Sheraton Hotel for members of the Woman's Club of Rochester. The Entertainment Train, an exercise in speech, rhythm and music, was enjoyed by all. Mrs. Blanche Baldwin directed the program.

The Woman's Club of Rochester has contributed to the college scholarship fund at R.S.D. since the organization was formed in 1958. Part of their contribution will now be used to help support the recently established Demonstration Home Program.

The students were most anxious to put on a program of this nature as a small token of their appreciation to the Woman's Club of Rochester.

Board Names School Buildings on Campus

The Board of Directors at its first quarterly meeting on January 22 reviewed and unanimously adopted the recommendations of a special committee appointed to consider appropriate names for previously unnamed buildings on campus. The buildings and the identification for each are as follows:

PERKINS HALL

Administration Building

Named for Mr. Gilman H. Perkins. Both he and Mrs. Perkins were concerned and interested in the education of their daughter, Carolyn, and other hearing impaired children in this part of the state. Mr. Perkins obtained the interest of businessmen and other leading citizens of Rochester in a project which shortly led to the establishment of this school. The school first opened its doors to students on October 4, 1876.

WESTERVELT HALL

School Building

Named for Dr. Zenas F. Westervelt. As the school's first superintendent,

Dr. Westervelt was responsible for the development of the teaching technique that soon came to be known as the Rochester method. This method continues to gain popularity in a growing number of schools for the deaf across the nation.

GALLOWAY HALL

New Primary Building

Named for Dr. James H. Galloway. Dr. Galloway provided leadership for the development of a new approach to child care services in the State of New York. This modern building, soon to be put into service, will be an example of his philosophy in practice here on our campus.

FORRESTER HALL

Commons and Infirmary Building

(Currently under construction.)

Named for Dr. Thomas C. Forrester. Dr. Forrester showed his special love for the children by giving thoughtful attention to the many details involved in their school and dormitory life.

It is asked that the names as assigned be used at all times to identify these buildings in both written and verbal references to them for as long as they are in service.

Honor Students for Second Quarter

On January 25, the students on the honor roll in the Rotating and Intermediate Departments were honored at special assemblies in the Chapel.

Honor students and departments are as follows:

ROTATING DEPARTMENT

Academic: Janice Bonehill, Patty Charma, Gwen Conklin, Joanne Hayford, Chris Playford, Nancy Spencer.

Speech: Linda Barca, Janice Bonehill, Paul Buys, Joe Cali, Billy Char-

ma, Patty Charma, Gwen Conklin, David Cury, David Davidson, Stephanie DiLenola, Philip Evringham, Susan Reynolds, Marilyn Fedele, Vicki Ferris, Carol Feuerstein, Pam Giles, Judy Hamilton, Craig Heimbach, Timmy Kenney, David Lowell, Pam Macauley, Theresa Mercury, John Monaco, Glenna Monson, Donna Nelligan, Jimmy Pecora, Mary Ann Petrucelli, Chris Playford, Rodney Potter, Annie Raiti, Tommy Riggs, Diana Rizzo, Joane Rodell, Ricky Smith, Duane Saunders, Laura Van Etten, Mary Van Etten, Teddy Warren.

VOCATIONAL DEPARTMENT

Art: Susan Flesher, Pam Macauley, Ricky Smith.

Typing: Janice Bonehill, Joanne Hayford, Joanne Rodell.

Printing: Alan Bristow, Paul Buys, Joe Cali, Gwen Conklin, Bobby Richardson, Nancy Spencer.

Industrial Arts: David Curry, Gary Morris, Rodney Potter, Robert Richardson.

Mechanical Drawing: Chris Playford, David Curry, Nancy Spencer.

Homemaking: Janice Bonehill, Joanne Hayford, Pam Macauley, Annie Raiti, Susan Eynogle, Carol Feuerstein, Mary Van Etten.

INTERMEDIATE DEPARTMENT

Academic: James Curry, Debbie Metzger, Billy Scott, Susan Angst, Mark Brugnoni.

VOCATIONAL DEPARTMENT

Art: Mark Brugnoni.

Homemaking: Mary Kay Campanaro, Karen Kenny, Meredy Klonick, Roberta Merrill, Debbie Metzger.

Industrial Arts: Louis Weigert, David Williams.

Parents' Corner

The Twentieth annual "Know Your School Day" was held on Friday, November 17, 1967.

