

The Kansas Star, volume 52, number 15

This is an issue of The Kansas Star, a publication written and printed by the students of the Kansas School for the Deaf in Olathe, Kansas. This issue includes news from the superintendent, local news, and general information about the school. The school opened in 1861 and has been known as the School for the Deaf since 1896.

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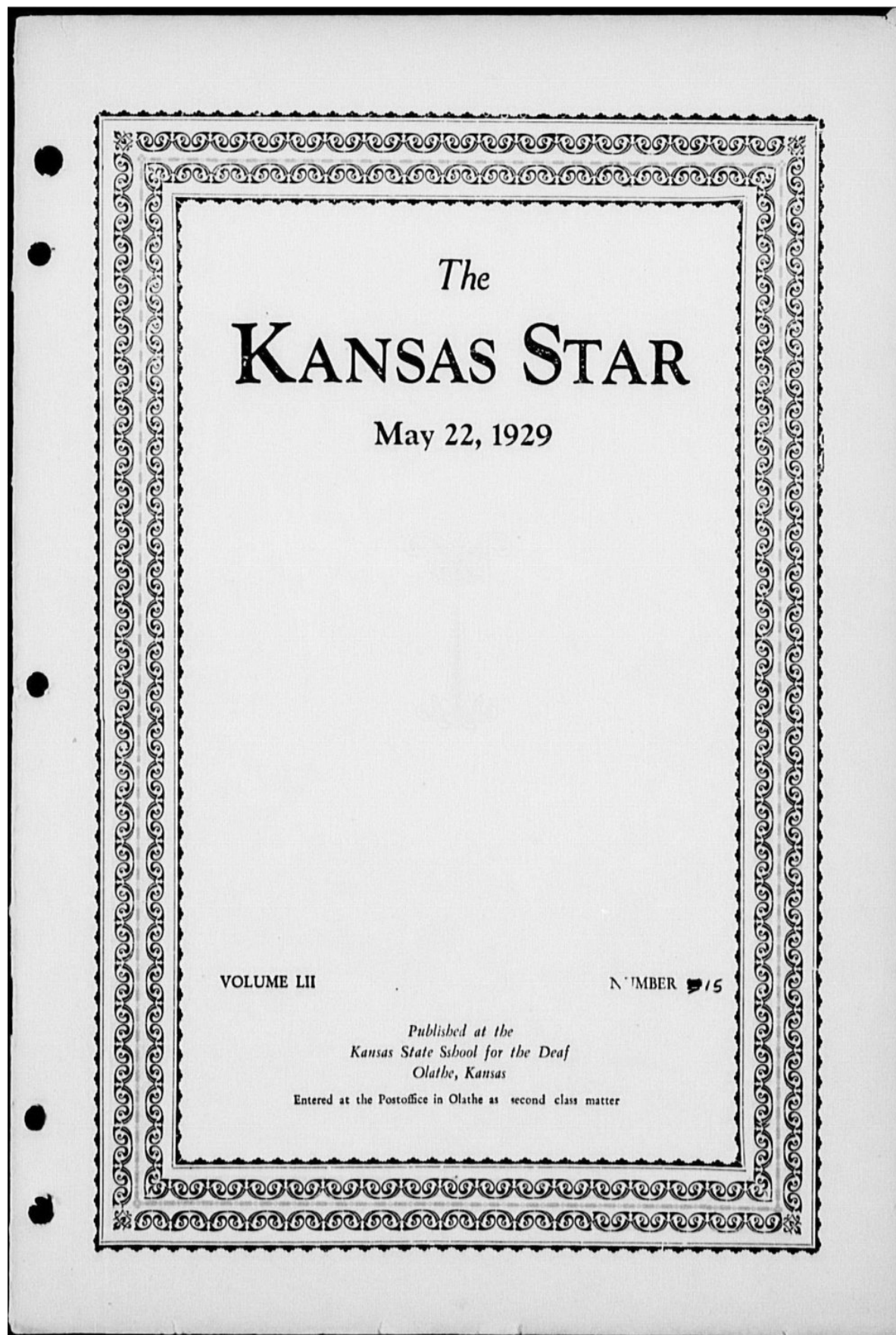
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THE KANSAS STAR

Printed by the students in the Printing Department of the Kansas School for the Deaf.

Vol. VII

May 22, 1929

No. 15

Mistake of Trying to Educate Deaf Child at Home

Clipped from an Exchange

"SOMETIMES deaf children are kept at home on the ground that they can be taught just about as well at home, or at the public school, as in the specialized state school. When such children are finally sent to the state school, almost invariably they enter three or four years behind the proper grade for their age. If the reasoning of their parents was sound, there would be no need of an expensive state school. But extensive experience, results often repeated, the final facts of the situation show with astonishing regularity that the deaf child kept at home a few years under these circumstances is the certain loser. He is sacrificed to a mistaken theory.

"The reasons are not far to seek. At the state school he is in the hands of specialists who have devoted a life time of study and observation to the deaf. He is carefully studied, classified and compared as to mentality, degree of deafness, speech ability, knowledge of language, etc. His entire daily work is systematically outlined by specially trained teachers, who in turn are under expert supervision. He is inspired to do his utmost by classmates, afflicted like himself, and not too far ahead of or behind him. He is in a very small class and class room where he gets much individual attention. He finds various mechanical aids to hearing. He receives specialized systematic trades instruction. His religious instruction is most carefully looked after. Educative recreations and special health instruction are provided. He finds an entire large household of people continually urging him to renewed efforts in speech, in lip-reading, in the use of word language, in industrial effort, and to higher standards of performance and behaviour. Therefore he makes far better progress than is possible where many of these absolutely vital educative conditions are entirely lacking, or present only in small and irregular degree."



OPENING THE GATES OF SILENCE

*The President's Wife Tells
the story of the Clarke School*

By
MRS. CALVIN COOLIDGE

(Published by Courtesy of the Pictorial
Review Co.)

LAST Fall, when I was at home in Northampton, Mass., to see my mother, I dropped in at Clarke School for the Deaf, where I taught for three years following my graduation from college, and where I never failed to find inspiration in later years.

