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PROBLEMS IN THE EDUCATION OF THE DEAF

AN ADDRESS

By DR. PERCIVAL HALL

President of Gallaudet College

Concluded from November Issue.

It has never seemed fitting or proper for our institution to train more than six or eight hearing teachers in any one year. We have, however, trained a splendid group of young men and women, and there are now one hundred graduates of our normal class in the teaching profession, some twenty-five of whom are executive heads of schools and other school principals or head teachers. In the meantime Gallaudet College deaf graduates have been steadily drawn into our schools, and we have placed an average of five or six young people each year in such positions for a good many years past. In an article written by Mr. J. C. Harris of the Colorado School and delivered at the International Meeting at West Trenton last June, the value of the deaf teacher in the school for the deaf was clearly brought out. It is to be hoped that our schools for the deaf will consider the employment of a larger number of deaf teachers than many of them now make use of, and that the requirements for admission to the training classes, throughout the country will finally be placed on a basis of the Bachelor's degree for advanced educational requirements, with better organized training classes, with more encouragement to deaf teachers with the certification of those already in the profession, and the provision of better salaries for teachers throughout the country, we may look forward to a continued advance in this very serious problem of teachers. For after all it is the teacher that makes the school and exercises the greatest influence on the growing child.

Another great problem in our schools for the deaf which has not yet received enough attention is phy-

sical care. Most of our schools are equipped with coaches for various sports, hospitals, nurses and attending physicians; and yet it has been my experience that many children have been kept out of the school room by contagion which might have been prevented and that many of them grow up without sufficient care of teeth, ears, and training in health habits and knowledge of hygiene. Tests which we have conducted at Gallaudet College with new students each year for several years past have shown a very decided lack of the knowledge of hygiene. Students have come to us with tonsils, bad teeth, and poor posture. All pupils should now have preventive inoculation against small pox, typhoid fever, diphtheria, and scarlet fever. It is doubtful if much more attention is needed to organized sports and play for the smaller children, but care should be taken to inaugurate such healthful competitive games as will draw all children into exercise. More attention should be given to games and sports which the pupils will pursue after they have left school, such as tennis, indoor baseball, swimming, and golf. The residential schools have a great opportunity in the matter of teaching of good health habits, proper rest and play, and should take advantage of this opportunity to turn out pupils who are well and strong in spite of their handicap of deafness.

The matter of character training is another problem in our schools. It seems to me that since the abolition of the use of the sign language in some quarters in our chapel exercises, with the difficulty of comprehension of our young children of regular church and Sunday School services with hearing people, and the general change to non-residential teachers, whose association with the child and with the school day, the problem of character training is today a most important one. Of course such work should



begin in the lower classes, as the character of men and women is largely formed at an early age. Work of this kind is given in practically all of our schools. I believe it should be very definitely organized, beginning with the early grades and continuing throughout the school life. I cannot see why for intermediate pupils in the schools lessons of this kind cannot be given by means of the manual alphabet wherever necessary to put over the point; nor do I see why chapel services by means of the manual alphabet and the sign language should not be continued in our schools.

My personal feeling is that the good influence of the appeal which can be brought to the older boys and girls in this way is far more important than the largely imagined injury to the learning of the English language, which seems to scare some of our educators unduly. If our teachers live largely outside of the school then we must look more carefully to the selection of supervisors and other employees whose contact with the children is close. Better salaries should be paid and people of high character for these positions sought. Here again let me suggest the employment of deaf persons of high character in such positions as coaches, supervisors and assistants in the household department. My experience has been that employees familiar with the manual alphabet and with the sign language are able to check many undesirable ideas and plans among the deaf children and to exert a splendid influence over them for good. The reading of hero stories, Bible stories, and careful selection of the books of the right type, Scout work, and properly conducted sports will aid also in character building. I am sure that the schools for the deaf in the past have made an enviable record in educating law abiding citizens of good character. We must not neglect this part of our school work for any whim or temporary fashion in education.