The meeting was called to order at 11:25 A.M. by Mr. Victor Baldo. He announced that anyone with boys between the ages of eight and ten interested in Cub Scouts to contact him for information about same. Also announced was the fact our annual card party will again be held in May and everyone was asked to save their stamp books. Last year's successful card party was due largely to the many books of stamps sent in.

Under the terms of the new Constitution, the nominating committee submitted the following list of new officers:

President, Richard Nordquist; 1st Vice President, Mrs. Charles Playford; 2nd Vice President, Eugene McConnell; Secretary, Mrs. Ann Athy; Treasurer, Vincent J. DeWindt; Teacher-Member of Executive Board, Stanley Benowitz.

A motion was made by Clark Lowell and seconded that the above stated officers be unanimously approved. The motion was carried and the new officers will take office in July of 1968.

Dr. Hoag introduced the new faculty members and spoke briefly about the changes going on about the school.

Our guest speaker for the day was Dr. Robert Frisina who gave a most informative talk on the new National Technical Institute for the Deaf which he will head. Questions followed.

The meeting was adjourned at 12:15 P.M. at which time a box lunch was enjoyed by all.

Respectfully submitted,
Delores Brugnoni, Secretary



Co-Captains Hanson, Richardson.



Fight, Team, Fight!



S.A.A. Ice Skating at R.I.T.



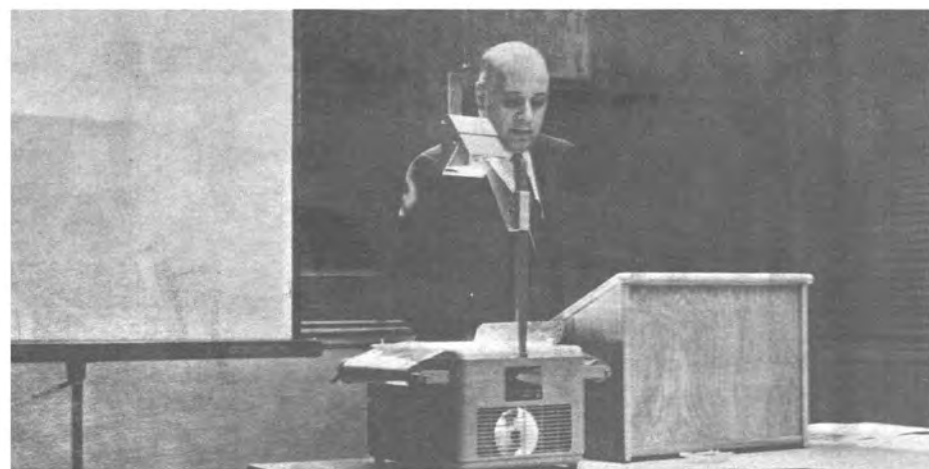
Intermediate Children Learn Square Dancing.



Dr. Hoag Explains School Construction Plans To P.T.A.



Parents and Teachers Get Together.



Mr. Zwick Discusses Title I Programs With P.T.A.



R.S.D. Students Tour R.G.E. Nuclear Power Plant.



Students Attend Slide Lecture at R.G.E. Nuclear Power Plant.



Older Students Enjoy Billiard Table Provided by R.S.D. Alumni Funds.



Mrs. Bouchard's Intermediate Class Learns Through Multi - Avenue Approach.



A Guidance Class.

DEAF FRIENDS, HEARING FRIENDS OR BOTH?

As I look back on the years gone by, I recall the question I asked myself many times . . . deaf friends, hearing friends . . . or both?

I have been fortunate enough to have both — for I feel the true friendship of both hearing and deaf friends is a necessary factor in the life and adjustment of a deaf person in the hearing world.

The reasons are many and varied. Communication and speech is vital in our society today. I feel that one has to be in the hearing mainstream to fulfill oneself. We must make ourselves understood in order to get along with them. Having hearing friends broadens one's communication and interaction with other people. The handicap of deafness is the difficulty in establishing a form of communication essential to normal living. Along with specialized training and language skills, hearing friends aid in the development of a deaf person to adjust to his hearing environment. Also by having them, we are afforded a greater sense of challenge to compete in the hearing society.

I feel the best time to learn how to interact with hearing people is in childhood. As you are growing up in a hearing environment, you are developing your linguistic and lipreading skills. I know this, since I have had this experience. Fortunately, when I was young, there were many hearing children where I lived. I had the opportunity to mingle and participate in all activities. This valuable experience aided me, later on, to interact and communicate quite easily with other hearing people.