It was a very special day, and there seemed to be a little

hum of excitement everywhere. I soon learned what it was all about—it was Miss Yale's birthday—and Miss Yale was, for thirty-six years, the beloved principal of the school, now its principal emeritus, living at the school and giving it the advantage of wise counsel and advice as well as directing the work of the training-school.

She was one of the pioneers in the teaching of speech and lip-reading to the deaf in America, and the name of Miss Caroline A. Yale is well known throughout the profession both at home and abroad.

The principal of the school, Miss Besie N. Leonard, met me at the door. She was teacher-in-charge of the primary department "in my day." She led me into the little sitting-room where Miss Yale was sitting in her wheel-chair, to which one of humanity's old enemies, rheumatism has confined her for the past few years. One look at her face, however, and the wheel chair is forgotten. The lowering afternoon sun comes filtering through the window, striking across her hair of burnished gold, touched with a bit of gray.

I sit upon a low stool by her side and talk with her for a few minutes. Presently I hear outside the sound of many feet, and am told that the children of the primary department are coming to make a call upon Miss Yale in honor of her birthday. A shawl of mauve cashmere is brought and placed about her shoulders, and the children come in quietly one by one, each with a little bunch of cosmos in his hand in colors to harmonize with the shawl.

The older ones come first. They have been in the school for two or three years and are seven or eight years of age. Each lays his gift of flowers in Miss Yale's lap as he smiles and says, "I wish you a happy birthday." The flowers mount higher and higher, forming a veritable blanket across her knees. There are probably fifty boys and girls in the group.

And now come the smallest ones in the school. They have been there less than two months and have not yet learned all the sounds required to say, "I wish you a happy birthday," but it seems to me their little

greeting, "I love you," has an appeal all its own.

My time was up and I said my good-bys, but I carried with me a picture that I shall never forget, and I wondered if we were not wrong when we spoke of these children as handicapped. Didn't they have something that normal children often missed?

From this scene which I have tried to describe you will see that the children of Clarke School are given the simple little lessons of consideration and thought for others which we try to give our own children in the home.

Now, I want to tell you a little about the beginning of Clarke School. Back in the days before the Civil War, scarlet fever entered the homes of two fine old New England families, and a little girl in each family lost her hearing. One was Jennie Lippitt, daughter of the Governor of Rhode Island, and the other Mabel Hubbard, daughter of Gardiner Greene Hubbard, a brilliant Cambridge lawyer, afterward founder of the National Geographic Society in Washington, D. C. Jennie Lippitt is now Mrs. William Babcock Weedon of Providence, R. I. Mabel Hubbard became the wife of Alexander Graham Bell, inventor of the telephone.

The parents of these children searched widely for advice and help in the great tragedy which had befallen their children. They found Dr. Samuel Gridley Howe, whose work with Laura Bridgeman, who was both blind and deaf, is one of the most interesting and well-known instances of the results which patience and perseverance can accomplish in the education of the deaf and the blind. He told them of his methods.

With the specter of the increasing isolation of their little ones always before them, Mrs. Lippitt and Mrs. Hubbard worked as only mothers can work when their children's happiness hangs so tragically in the balance. They gave their entire time to their small daughters' care, using almost a divine ingenuity to keep the baby speech from becoming defective. In time the children learned to watch their mother's lips, then to recognize familiar words and sentences, and next to learn new words.

Gardiner Hubbard, in his gratitude for the preservation of his daughter's speech, reached out in sympathy and helpfulness toward all those children afflicted with deafness, whose only hope of communication and education lay in the finger alphabet. His

first attempt to induce the Massachusetts Legislature to found a school where deaf children might be taught, as his own little girl was taught, failed. In 1867, with the aid of President Hill of Harvard and Horace Mann of Boston, a second attempt was made. That, too, seemed about to fail. The legislature did not believe that deaf children could be taught to speak and to read lips.

But there was a kindly intervention. At Chelsea, Mass., Governor and Mrs. Lippitt and Mr. and Mrs. Hubbard had encouraged Miss Harriet B. Rogers to open a small school where she had persuaded the parents of eight deaf children to have faith in the oral method.

A group from the Legislature was invited by Mrs. Josiah Quincy, whose husband was then Mayor of Boston, to meet at her home. Jennie Lippitt and Reece Green, who had been taught by the oral method, seated ten feet apart, conversed easily and naturally. The Legislature were convinced.

That year, through the generosity of John Clarke of Northampton, the Clarke School was started. It was not a State Institution, but its charter provided that the State might send children there for instruction. Miss Rogers was its first principal and Mr. Hubbard the first president of its board of trustees.

These pioneers were, in a way, experimenters. Until that time practically nothing had been done for the deaf, except in sign-language, a method which, while it enabled them to communicate with those who understood the finger-alphabet, still isolated them from the speaking world, set them apart from their fellow beings, closed in their horizons, thus limiting their opportunities.

Miss Rogers and those who worked with her were determined that this should no longer be so. Their purpose was to give these afflicted children, from their young years, their heritage to understand life clearly, to live it abundantly. They were not to feel that they were different.

Clarke School was to be a home school in which the relationship between the teachers and the pupils, and between the pupils themselves, was to be free from restraint and from any sense of difference. They were to move naturally in an atmosphere of speech. Sign-language was forbidden. Oral methods alone were employed.

In 1871 this method received fine impetus when a young Scotchman, Alexander Graham Bell, came to demonstrate his father's system of visible speech. Each character of this system was based upon anatomical movements of the speech-organs forming sounds or combinations of sounds. In his laboratory in Scotland he had constructed an enlarged replica of the human head, and by means of mechanical apparatus working on the muscles and nerves and tongue it had produced sound and formulated words.

By manipulating the tongue of a pet dog he had been able to make it say "Hello, Grandma."

Through these experiments he learned that the whole process of speech was nothing more nor less than a mechanical process of co-operation and adjustment of the muscles of the lips and the palate and the vocal cords. He had become particularly interested in the deaf through his marriage to Mabel Hubbard. It was at Clarke School that Alexander Graham Bell began work on a device which he expected to be an aid to the deaf, and which eventuated in the telephone.