The last problem of which I shall speak is the question of methods employed in our school work. For fifty years after the establishment of the Hartford school little attention was paid to the teaching of speech or by speech. Visits to foreign schools in the middle of the last century impressed some of our leading educators, particularly Dr. Edward Miner Gallaudet, of the desirability of giving every deaf child a good opportunity to learn speech or improve the speech he already had. Since that time great emphasis has been laid on speech and on oral instruction. Educated deaf people are agreed on the importance of this type of work. It is very pleasing now to see the swinging of the pendulum throughout the various parts of the world toward a more rational use of speech in our schools for the deaf. In 1913 Dr. Caroline Yale said at a meeting of the Conven-

tion of American Instructors of the Deaf that what was then needed in our schools was not more speech but better speech. I believe this is decidedly true today in a number of foreign countries where the oral method has been long and thoroughly tested. We find a decidedly reasonable attitude growing in the important matter of methods of education. The Osaka School in Japan has just announced the abandonment of pure oral work with children who cannot be expected to make themselves understood except with intimates or whose environment will not call for much use of speech. In Denmark schools have for a number of years been divided into groups in which the method is varied according to the ability of the child to speak and read the lips. Recently it has been announced that such a plan may be pursued in Sweden. The London County Council has long recognized that there are failures in oral instruction and has provided a fine school for children who cannot succeed under this single method. The testimony of the later Dr. Eichholz of England upholding the reasonable use of manual methods is most enlightening. Great psychologists have let us know that punishment for the use of signs or the manual alphabet and the repression of children of limited powers of speech are out of place and dangerous in any educational system. The recent investigations of Miss Thompson, the early surveys of Printner and Patterson, and the more recent surveys of Day, Printner, and Fushfeld would seem to show that the true measure of the success of our schools cannot be made in terms of speech and lip reading but must be made in terms of educational advancement. The day has arrived when the authorities of every school publicly supported must realize that the child is an individual, that the duty of the school is to give to each child the best education possible, and to do this a flexible combination of methods of instruction is absolutely necessary.

These problems which we have discussed are not all by any means which educators of the deaf must face today, but if we all work for better built and better equipped school plants, better school laws, better curricula including full high school work, better trained and better paid teachers, improved vocational instruction and placement, a higher type of physical care, particularly in the prevention of disease, more thorough and careful character training, and above all flexible educational methods under which the child is treated as an individual, is tested for educational advancement frequently, and is encouraged in freedom rather than hampered by indifference and fear; if we base our work on experience and reason rather than sentiment and fashion we shall solve many of the problems that are before us in the education of the deaf.

THE SCHOOL STUDY PROBLEM

A. W. BURR, *Beloit College*

Logical

more

Steps

Regime

Root

Lindbergh

Dulling

Do you know how you study? We are often told and often read that the best way of study is by making an outline of the lesson or topic assigned. Making an outline is finding the logical relation of the parts of an author's thought, what is central, what subordinate, and then giving the parts their order in a written, condensed form, an effort often more difficult than was the first composition. The author had his thought, and had only to express it. The learner has both to find the thought and put it in fewer words. Is not that a task for mature minds rather than for untrained learners?

Its steps for the student are: 1. A reading of the lesson or topic to understand it. 2. A slow, studious rereading of the parts and rewriting the whole in a few words. 3. An iteration, going over the written outline several times.

This grasp of the whole at once does not fit the classroom regime which is a discussion part by part. As the teacher suggests the part wanted by his question, the student must search the whole. There is no going to that thought directly.

The writing takes time, is drudgery. Prof. Root of Carnegie Institute has proven that the mind can think twenty times faster than the hand can write.

How the student fools is shown by a classroom experience of Lindbergh's as told by a classmate. Professor: "Charles, when are you going to get those papers in?" Charles: "Professor, what's the use? I know it all, and you know I do, Professor: "Well, if you don't get those papers in I shall have to flunk you." When Lindbergh landed in Paris, the reporters went to the University for his record. All they could get was, "We don't know anything about him. He never handed in any papers."

There is too much dulling of mental activity by the head's waiting on the hand. Thought passes by pen and pencil in papers and outlines, rather than by

the airline of speech. Teachers must have something to correct and grade.

LEARNING BY THE LAW OF ASSOCIATION

Selecting

Process

"Key"

Pocket

Its use in study is selecting and fixing "Key" words that may be so related to their paragraph or page of the lesson that they will recall at once their accompanying thought, reproduces them.

The process for the learner is much as follows:

1. The lesson or topic is first read through to find the purpose or thought of the author, if a reading subject like History or English.

2. Next, the student turns back and reads intently the first paragraph or page noting the "Key" word that would recall the thought if suggested by the teacher's question, usually found in the first two sentences. Read again linking the paragraph to its "Key" word. Mark the word or better write it in order in pocket note book or on a slip, or on the margin and cover the print with hand or card for mental reviews. Do the same with the successive parts. If now a reading of the "Key" words each brings a flash of its associated thought to mind, the student has his lesson. If there is no recall he knows where to put more study. If the teacher's question pertains to any part studied, its association with the "Key" word recalls the thought. For example, turn to the marked "Key" words of this paper, under "Outline" and to the marked "Key" words under "Association". This method of study calls for the mental effort of the selections of "Key" words, and the mental reproduction of the thought. It gives occasion for inquiries by the student, for giving information, for discussion, the chief value of school to the young.