I realize that not all deaf people can adjust and feel at ease with hearing people, because of a communication

problem, and because of their lack of experience in cultivating a forte at an earlier age.

And of course, deaf friends are also very important, particularly when one reaches his teens and adulthood. Deaf friends are very necessary to have a well-balanced social life. Deaf people are usually more relaxed in the company of their peers, because the problem of trying to understand what one is saying is negligible. As time goes on, we are constantly meeting new people, who may or may not be aware of the problems that confront us, and they may not have the time or patience to listen or even try to understand us.

May I therefore repeat, hearing friends alone? — No, deaf friends alone? — No. But both? — most definitely. I honestly believe this, because the personal fulfillment I have achieved, I attribute to the friendship, mutual understanding and cooperation of both my hearing and deaf friends. To them I am truly grateful.

—Francine Paula Kaiser

(B.A. Brooklyn College, now insurance analyst at Equitable Life Assurance.)

P.T.A. Needs Support

At the January 16 P.T.A. meeting, teachers outnumbered the parents in attendance considerably.

Future P.T.A. dates to remember:

Tuesday, March 19 — Dr. McCay Vernon.

Tuesday, April 23 — Teachers' Appreciation Dinner.

Friday, May 17 — P.T.A. Card Party.

Please save your Green Stamp Books for prizes for the P.T.A. Card Party.

Gallagher Appointed Head of Bureau

Dr. James J. Gallagher, formerly associate director of the Institute for Research on Exceptional Children of the University of Illinois, is now Associate Commissioner of the U.S. Office of Education and head of the USOE's new Bureau of Education for the Handicapped.

Both the new Bureau and a National Advisory Committee on Handicapped Children were authorized in a 1966 amendment to the Elementary and Secondary Education Act, which added Title VI for this purpose.

Before joining the USOE, Dr. Gallagher was director of special projects for the Education Improvement Program at Duke University, Durham, N.C., while on leave from the University of Illinois where he had served on the faculty since 1954. Previously, he was assistant professor at the Michigan State University, East Lansing, and director of psychological services at the Dayton, Ohio, Hospital for Disturbed Children.

"The establishment of the Bureau of Education for the Handicapped is another clear sign that our society is determined to make good its promise that every child, regardless of his deviation from the norm, shall have the opportunity to learn, and to grow, as far as our professional knowledge and skills will allow," Dr. Gallagher said soon after his appointment.

"The new Bureau of Education for the Handicapped is now in a position to provide services to children who are mentally retarded, speech handicapped, visually handicapped, auditorially handicapped, severely emotionally disturbed, who have severe learning disorders and children with special health problems.

Dr. Gallagher was president of the Council for Exceptional Children and

a member of the American Educational Research Association, the American Psychological Association, and several state and national advisory committees involving education of the handicapped.

A native of Pittsburgh, Pa., Dr. Gallagher earned his bachelor of science degree at the University of Pittsburgh, and his master's and Ph.D. degrees at the Pennsylvania State University, with major concentration in clinical and child psychology.

—The American School Board Journal

Marsters Appointed to Serve on NACED

Dr. James C. Marsters, one of the founding members of the Oral Deaf Adults Section of the Alexander Graham Bell Association for the Deaf, has been named by U.S. Secretary of Health, Education, and Welfare, John W. Gardner, to serve on the National Advisory Committee on Education of the Deaf.

Others who have been named to the NACED are: Mr. Victor Galloway, Research Assistant, Rehabilitation Center, College of Education, University of Arizona, Tucson; Mr. John Nace, Headmaster of the Pennsylvania school for the Deaf, Philadelphia; and Dr. Stephen P. Quigley, Director of the Institute for Research on Exceptional Children, the University of Illinois. Mr. Nace is a member of the Advisory Board of the Alexander Graham Bell Association for the Deaf.

They replace: Bishop John Dougherty, President, Seton Hall University; Mrs. Evelyn M. Stahlem, Principal, Mary E. Bennett School for the Deaf, Los Angeles; and Dr. Richard E. Thompson, Newton, Mass.—A.G. Bell Release.

Senior Class Has Busy Agenda

This year the Rochester School for the Deaf has ten boys and four girls in the graduating class

Throughout the year Mr. Curchin has been conducting weekly guidance sessions in which there have been discussions about the routine graduation procedure as well as preparation for facing the future after leaving school.