Years later, when he found that the invention was to bring him riches, he wrote his mother, "Now we will have money to teach speech to the little deaf children." Alexander Graham Bell was a lifelong friend of Clarke School, and was the fifth president of its board of trustees. But by far the greatest legacy he left was his contribution to the system of oral speech for the deaf.

Through the years Clarke School has continued to advance steadily and its influence has spread widely. It is beautifully situated at the top of Round Hill, the highest point in the city of Northampton, overlooking the Connecticut Valley to the Mount Holyoke range beyond. The students' number about one hundred and sixty and the school is divided into three departments, primary, intermediate, and grammar, each housed in its own building.

In addition to these three there are Hubbard Hall, which contains the chapel, library, administration offices, and classrooms; the Gilmore gymnasium, the carpenter-shop, a small isolation hospital, and the cottage in which Miss Yale lives.

It was through Miss Yale and her niece, Miss June Yale, who taught at Clarke School, that I became interested in teaching the deaf. Our families were friends in Burlington, Vt. Sometimes Miss June Yale brought a deaf child home with her for instruction during the summer months, and many a happy afternoon I spent looking after her small charge when she was busy at something else.

Being then a girl in my early teens, the confidence thus reposed in me almost overwhelmed me. I think the desire that I might some time undertake this work must have been implanted in me in those days for in the spring of my senior year at the university I wrote to Miss Yale and asked if she would consider an application from me to enter the normal class.

The normal class is a very important and far-reaching part of the work of the school. It was undertaken in the year 1892 at the request of the American Association to Promote the Teaching of Speech to the Deaf. The training requires one school year, and consists of lectures, courses of study and reading, observation of classroom work, when detailed notes are taken, and later practice work with classes under careful direction.



The Fall of 1902 found me duly enrolled in this class, which was then limited to five, but has since been increased to ten; and I note in the last annual report that there were twelve in the class last year, one of whom came from the Philippine Islands.

During my year of training one of the teachers of the school was called home by illness at Christmas time, and another teacher-in-training and I were given a regular class in the primary department.

The two years following I taught in the intermediate department. Then I married; but my interest in Clarke School for the Deaf has never waned and, at times, in the years when we were living in Northampton, I went back to do substitute teaching.

I never hear of a deaf child that my heart does not go out to it, and I breathe a prayer that fortune may favor it by bringing it to a school where it may be taught as the children at Clarke School are taught.

The moment a child enters the school he is born anew into an atmosphere of speech. If he has been taught the sign-language every effort is made to discourage it. He sees nothing but speech around him. Neither teacher nor pupil uses any means of communication but the spoken word.

It is often difficult at first. Most of these children, until the time of their coming to the school, have lived almost entirely within themselves. They have had no adequate way of expressing their thoughts. No one knows what they have been thinking. Nor have they knowledge of what those around them think.

The first duty, then, is to inaugurate them into the ways of speech, to release them from their silence, and to bring them into contact with the thoughts of those about them.

Divided into classes of twelve or less, as they must have individual attention, and larger classes would make this impossible, they are seated in a semicircle before the teacher in a position where the light may fall upon her face. She holds up a ball. One by one they are given it to hold. The teacher says "ball"—over and over again, taking care to pronounce the word slowly and with accurate position and movement of the tongue and lips and teeth.

One by one they feel with their finger-tips the muscles of the teacher's throat as she speaks. Then they try to imitate her. There are all sizes and colors of balls. When they have learned to say "ball" they have had their first lesson in speech, and have discovered for the first time how to ask for something they wish.

It is often weeks before they get this far. Preparatory to words they are taught, first, the consonants and then vowels. Standing before the mirror, they are shown how the teacher's lips and mouth look when she pronounces the hard sounds, such as "k." They feel with their fingers how the breath comes when they pronounce the aspirates, how they

must open their mouths when they make the sound of long "a." When they have learned the sounds separately they must learn how to put them together to form words.

I know of no joy comparable to that of these children when they speak their first word. I have seen them clap their hands and dance around, while their classmates rejoiced with them.

I remember one day when a beginning class was visited by the normal class. They had just learned to say "car," to identify it when the vehicle in which they were driven about at times, with the yellow and red toys on the table, or with the pictures in a book, and to recognize the word on their teacher's lips.

The children, one by one, came forward, selected the toy, and the "car"—all except little Billy the baby of the class, who was only a little more than five. He had not been expected to join in, but he could not bear to be left out of it. Before we realized what he was going to do he ran forward, picked up the toy, and said "car"—his very first word. The whole class was in an uproar of happiness, and when it had settled down again, Billy sat for the rest of the hour on the teacher's lap.

One word leads to another, not so easily, perhaps, but inevitably nouns carry on to verbs, and verbs to adjectives. There was George, not seven years of age. He already knew how to say "I" and "dog." So he was taken to look into a closet at the back of the room. After a gasp of amazement, he gazed at the teacher's lips. She was saying "saw." In a burst of excitement he exclaimed, "I saw a dog!" When each child had peered into the closet where a life-sized toy dog stood, he knew what "saw" meant, and how to say it. Another step on the road to speech was taken.

Lessons in what might be called sound-consciousness are a very important part of the education of the deaf. Touch reveals the action of the organs of speech. If children can get the feeling of a sound as a word is pronounced, they will be aided in imitation. A deaf child learns sound by touch. These lessons are given through having the children feel the teacher's cheek or throat when she speaks, and by putting their finger-tips on musical instruments, such as the guitar when notes are being struck, or by gathering around the piano and placing their fingers on the lid or sides of it while it is being played.

Co-ordination of the mind with the hands and the movement of the body gives them a sense of rhythm which is necessary to all children. This is attained through rhythmic exercises, dancing, and various kinds of handicraft. For the boys there are athletics and games, just as there are in all schools. The girls learn to sew, and the boys to do carpentry, in the higher grades.