After I retired one fall a freshman was telling how hard his lessons were. I explained this "Key" word way of study. The next Summer I had a note from him saying that he followed my advice and raised his standing forty percent the second semester.



OTHER WAYS OF STUDY

There are other good ways better suited to some studies, to some minds. The possible future uses of the subject may interest one or more. Their minds run to the practical. That ties the thought.

Another mind sees the new as he reads and rereads. Curiosity is the cord that binds and retains all for recall.

Place is the natural way of retention for some. The look of page, the place of thought on it gives it place in the mind.

If alone, reading aloud as if trying to make another see it as you do, will greatly help the one who learns more readily by speech than by print, by ear than by eye.

Practice games may go far to winning a ball game, but a practice study game goes as far in winning the classroom game. If the student can frame a set of questions as if he were the teacher and answer them as if the learner, saving those beyond him for the teacher, he would be on the way to becoming a scholar, though his record was not all A's. The pioneer children watching their father coming around the plow field and saying, "Can father ask any more questions?" were playing the game.

To picture the lesson, try to see what the author saw, would be a fine way for study or a class exercise.

One of the primary conditions of all successful study is intensity. Beating your record gives increase both of activity and brain power as with muscles. One fall while visiting high schools I asked more than 6000 students if they had ever set a time limit for getting a lesson and only about a dozen had done so, and most of those were in one school. A senior college class told me how they had cut their study time, in some cases one fourth, one half. It was almost unbelievable. A shifting of study gears in our schools would work wonders.

Iteration. Reading, rereading, reading again, for an A, is the way many a lesson has found its way into the classroom, we can know. In two papers asking each to write in order what he did in preparing that days lessons which he may sign or not, but be frank. As a partial check on this several ways of study may be explained and those using each may indicate it by a show of hands. What a field of research; who has done it? Who will? Yet iteration is a basic element of all study, but is not study. To be study it must be done under the pressure of some mental activity, association, curiosity, etc. Iteration is but the eye pounding printed words, is not the marshaling of thought.

Teaching how to study therefore means finding the learner's way of study and by practice leading to

better ways. It is not his teacher's doing his work for him.

HINDRANCES, OBSTACLES

Teaching how it not all. School ways and conditions may block the effect of teaching. Strange as it may seem "Supervised Study" is one. Introduced at great expense to help study, in practice it does the opposite. Visit classrooms and study it, and the ways lessening study will be apparent. It is another school-field for research. It requires one third more teachers and school rooms. In the present pressure of number a change would relieve the tax payer and improve study. Why cannot its results, not its theory, be investigated? The writer has never found a case of its teaching *how to study*.

Stranger still, study lays its mixe charge against the fountain pen its school misuse. Not long ago the commerce of thought between teacher and taught was by speech, both could talk. Today interchange waits mostly on the flow of the pen and the reams of papers loaded with question are answer. What a waste of time it is Lindbergh knew. Today many teachers and sometimes a school has adopted the plan of giving to classes the question on the next day's lesson to be answered by a paper. That makes read, corrected, marked. The pupil's part is to read the lesson, copy the answers or find some one to do it for him. The first it is not study. The second is dishonesty. When a boy was told, "This paper looks like your father's writing," after denial he said, "yes, I remember, I wrote it with my father's fountain pen." Have the schools been training the multitude of young thieves that appear in our courts? Chief Justice Hughes is said to have made his reputation by proving that the wreckers of an Insurance Co. cheated their way through college. What can be done about it? The parent can sit with his child in the classroom sometimes, can ask his child about his school's ways. A wise visiting committee can be appointed by the School Board to report to it. Principal and superintendent are chiefly school administrators. There are salary grabbing teachers. How many boys and girls my one poisoning teacher infest? What parent will do something today or tomorrow?