Miss Maher, the Counselor for the Deaf, from the Division of Vocational Rehabilitation, visited the class and informed the graduates of the services her agency offers in helping the deaf adjust during the transfer from school to an employment situation. The Class visited the General Dynamics Corporation in order to get an exposure to the various types of jobs that are available in the Rochester area.

In preparing for graduation, the students have been measured for rings, caps and gowns have been ordered, and appointments have been made for graduation pictures to be taken.

These weekly discussion periods will continue in order to assure that our graduates are as fully prepared and well informed as possible to face the future as well adjusted, productive, responsible citizens.

Lambda Phi Phi

The Lambda Phi Phi Society was instituted shortly after the founding of Rochester School for the Deaf, in the late 1800's. Recent membership averages 25 students.

The primary purpose of the society is stimulation of interest and acquisition of knowledge in the field of language arts. The organization also

provides an opportunity for students to learn how to conduct themselves and others in a fashion of parliamentary procedure.

Lambda Phi Phi meets on a monthly basis. The meetings are a combination of literary presentations, social programs, business meetings, guest speakers, and student debates. A few examples of activities to date are:

1. Report on biographical sketch of Franklin D. Roosevelt. Given by Joane Rodell.
2. Movie presentation: "Chaucer's England" followed by a discussion.
3. Slides and report on the New Mexico School for the Deaf. Given by Chris Playford.
4. Debate on Minimum Voting Age. Given by Gwen Conklin and David Curry.
5. Discussion of the Holy Lands. Organized by Gwen Conklin.
6. Discussion of Kowait. Organized by David Curry.
7. Collection of contributed articles which were sent to Viet Nam.

Guest speakers not only provide information, but also a great deal of stimulation to the members of Lambda Phi Phi. Dr. Frisina, the guest speaker for January reported on his recent trip to Europe in relation to schools for the deaf. Mr. Panara is slated as a tentative guest speaker for April.

Future plans in sight, are a trip to Watkin's Glen in the spring.

Additional program expansion is expected for the 1968-69 school year. The members of Lambda Phi Phi have expressed an interest in the dramatic arts. The remainder of this year will provide an opportunity for gaining background knowledge of play production. After gaining some basic information, the group hopes to or-

ganize and present a drama program.

—Information for this article was organized and prepared by Tommy Reynolds, President of Lambda Phi Phi.

Sports Round Up

Varsity Basketball

Although its record so far leaves nothing to be desired, R.S.D. is striving hard to keep its head above water and win a few games. Although it has lost four games so far, R.S.D. came to life to easily dispose of Marshall 62-38 for its first win of the season.

In its most colorful game of the season, R.S.D. traveled to Rome, New York and succumbed to a very strong Trojan Five 82-38.

Our boys were fed and entertained by our friends from the Rome School. Although our boys did not give a very good account of themselves, our cheerleaders, who accompanied the boys to Rome, were superb in their cheering. Congratulations to Miss Wilkins and Captain Pam Macauley for a job well done.

When In Rome

On January twelfth R.S.D.'s basketball team, the cheerleaders, Mr. Zwick and several faculty members went to Rome, New York.

Cheerleader Annie Raiti reports: "We had supper with the Romans and enjoyed looking around the dorms and other buildings. We enjoyed being the Romans' guests and we wish we could go back to Rome all over again."

The basketball game began about 8:30 P.M. and the Romans won with a score of 38 to 82. The students had a good time dancing and visiting at the party which was held after the game.

R.S.D.'s New Mascot

The Rochester School for the Deaf has a new mascot with a proud look. He is a stuffed tiger three and one half feet tall. His stripes are the regular orange and black, but his cheeks and paws are white and fluffy. Wildcat is his name.

In order to buy Wildcat the cheerleaders collected twenty-five dollars from different clubs: Lambda Phi Phi, S.A.A. and Girl Scout Troop 51.

Wildcat is present at our basketball games. To quote student reporter Gwen Conklin, "He is part of the school spirit. Yea, Wildcat!"

Cheerleaders

The cheerleaders accompanied the R.S.D. basketball team to Rome on January 12th. The girls had a wonderful trip and did a fantastic job cheering the boys.

They will cheer at two more home games. The girls are looking forward to a good game against St. Mary's on March 15th.

Girls Physical Education

Before Christmas Vacation the girls completed volleyball. They enjoyed the sport very much.