By the end of the first year at school these little ones have a vocabulary of two hundred words or more and are able to construct simple sentences. Those who take the entire course, which requires from ten to twelve years, are ready to enter high school and even college, as the curriculum embraces the regular grades and part of the high-school course.

There are many things a busy mother may do toward helping her deaf child to become articulate. She must not forget that speech demands perfect muscular control, delicate adjustment, and the close imitation of what he sees and feels others doing. Before he is ready to talk, three lessons must be learned:

1. The use of the eyes with speed and accuracy so that the nuances of words, and the various expressions of the face that give full meaning to what is said, may be comprehended.

2. Concentration. A mind incapable of concentration can not overcome the handicap of deafness.

3. Imitation, which makes possible the reproduction of the muscular movements and positions of the lips, tongue, and palate, with speech as the ultimate result.

The mother should begin, as soon as the child is conscious of his surroundings, to teach him to do everything for himself. As soon as possible he should put on his own little garments, lace his shoes, feed himself, and take out and put away his own toys. These things will teach him to be self-reliant and resourceful.

Montessori literature offers splendid aid in the early training of these children. Whenever possible the mother should take time to play with her afflicted little one, keeping in mind that she wishes to train his eyes and his hands and to teach him to give strict attention.

Matching colored balls, duplicate pictures, or groups of objects, is sight-training. If the child grows tired of this he should be allowed to choose, say, a piece of pink candy confetti to match one the mother holds in her hand, or two red peppermints and one white one when she does the same. Then there are alphabet-blocks and matching-dominoes, and the old game that all children love, "odd or even," when the mother opens her hand long enough to let the child see three red beans, while he takes three like them from a pile before him; and coloring simple outline pictures; in fact anything which will teach him to observe, to concentrate, to think, and to apply.

The teaching of speech is too important and intricate a task to be undertaken by the mother who has not had specialized training. This should be left to those who know how to get the best results. The child should be placed in a school for the deaf or have a trained teacher at home. If a child has been taught to speak incorrectly it is very difficult to correct his speech.

The mother, however, can begin very early to help her child understand what people are saying. But this can not be done by continual talking at random. There must be some system in the talking done with him. The same words must be said over and over again until eyes and mind are able to recognize them and to repeat them.

Motions giving a clue to the meaning should never be indulged in. Experience with little children has taught me that they learn to know single words more easily than whole sentences.

Neither time nor space permits me to give detailed advice to parents who have little ones without hearing. I am able to give only general directions. But I wish to emphasize that under no circumstances should these girls and boys be allowed to think of themselves as different. They have the same organs of speech that hearing children have, and with specialized training, such as they may have at Clarke School, they are enabled to take their places in the world as fine, upstanding men and women, contributing their share to its progress.

Among the pupils who have gone out from the school are architects, engineers, accountants, an airplane-builder, dentists, salesmen of various sorts, tailors, wood-carvers, writers, research-workers, landscape-gardeners; in fact scarcely any occupation is closed to them if they have first learned to realize that they have the same natural ability as other children, and that with proper training and education they may become as able as their hearing brothers and sisters.

Truly bringing these boys and girls into a real citizenship, as Clarke School is doing, is a glorious and noble work, and I have tried to give you some of the reasons why I am deeply interested in the fund which is so needed to enlarge the field of usefulness of the school and to promote and extend research-work not only for the deaf but for the hard of hearing as well.

In closing I shall quote from an address given by the late Clarence W. Barron, for many years the publisher of the *Wall Street Journal* and the *Boston News Bureau*, who was himself a generous contributor to the school. Speaking before the American Otological Society in New York City on May 21, 1927, he said:

"One of the most beautiful passages in the Psalm 94 read: 'He that planted the ear, shall he not hear? he that formed the eye, shall he not see? For it is not the ear nor the eye, but the mind that hears through the ear and that sees through the eye; and yet it isn't the mind that really hears and sees. It is the spiritual mind behind the natural mind that really hears and sees. . . . In the end only God sees, and only God hears. God is the author of all sight and of all hearing. . . . And every one of you should be a voice crying in the wilderness to make straight the way for the ear.'"



THE KANSAS STAR

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JAMES N. ORMAN, Editor

ALFRED L. KENT, Instructor of Printing

This paper represents the work of the pupils in the printing department. Its purpose is threefold—to teach them the art of printing; to encourage the habit of reading among our pupils; to act as a medium of communication between the school and parents and friends of the pupils.

Superintendent's Column

Odds and Ends

ONLY a few days remain until the pupils leave for their homes. A number of pupils are going to remain longer because of the Summer School. We are sorry that all could not remain to take advantage of this splendid opportunity of receiving additional instruction in the several subjects that are to be offered. The time of the pupils who will remain with us will be well spent and we appreciate the cooperation of the parents of these children in permitting us to keep them beyond the regular school term. They will also be well taken care of and with a few days rest between the closing of school and the beginning of the summer session they will feel quite refreshed and eager for this new work.

WE are particularly proud of our health record this year in spite of the several cases of scarlet fever we had during the month of February. On the whole, we believe that this year's record surpasses that of any previous year. Our school physician, Dr. Jones, has always been faithful in his duties and our efficient nurse, Mrs. Carey, has been self-sacrificing in her devotion to duty. It is a pleasure to report that she has fully recovered from a serious illness due, no doubt, to her very heavy work during the quarantine.

THE Summer School has been mentioned frequently in our paper. We feel that it has been necessary to refer to it often in order that those who read the STAR may know what progress has been made. While the total enrollment is not yet complete we are glad that the Middle West did not fall down in its interest and support. We are sorry that several nearby schools are not represented in the enrollment but we have not given up hope. If the teachers in these schools would only realize that this is an exceptionally splendid opportunity to obtain professional help without great expense, or at least at less expense than heretofore, they would not delay sending in their enrollment blanks.

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WE have just learned that Mr. H. E. Peach, a member of the State Board of Administration, has resigned effective June 1st. Mr. Peach has served as a member of the Board for four years and is beloved by all who have come in contact with him. He visited this school frequently and his timely counsel was of tremendous help. Every detail, regardless of side, received his courteous attention and his interest in all matters was an inspiration to others.