THE ONE SIN, NEGLECT

The school commits no one greater crime against its youth than its neglect of study. No college has a "Study Professor", no high school a Study Teacher." Why not? A boy, unless failing, does not go to his class teacher. His story may affect his mark. How many teachers by holidays know how new pup-

ils, or a class prepare their lessons? How many by talk and practice gave a lesson in ways of study? How often have pupils gone to them to be coached in how to study? What teacher will read this and improve the ways in his or her school? What parent will go to his child's teacher about it? *Somebody must arrest the criminal.*

HABIT

Habit that always is blocking a change does so in the field of study. The risk of a low mark with the trial of a new way forbids a first time and the habit stays. Only practice with the teacher will install the better. *It is only doing that counts with a child, and in study doing with a parent or teacher.*

♦ ♦ ♦

Even the close-mouthed officials in the War Department are human and recently released the following letter to put some grin lines in the solemn faces of the country. It reads:

Dear Adjiten General Sir:

My husband was induced into the surface 18 months ago and I ain't received no pay since he was gone. Please send my elopement as I have a month old baby and he is my only support and I kneed every day to buy food and keep us in clothes. I am a poor woman and all I have is gone. Both sides of my parents are very old and I can't expect anything from them as my mother has been in bed for thirteen years with one doctor and she won't take another. Do I get more than I am going to get? Please send me a letter and tell me if my husband made application for a wife and child and please send me a wife's form to fill out.

I have already written to the President and got no answer and if I don't hear from you I will write Uncle Sam about you both.

Yours very truly,

Mrs. _____

P. S. I am told that my husband sets in the Y. M. C. A. every night with the piano playing in his uniform. I think you will find him there.

♦ ♦ ♦

The following tabulated answers were given by the pupils in answer to the questionnaire, "Write five or more sensible reasons why deaf boys and girls do not know the names of the common things they see and use." In every instance possible we have used the exact language as was written by the majority of pupils.

- 25 Laziness.
- 20 Lack of interest in learning names.
- 19 Being deaf I do not hear the names of things.

- 8 Pupils do not ask their teachers the names of things.
- 8 Teachers dislike for us to bother them by asking for names.
- 7 Lack of initiative, depends on others.
- 7 Teachers do not take the time to teach us the names of things.
- 6 Using signs to represent nouns.
- 6 Because I never ask the teachers.
- 5 Ashamed to admit that we do not know the names of things.
- 5 Pupils do not wish to know the names of things.
- 5 Poor memory.
- 3 Lack of reading.
- 3 Because we do not have to learn new names.
- 3 Pupils do not pay attention to their teachers.
- 3 Because our deaf supervisors cannot explain things clearly.
- 2 Don't ask vocational teachers because they are too busy.
- 2 Because of having poor ability to learn.
- 2 Because our parents do not teach the names of things to us.
- 1 Our teachers do not return our corrected papers to us.
- 1 Inability to grasp names quickly.
- 1 Because teachers do not let us sign in school.
- 1 Because we think we are smart enough.
- 1 Because we do not know how to spell the words.
- 1 Because we find this work hard.

♦ ♦ ♦

Mr. John F. Blair stopped here for a short call on friends Tuesday morning, November 13. In company with two men, he was enroute to Kansas City. John told us that he had bought one of two barber shops in McCune, Kansas, last June 15, and that he had been enjoying a good patronage. While he did not say why he was going to Kansas City, we gathered from his conversation that he was going to buy supplies for his shop. One of the two men was his assistant barber, an apprentice, he said.

One of the greatest causes of unhappiness in any school for the deaf is the unethical inclination to clannishness on the part of a certain type of teacher and its allied unchristian tendency to gossip. Freedom from clannishness and gossip gives a teacher a high rating as a member of a school family. It also makes possible her ability as a leader in that vastly important service of saving her pupils from habits of clannishness and gossip, two of the most insidious enemies to the happiness of deaf children. Perhaps in nothing is the welfare of a school for the deaf children more definitely promoted than by cordiality and fellowship existing throughout the organization.

Ignatius Bjorlee.

Items of Interest Concerning the Doings of the Deaf

DEAF-MUTE GIRL TRIPLE WINNER

Marshfield, Massachusetts—An attractive 16 year old horsewoman rode out of the ring on the Marshfield, Mass., fair grounds with three ribbons, amid a salvo of applause that she couldn't hear. She was Miss Marjorie Bicknell of Milton.

While she failed to place first in any of the competitions, her feat of winning second, third and fourth place ribbons was regarded by veteran horse-followers as the outstanding performance of the horse show, which featured the second day of the 68th annual Marshfield fair late in August.

The young horse woman is both deaf and mute. But, though she was at decided disadvantage in being unable to hear the commands of the ring-master, she placed in three of the events on this afternoon's schedule.

To get the orders of the ring-master, she watched closely the other riders and at the same time glanced occasionally at the side of the ring to watch friends, who would relay the commands. Also, of course, she was unable to talk to her horse, depending entirely on her ability to guide the beautiful bay mare on which she was mounted.

The grace with which she rode Dainty Lady, her own mare, early won the plaudits of the spectators. Few of them realized that the dark haired, athletic-looking girl can neither speak nor hear.