During the coming weeks the classes will be concentrating on basketball.

Every Friday afternoon the girls have Intramurals which have consisted of various forms of relays.

The Tigers are leading with seven wins. The Mustangs are close behind with only three.

Intramurals

Every Friday afternoon, the boys participate in an organized Intramural program. The older boys have been divided into four teams: Celtics,

Warriors, Knicks, and Hawks. In the first round the Knicks defeated the Celtics 24-12 and the Warriors whipped the Hawks 14-11. Alan Bristow and Bob Richardson starred for the Knicks while Roger Gregory and Bill Charma were outstanding for the Warriors.

In the Junior Circuit where the younger boys are engaged in a Dodgeball Tournament, The Rams, with James Curry and William Scott leading the way, whipped the Packers 7-0; while the Raiders, with Phil Evringham and Chris Playford, won from the Cowboy 5-1.

Table Tennis — (Boys)

In the Table Tennis Ladder Tournament Joe Cali gained the top rung on the "ladder" by defeating Duane Saunders 21-17 and 21-18. Ralph Hansen moved up a notch by winning from Craig Heimbach 21-8 and 21-5. Roger Gregory disposed of Ricky Smith 21-4 and 21-14.

Student Athletic Association

A bowling party at Terrace Gardens started the new year for the S.A.A. members. Many youngsters are not only learning the skills of bowling, but they are also learning how to keep score. They are becoming acquainted with terms like "strikes," "spares" and "misses" as used in bowling. Some of our better bowlers are Bill Charma, Duane Saunders, Alan Bristow, Joanne Rodell, Diana Rizzo, and Linda Barca.

Ice Skating is on the agenda in February at the R.I.T. Ice skating Rink. Although many a fall is taken, the youngsters are becoming quite adept in this sport. Nancy Spencer, Craig Heimbach, Tom Reynolds, Bob Richardson, Kermit Nickerson, and Reta Tillotson have a great time circling the skating rink.

Alumni Notes

Both joy and sorrow came into the family of the Wollenhaupts within a few months. On April 24, Peter and Paula Essman became the parents of Mark Welsh whose arrival was announced by a stork on water skis calling out, "Aho! It's a boy!" (which was very appropriate since Peter misses the water sports in California). Then two deaths occurred: Peter's father, Mr. Harold Wollenhaupt passed away in September, and Peter's aunt, Mrs. Mildred Barber went away on December 3. Mrs. Barber, former houseparent of little boys at R.S.D., was the sister of our Sally who worked in the R.S.D. office a good many years. Peter and Paula have decided to move back to Rochester from New York City to be near Sally.

Mr. and Mrs. LeGrand Klock and Mr. Yates Lansing came "up North" from Coral Gables, Fla., for a two month's stay last June. Much of their time was spent visiting old friends and being feted at luncheons, dinners and parties in their honor. It was great to have them back in Rochester for a while.

Linda Roy '66 and Elbert Hamilton '66 announced their engagement in June. Elbert works at the American Laundry Machines Co. in Rochester and Linda works at Hamilton News Co. in Albany. Wedding plans are indefinite.

Alice R. Purdy and James W. Tyrrell, Jr. exchanged wedding vows June in St. Pius Church. The bride's foster parents are Mr. and Mrs. Francis Woodhead of Rome, and the groom's parents are Mr. and Mrs. James W. Tyrrell, Sr. Mrs. Tyrrell is a graduate of the School of Automation in Utica and was employed at the New

York School at White Plains. Mr. Tyrrell is a graduate of R.S.D. and took up an advanced course in printing.

Mr. George Rosenworth of Seminola, Fla., an Attica native and a retired instrument maker for the medical research unit at the U. of R. Medical School, died August 1 in a Clearwater, Fla. hospital after a long illness. Before retiring, Mr. Rosenworth was employed by the J. Hillis Health Center at the University of Florida in Gainesville. He was the father of Iona R. Kruse and grandfather of Misses Sharon and Gail Harvey. The other survivors include the widow, Stella H., and two sisters, Mrs. Mabel Munsell of Rochester and Mrs. Gertrude Chapin of Attica.

Announcement was made Aug. 4 by Robert E. Merchant of Glens Falls of the engagement of his daughter, Lynda Lee Snow, to Richard Earl Van Patten, son of Mr. and Mrs. Van Patten of Consaul Road. The bride-elect is also the daughter of the late Mrs. Mildred Merchant. The prospective bride was graduated from R.S.D. and is employed by the Cheltingham Mfg. Corporation. Her fiance was graduated from the New York School for the Deaf in White Plains and is employed by Tobin Packing Co. in Albany.