He is to be succeeded by Dr. R. B. Grimes of Kansas City, Kansas, who, we understand, comes to the Board well qualified for his work.

♦ ♦ ♦

PLANS are being drawn for our new industrial building and we hope that work will begin shortly after July 1st. Because of the limited amount of money available for this project not all of the shops have been provided for, but we feel that ample preparation has been made for those deemed most important.

♦ ♦ ♦

IF the weather does not interfere Monday, May 27th, will be a big day for our kiddies. That is the day the local Lion's Club is to take us on our picnic in Kansas City. This has become a yearly event and the pupils always look forward to this big day with great anticipation. We have had so much rain recently it does look as if we could get one good day when we all can lay aside the duties of our daily labor and enjoy ourselves without interruption by the weather man.

♦ ♦ ♦

ON Friday, May 24th, Miss Bishop, our director of physical education for the girls, will have her classes give a demonstration on the lawn east of the gymnasium at night. Elaborate plans have been made and a large attendance is expected. This is the only demonstration we have scheduled this year as we have no graduating class. Friends and parents of our children are urged to come, if possible.

THE SHIELD'S OTHER SIDE

The March issue of *Pictorial Review* contains an article entitled "Open the Gates of Silence," by Mrs. Calvin Coolidge, wife of the ex-President. It is a readable article that will attract the attention of many due to the prominence of the author. Mrs. Coolidge by her own statement taught the deaf for three years and she has no doubt kept more or less in touch with them ever since as her article would seem to indicate.

There is one statement in her article that well-informed deaf of varied experiences, who have been in a position to draw conclusions from actual observations as well as personal experiences, will be inclined to question. Mrs. Coolidge says that until introduction of oral methods of teaching "practically nothing had been done for the deaf, except in sign language, a method which while it enabled them to communicate with those who understand the finger alphabet, still isolated them from the speaking world, set them apart from their fellow beings, closed in their horizons, thus limiting their opportunities."

The finger alphabet and the sign language are two distinct methods of communication used by the deaf, though they are always employed in conjunction with each other in varying degrees. Any deaf person who is able to understand or to be understood through the finger alphabet is also able to write. If he can write he is absolutely not isolated from the speaking world, except from that small portion of the latter who themselves cannot write. Even then the separation would be only partial.

♦ ♦ ♦

GIRL RESERVE CAMP CONFERENCE

We Girl Reserves held our second annual camp conference at Washita, the week-end of May 10 to 12. We were so excited. We went in cars. When we arrived, we fairly ran up to the sleeping porches to get our beds and to unpack. Then we went round about the grounds. The lawn, the valley, and the trees were beautiful.

On Saturday some of the Westport Junior High girls of Kansas City came out to give a playette. They were full of pep and were eager to learn the alphabet. For two days it rained. We stayed inside most of the time near the huge fire place. There was always a blazing fire. We did not even notice the rain, for we were having too much fun.

The most interesting project, we understood at camp was making bracelets. Different girls made different designs. Mrs. Leona Wheeler instructed us. The last day many more people than usual came to be with us. They stayed for dinner and until we left. Camp always brings us joy, for we meet many people, do interesting things, and have fun. We came home from camp full of happiness and appreciation.



Local Tidbits

Mrs. Fred Brantley and Mrs. E. Burch were hostesses to a card party on the evening of May 6 at the home of Mrs. Kent. The evening was spent playing pinocle and at a late hour the husbands joined the party, and a delicious supper was served. It consisted of sandwiches, salad, cake and coffee.

Mr. and Mrs. H. Stack of Bonner Springs and Mr. and Mrs. George Steinhauer were visitors in Olathe Sunday, May 12.

Miss Lawrence, Mrs. Lawrence, Miss Bishop, Mrs. Ault, Mrs. Brown, and Mrs. Thorne attended the Mother and Daughter Banquet sponsored by the Business and Professional Women's Club held at the Hotel Olathe, Monday evening, May 13.

The Olathe Frats, their wives and families,—if they had any—gathered with some forty-odd visitors from out of town held a picnic a few miles on the other side of Spring Hill, Sunday, May 19.

It was the first rainless Sunday since Easter—seven weeks—Scoff, ye scoffers, scoff—and a picnic day par excellence.

Some of the ladies brought basket dinners for themselves and families while the rest of the crowd filled up on hot-dogs, hamburgers, mustard, horse-radish, cheese, pickles, coffee, pop, and candy—furnished by the committee at rock-bottom prices—and

The men amused themselves by playing indoor ball out-doors most of the day while the ladies were kindly permitted to look on without charge.

After slithering safely through the Slough of Despond at the exit to the grounds all made their way home with that satisfied feeling of a day well spent.

DOMESTIC SCIENCE GIRLS ENTERTAIN

The teachers and officers of the school have been entertained at a series of dinners given by the five groups of Domestic Science girls.

The first dinner was served the last week of April and since then fifty guests have taken meals with them.

The dinners are planned, cooked and served by the class in charge under the supervision of Mrs. Lydia Reitz, the instructor. The class cooks the meal, one girl serves it and two of the girls act as host and hostess. Rolls are home-made and all jellies, relishes

and preserves are those put up by the girls during the earlier part of the year.

There is also another group of very small girls who are in their first year in the Domestic Science room. They have cooked and served breakfast to a few guests.

OUR TRIP TO TOPEKA

As Civics is one of our subjects, we made a trip to Topeka, May 16. The trip was made in Mr. Foltz's and Mr. Orman's cars. Mrs. Cranwill accompanied us as chaperone. Thinking the roads would be bad if we took the shorter route between Olathe and Lawrence, we went by way of Shawnee, Bonner Springs, and Lawrence. At Bonner Springs we stopped at the Apollo Dyers and Cleaning Shop to visit Albert Stack's parents. We were taken around in the shop, then we hurried on to Topeka. We arrived in Topeka about noon where we had lunch at a cafeteria. The first place of interest we visited was the Kansas Historical Society Museum, where we stayed for an hour or two. At the Historical Museum we saw guns and swords used in the Revolutionary and Civil War times, and other objects of historical interest.

Eighteenth century carriages and wagons were on exhibition, and I got my first sight of two newspaper presses, first used in Kansas. Pottery and arrowheads were used by the early Indians were also shown. There were photographs of famous personages in the early history of Kansas. Then we walked over to the capitol. In the capitol we took the elevator to the top floor. We viewed the city and environs from the dome for a few minutes. Then we went to the senate and house chambers. They were partitioned out into spaces in which the state road engineers and draughtsmen were laying out plans for road construction under the new law passed last year. Then we went to the supreme court room where the highest court in the state holds its hearings. We were unfortunate in not meeting the Governor, as he was not in at the time we visited the capitol, but we all shook hands with two members of our Board of Administration, Dr. Charles Huffman and Mr. H. E. Peach.

We left Topeka at about three o'clock and stopped at Lawrence to visit the Museum of Natural History, containing skeletons and fossils. This museum was the most interesting of our trip. We also enjoyed many hours at this museum. We also visited the Thayer Museum of Fine Arts, after which we left for Olathe. We arrived at school before dark and thanked Mr. Orman and Mr. Foltz for taking us on such an educational trip.

Earl Williams.

LITERARY SOCIETY PICNIC

The Literary Society was going to have an all day picnic on Saturday, May 18, at Cedar Creek, but it had rained the night before and was still raining in the morning, so instead we had an all afternoon

party in our gymnasium. There were eighty-five pupils with guests and the committee.

First we had a game of flash-ball. There were two teams. One team was called the white and the other was called the blue. The whites won the game. After that we had pop. Then we played several more games after which prizes were given the winners of each game for the boys and girls.

After the games, we danced awhile before our picnic supper. We had supper at 6:15. Supper consisted of pork and beans, potato salad, sausage, and pickles.

After supper we had two dishes of vanilla and chocolate ice-cream. The party was over at six-thirty. Everyone had a good time.

Virginia Druit.

FRIDAY NIGHT CLUB NEWS

On Saturday, May 4, our Friday Night Club planned to have a picnic if the weather was good, but the weather was not good. It rained so much. Then what should we do? But we had a good idea. The idea was to have a party in the gymnasium instead of a picnic. Then the members invited the Girl Reserves. The first thing we did was to play the games, then dance, eat, and then dance. Also we had contests for prizes. Refreshments consisted of ice cream and strawberry shortcake. The chaperons were Mrs. Orman and Mr. Dold. We also invited Mr. and Mrs. Foltz, and Mr. Orman, who joined us. We surely had a more wonderful time than we ever had before. All of the girls wore overalls and all of the boys wore white shirts.

BOY SCOUTS ATTEND KAW VALLEY RALLY

Our troop attended the Kaw Valley Rally at Kansas University in Lawrence, Saturday, May 4. Twelve of our Scouts made the trip in the cars of our Scoutmaster and Mr. Barnes, leaving early in the morning. We arrived there shortly before noon. In the University Gymnasium we became acquainted with boys from other troops. We made up a basket ball team and easily defeated the other team, 4 to 0. Before lunch we visited the Museum of Natural History and enjoyed seeing the exhibits. We saw General Custer's horse in a show case. After lunch we were lined up and paraded down to the stadium. "Phog" Allen, of Kansas University spoke for a few minutes. Then he made awards to several troops. Then there were contests in first aid, semaphore, signalling, bugling, knot-tying, fire by friction, and several others. We had a team of two boys in the knot-tying contest, Raymond Whitlock and Raymond Walz. They made good time but another team won first place. All of the scouts enjoyed the trip very much. We want to thank Mr. Barnes for his kindness in helping us to get there.

Scribe Robert Dabbs.

GALLAUDET COLLEGE LETTERS

Last year our football schedule brought us to New York City, the metropolis of the United States. Through the courtesy of Mr. William F. May, a former graduate of Gallaudet college, we enjoyed several hours of sightseeing. On another occasion we stopped at Gettysburg and with due reverence paid a visit to the spot where President Lincoln delivered his famous speech.

About eighteen boys and twenty-three girls enrolled in the preparatory class last fall. John Ringle, May Koehn, and Lucille Schaeffer are the newcomers from Kansas. The Kansas group now numbers eight. All are happy and love college life and work.

William Marra, Henry Yahn, and the writer are members of the Kappa Gamma Fraternity. Kathryn Buster and Mary Ross are full members of the O. W. L. S.

One of the very pleasant incidents of the school year for the Kansas students was a visit from Superintendent Cloud while he was in Washington to attend the National Research Council conference.

We had no recitations on March 4, and we went down to the Capitol to witness the inauguration of President Hoover and the departure of ex-President and Mrs. Coolidge.

The boys enjoyed the spring vacation at Great Falls, Va. The young ladies enjoyed their vacation at camp Kohler on Chesapeake Bay.

Well, I am glad to be a student at Gallaudet. A college education gives young people a proper sense of their personal responsibilities in life; in other words, it lays the foundation for a more useful life.

The school year is drawing to a close. I have been at Gallaudet almost three years. Everyone is kind and it seems like home. Two more years will come and pass quickly; then I shall face the serious business of making good in the field of achievement.

Thomas J. Cain.

I shall add a few things to what Thomas Cain has written and I hope you will enjoy reading them.

Thomas Cain, center on our basketball team, was recently elected by his teammates to captain the quintet for the 1929-1930 season. He will succeed Louis Dyer '31, who played forward on this season's team, and who will return in a Gallaudet uniform next winter.

John Ringle was also named as captain of our football team for next year. Being only a Prep now, he thus is accorded an unusual distinction, but his mates deemed his qualifications unusually fitting for such honor, his gameness and fine disposition being notable.