Mrs. George Barth (Elizabeth Kramer) lost a sister last summer in a nursing home where she was confined due to a fall in her home. She was 87 years old and the 8th of 12 children in the family. Lippy, as she is known to her friends, is the 11th of the 12 and the last one living. Libby had a fall over a year ago and was in St. Mary's Hospital for a long while before being transferred to St. Ann's Home where she underwent therapy treatments and later went

home. She is able to walk around the house with the aid of a cane.

Ruth Hedberg's daughter Betty has adopted a baby boy born Aug. 7 and has named him Michael Allen after the deceased Mr. Lawrence Hedberg's middle name.

On Aug. 12, more than 85 deaf and hearing guests gathered at the Alpha Lutheran Church to congratulate Mr. and Mrs. Alvin Heinz (Clara Hopp) on their 50th wedding anniversary which was on the first of August. Their son, Albert, on the pretext of taking them out to dinner at a restaurant, took them to the Alpha Church where they were surprised to see the gathering. Clara and Alvin expressed the occasion as a very happy surprise and the "thrill of a lifetime". Many beautiful golden gifts and gifts of money from friends far and near were presented. The money was to be used for a new color TV. This celebration was prepared by Ruth Haller, Ruth Hedberg, Pearl Hamilton, Lotta Rappolt and Diane Dindemann. The Heinzs said, "It will long be remembered and a special thanks to everyone!"

Mr. and Mrs. Darwin Culver and Ricky were the guests of Mr. and Mrs. F. Hoffman for five days the week of August 14. A "reunion" of old friends comprising 40 guests were invited to meet the Culvers. The Culvers went to Elmira to stay a few days with Vera's mother before returning to California. The party was planned for the Klocks and Mr. Lansing, too, since they were leaving Rochester for Syracuse Aug. 16 to visit LeGrand's sisters before setting out for their Florida home.

Mr. Donald Clupper of Waverly, N.Y., father of Eugene '63, passed away suddenly of a heart attack in his home Aug. 28. He was chief materials engineer at Ingersoll-Rand plant in Athens, Pa.

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PROFILE OF THE ROCHESTER SCHOOL FOR THE DEAF

The Rochester School for the Deaf has, since its founding date in 1876, provided a comprehensive program of educational services for hearing impaired children. Those enrolled in the school whose parents live in the Rochester area attend as day students. Transportation to and from school is provided by local school districts. The children whose parents live in the surrounding area in the Western part of New York State, attend school as resident pupils.

Home going requirements for resident students are rigidly enforced in order to encourage the involvement and association of students with family activities. Students within a sixty mile radius of the school are required to go home every weekend. Those living farther away must return home at least twice every month on regular home going weekends.

The school operates as a private, non-sectarian, non-profit organization managed by a Board of Directors under supervision of the State Department of Education and the Department of Social Welfare. Although operating funds are provided by the State of New York, the generosity of interested private citizens provide new buildings, capital improvements and other special student funds. The school is designed to serve children who have severe to profound hearing impairments. There is no tuition charge to eligible students.

The pupils live in an atmosphere of English; spoken written and spelled. All are taught speech and speechreading. As far as possible, the courses are arranged as in the public schools in the State. Qualified students are given the opportunity to prepare for and take high school State Regents Examinations. Special emphasis is placed upon the development of residual hearing and much use is made of group and individual hearing aids for this purpose.

In addition to the academic program, students enter a pre-vocational program at twelve years of age and continue until graduation. The pre-vocational program is exploratory in nature and parallels courses which are offered in public junior and senior high schools, namely: Home-making, Industrial Arts, Graphic Arts, Typing, Business Science and Arts and Crafts. The school works closely with the Division of Vocational Rehabilitation in assessing each student's potential for further training or employment. A substantial number of students are able to qualify for continuing education and training programs including enrollment in institutions of higher education.

The school session continues from early in September through the latter part of June. Parents are encouraged to visit the school at any time and are kept informed regularly regarding the progress of their children.

The school is located on an eight and one-half acre campus two miles from the heart of the city of Rochester which is well known for its many cultural and educational advantages.

For further information inquiries should be addressed to:

RALPH L. HOAG, Superintendent
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