On April 27th the Senior Class won the annual interclass track meet on Hotchkiss field for the fifth consecutive year with a total of 45 points. The preparatory class, showing class in both the track



and field departments, garnered 34½ points to nose out the Sophomores with 31½ for second honors. John Kingle with 24½ points took individual honors. He was third in the 100 yard dash; ran first in 220 dash in 23 4-5 seconds, and in the 440 yard dash in 55 1-5 seconds. He hurled the discus 105 feet for second place, and heaved a shotput for a new record of 37 feet and 9 inches. He threw the javelin 114 feet for third place. He was second in high jump and he also helped his class in the mile-relay to beat the Sophomores by about fifty yards.

William Marra and Henry Yahn have not taken part in many activities, but their record as students is one that is to be admired.

During the last part of March we had a gym meet with the Freshman Class taking first place. In the individuals I carried off second place with ten points, May Koehn third place with eight points, and Kitty Buster fourth place with seven points. The Kansas girls led all the other states by having the total of twenty-five points.

In the Public Meeting of the O. W. L. S. all four of the Kansas girls took part. Kitty took the role as Archimedes, May as Shakespears, and Lucille Schauler as Caesar. I gave a declamation "Tam o'Shanter." For the past week the students have been honored with a visit of Mr. and Mrs. Barnes of London. Mr. Barnes has been working among the deaf for many years. They are now touring the United States and Canada, visiting the state schools as they go.

Last week Lucille was surprised to have a visit from Mr. and Mrs. Lambertson of Fairview, Kansas. Mr. Lambertson is a representative of the first district of Kansas. He told us girls to name the day and the hour and he would drive up and take us to see his office and the senate.

Doc Doctor is loved by all of the students and the faculty. He is planning on chaperoning us to Richmond some time soon.

The fair co-eds gave a fashion show on the 10th of May. Mr. and Mrs. Barnes were our guests of honor. We sent an invitation to Mrs. Hoover, but her secretary wrote back saying it was impossible for Mrs. Hoover to come because of other engagements. We are planning on asking her a month in advance next year.

This week we are having our tennis tournament, swimming meet, O. W. L. S. outing to Great Falls, Va., Gallaudet College Women's Athletic Association banquet, Junior-Senior play, and next week we will have the Buff and Blue outing, and several other events. So by all of this with our studies our time is pretty well filled.

Examinations are coming again. I am sure you wish us luck. If we are not deferred by financial matters I am certain all of us will return again next fall.

Sincerely,

Mary Ross '32

Salina Briefs

A. J. Benoit

Mr. and Mrs. Earsle Elwick of Abilene stopped in Salina, April 27.

Mr. and Mrs. A. J. Benoit had a very pleasant day motoring to Blaine, Sunday, April 28.

Mr. Harold Kistler and Mr. Clarence Johnson, both of Manhattan, were dinner guests of Mr. and Mrs. John O'Connor, Sunday, April 21.

Mr. and Mrs. W. A. Paxton of Blaine are visiting Mr. and Mrs. A. J. Benoit for a few days at this writing.

Mrs. Reuben Pois, nee Ulah Hawkins, of Perryton, Texas, was called to Palco on account of her mother's illness recently.

Mr. and Mrs. Lee Hawkins and family of Palco have moved to Luray, where they plan to make their home.

Mr. and Mrs. Ernest Haefer, assisted by Mr. and Mrs. W. A. Paxton, all of Blaine, entertained with a one o'clock dinner at their home Sunday, April 28. Guests were Mr. and Mrs. John O'Connor, Mr. and Mrs. Jesse Browning of Manhattan and Mr. and Mrs. A. J. Benoit.

Mrs. Earsle Elwick spent the week-end of April 13 with Mr. and Mrs. Harold Ferguson, Council Grove, while Mr. Earsle Elwick took advantage of excursion rates to Kansas City, where he attended two games between the Blues and the Cubs.

April 19 Mr. Wilbur Brubaker motored from Olathe through Manhattan and Salina where he stopped to see his friends on his way to Lyons, where he is working on his brother's farm.

Topeka and Roundabout

Mrs. I. B. Croxton entertained the Sewing Club at her bungalow home on Thursday, April 18, in honor of Mrs. Wheaton's and Mrs. Ed. Funk's birthdays of April 21 and 27.

Sunday, April 28, Mr. and Mrs. George Steinhauer of Leavenworth and Mr. and Mrs. Stack of Bonner Springs were in Topeka visiting Mr. and Mrs. Ed. Funk in honor of the latter's birthday. She got some nice presents.

Mr. Roy Puett's parents traded for a farm on Highway No. 71, 3 miles north of Topeka as their father retires from the Santa Fe in Topeka.

Mr. Francis Lanan's father passed away last April at his home in Topeka. The members of the Deaf-Mute Club sympathize with Francis very much.

Mrs. E. W. Simpson, whose father passed away last April at his home in Topeka, was here to attend the funeral. While here visiting with her mother in Topeka, she received a telegram from Colorado that her son was very sick. Mrs. Simpson returned home right away.

A regular meeting of the Deaf-Mute Club was held on May 8, at Mr. and Mrs. Malm's home. The members played two games of pinochle and rook. The Sewing Club met with Mrs. Alex Dreyer at luncheon on Thursday, May 9, at her home.

Mr. and Mrs. Croxton will spend Sunday, May 18, with the former's relatives in La Cygne.

performed at noon at the home of the bride's relatives in Kansas City. Rev. Rutherford, Missionary to the Deaf in the Middle West officiating Mrs. J. N. Orman interpreting for the guests present.

The bride will be remembered as one of the graduates of K. S. D. in 1920. The groom is a brother of Clementine and Sarah Brown, also pupils and graduates of K. S. D.

After the ceremony, a buffet luncheon was served, consisting of sandwiches, salad, cake and coffee.

PICNIC

at
CITY PARK, MANHATTAN

SUNDAY, JULY 14, 1929

Manhattan has been one of the popular picnic places for the deaf of Kansas in past year.

All who attend should bring basket lunches. Swimming (bring bathing suits) and baseball will be on the program.

BRING YOUR FRIENDS

Harold Kistler, Chairman.

Leavenworth and Vicinity

Mr. and Mrs. Crusa Allman of Kansas City were visitors in Leavenworth, April 28.

Louis Buselt has rented a 16½ acre farm and is raising garden stuff.

Mr. and Mrs. H. Stack of Bonner Springs and Mr. and Mrs. George Steinhauer spent Sunday, April 28, with the Funks in Topeka, and gave a birthday dinner in honor of Mrs. Funk.

Mr. and Mrs. Evert Powers, Fred Jordan, Mr. and Mrs. Steinhauer witnessed a game of baseball in Kansas City, May 5.

Miss Ora Naill, who worked for Mr. and Mrs. Simpson of Olathe a month, returned home, May 3.

Mr. Eugene Smoak, who met with an accident, April 17, is still in the hospital where his hand is healing nicely.

William Boular of Atchison has quit working at the foundry where he was employed for many years and is working at a radio factory.

Jack Short, Frank Noland, and Chas Walker all of Miami, Oklahoma, stopped in Leavenworth, May 7. They drove all the way to Atchison from Miami bringing Mr. and Mrs. John Kley back to Atchison. These three boys are working in an ore mine in Oklahoma. Jack Short was a K. S. D. student.

William Maynes of Denison was in Leavenworth, May 7. He is a prosperous retired farmer and is traveling East taking in the sights. He was a K. S. D. student from 1873 to 1880.

Wichita News

Mr. Harley Sleeper of Sedgwick is down with the flu.

Earl Langdale of Arkansas City is building a hen house for Mr. U. Thompson of Winfield.

Mrs. Dalton Fuller returned home from Chapman, May 13, where she visited her mother and sister for a week.

Mrs. Maude Hilton of Wichita passed away at Larned, May 1, and was buried in Caney.

Helen Wimp, sister of Mr. Everett Wimp, went to Los Angeles, California with her uncle and aunt on a visit. She liked the city and secured work there. She has decided to locate in California permanently.

Miss Fern Dwyer was in Towanda, visiting her sister and friends for a week.

As work has been slack at the place she was employed in Wichita, Miss Pauline Conwill returned home to help her mother with the house work.

There are now six deaf-mutes working in the airport factories here. They have good and steady jobs. However, other deaf men looking for work should not try to get employment at the airport as men are being laid-off daily.

SHELTON-BROWN

Miss Cecil J. Shelton was married to Mr. Henry C. Brown on Sunday, May 12. The ceremony was

Eighth Triennial Convention

Kansas State Association of the Deaf

SALINA, KANSAS

August 31-September 1, 2, 1929

THE TENTATIVE PROGRAM IS NOW IN THE MAKING AND WE HOPE TO HAVE WITH US DURING THE CONVENTION DATES MR. ARTHUR L. ROBERTS, OF CHICAGO, PRESIDENT OF THE NATIONAL ASSOCIATION OF THE DEAF AND SECRETARY-TREASURER OF THE NATIONAL FRATERNAL SOCIETY OF THE DEAF.

MR. CYRUS E. WHITE, OF SALINA, FORMER SUPERINTENDENT OF THE KANSAS SCHOOL, WILL IN ALL PROBABILITY BE ON THE PROGRAM. MR. WHITE IS STILL INTERESTED IN THE SCHOOL AND WILL BE GLAD TO MEET MANY OF HIS FORMER PUPILS.

LOCAL COMMITTEE:

A. J. BENOIT, *Chairman*, Salina
F. E. MIKESSELL, Republic
J. B. KAUFMAN, Moundridge
MRS. A. J. BENOIT, Salina
L. H. BROWN, New Cambria

REMEMBER THE DATES

August 31 and September, 1-2, 1929!

Kansas State School for the Deaf

OLATHE, KANSAS

BOARD OF ADMINISTRATION

GOV. CLYDE M. REED, *Chairman*
HON. CHAS. S. HUFFMAN
HON. LACEY M. SIMPSON
HON. H. E. PEACH
F. H. ROBERTS, *Secretary*
H. E. SHIRACK, *Business Manager*

OFFICERS OF THE SCHOOL

D. T. CLOUD, *Superintendent*
Lens Lawrence, *Secretary*
Effie Lawrence, *Matron*
M. E. Carey, *Nurse*
A. W. Reitz, *Steward*
Alice Sharrs, *Clerk*
Dr. C. W. Jones, *Physician and Surgeon*

FACULTY

ACADEMIC DEPARTMENT

MISS H. AMANDA DAVIS, *Supervising Principal*

Roberta Brown	Emma Lee Hendrix	Iona Simpson
Harvey Barnes	Paul D. Hubbard	Ada C. Thorne
J. I. Dold	Mildred Lines	Lillie Wilcox
E. S. Folz	Elsie McGee	Helen Wilson
Gertrude Gilmore	E. H. McFalls	Louise Wilson
Sallie Glenn	Katherine Middelrum	Nellie Warren
Fay Haselme	James N. Orman	Josephine Washington

SPECIAL TEACHERS

E. S. Folz, *Director of Boys' Physical Education*
Harvey Barnes, *Assistant Director*
Verning Speer, *Art*
June Bishop, *Director of Girls' Physical Education*

INDUSTRIAL DEPARTMENT

T. J. Cranwill, *Baking*
T. C. Simpson, *Manual Training*
Alfred L. Kent, *Printing and Linotyping*
C. H. Laughlin, *Cabinet-making*
John Duke, *Barbering*
Doris Orman, *Domestic Art*
Chas. Ramsey, *Shoe and Harness-making*
Lydia Reitz, *Domestic Science*

SUPERVISORS

Emma Ault
Frank Doctor
Katie Cranwill
Clyde Rhinehart
Bertha Chamberlain
Ida Williams
Mamie Koeney

GENERAL INFORMATION

The School is open to all children of the State of Kansas between the ages of six and twenty-one, of sound mind and body, who are too deaf to be educated in the public schools. The pupils receive board, tuition, books, and medical attention free of charge, during the school year.

The course of study is similar to that in the public schools. Those who desire a higher education are prepared for admission to Gallaudet College.

The school year begins the first Wednesday in September and ends on the first Wednesday in June. Pupils may be admitted at other times only by special permission.

For further information, write

D. T. Cloud, *Superintendent*.