Paired with Miss Lucile Raymond, also of Milton, in the competition for pair saddle horses, she carried away the red ribbon that designated second place honors. In a field of 22 she placed third among the riders of the ladies' saddle horses. And pitted against both men and women riders in the open saddle competition, she won the white ribbon that went with fourth place.

A DEAF PROSPECTOR

From the California Silent Times we learn that George Kaiser, known to old timers of this school where he was a pupil, was caught in a snow storm in the Sierras and was forced to remain alone in his cabin for eight days without food. He was found by a searching party and removed to La Porte. Former pupils of the '90's often inquired about the whereabouts of George. It is said that he has been engaged in mining or prospecting all these years.

DEAF DENTIST

Dr. Arthur Clancy, a deaf mute, has maintained a dental office, with a large public patronage, in Cincinnati, Ohio, for many years.

Dr. Edwin Nies of New York City is another successful deaf dentist. He is dentist for the Fanwood and Lexington Avenue schools.

Both Dr. Clancy and Dr. Nies were educated orally. The latter is a graduate of the Pennsylvania Institution (Mt. Airy) and of Gallaudet College.

♦ ♦ ♦

We see it stated in one of the school papers that a deaf boy was recently made an Eagle Scout, the "first deaf boy to attain that distinction." We believe his to be a mistake because when Edwin Wilson of this school was an Eagle Scout more than a decade ago, it was announced that he was the first to go that high. Since then several of our boys have become Eagle Scouts. The facts can be ascertained by consulting the records at headquarters.

Rocky Mountain Leader.

♦ ♦ ♦

A DEAF MAN HONORED

Clarence Hayman, an alumnus of the Ohio School for the Deaf, is proudly exhibiting a diamond-studded button, the gift of his employers, to commemorate his 30 years' service as one of their valued employees.

Mr. Hayman is a skilled mechanic, employed by the Automatic Electric Company of Chicago. Four other deaf employees of this company have been recently retired on pensions.—The Ohio Chronicle.

♦ ♦ ♦

SHOEMAKER

George Steinhauer, of Leavenworth, Kansas, a member of Olathe Division, has been in the shoe repair business on his own "hook" the past 8 years. He has been doing a volume of business since the establishment of his concern. He is a graduate of the Kansas School for the Deaf.

Clyde E. Morand, another Kansas boy, established a shoe shop several years ago at Lyndon, Kansas. He is said to be a graduate of American School of Practipedics. In spite of the depression he has been able to hold his own. He is considered one of the best in his home town. He was educated at the Kansas School for the Deaf. He too is a member of Olathe Division.

INFORMAL CHATTER

THE SPIRIT OF CHRISTMAS

Sometimes, dear Lord, I fear that we forget
The gracious import of the Christmas-tide;
Our guests are bidden to the feast, and yet,
O Christmas! Thou hast no where to abide,
Sometimes, I fear, we wreath the mistletoe,
And deck the spicy branches of the tree
With gifts for those with whom we come and go,
Without a thought of any gift for Thee.
The Christmas spirit, Lord, we crave, that we
May keep aright thy holy natal day;
Forgetting not 'our own,' but bringing Thee
Gifts that are meet at thy dear feet to lay.
Forgetting not 'our own,' but inasmuch
As we would have Thee master of the feast,
We would remember, Lord, to care for such
As Thou wouldst choose to call thy very least.
—Selected.

♦ ♦ ♦

That man who has never been in danger cannot
answer for his courage. —La Rochefoucauld.

♦ ♦ ♦

The Mean Man!—"But why are you so angry
with the doctor, Mrs. Blank?"
"I told him I was tired, and he asked to see my
tongue."

♦ ♦ ♦

The boy had been fishing for four hours when the
inquisitive man came along and inquired what he was
doing.

"Fishin'" was the boy's terse reply.

"Got anything?" asked the man.

"Yes," came the reply.

"What?"

"Patience," said the boy, still more tersely.

♦ ♦ ♦

Nurse—"The new patient in our ward is light-
headed."

Doctor—"Delirious or blond?"

♦ ♦ ♦

Now that our "tummies" have come safely
through the Thanksgiving feast, perhaps a few
Christmas candy recipes would be tempting.

FONDANT FUDGE

4 squares chocolate	3 tablespoons butter
2 cups sugar	¾ cups milk
2 tablespoons light corn syrup	2-3 cup fondant
	2 teaspoons vanilla

Cut the chocolate fine and put into a saucepan. Add sugar, corn syrup and milk and mix well. Cook slowly, stirring until a little dropped in cold water makes a soft ball or until a candy thermometer registers 237 degrees. Stir occasionally while cooking to prevent burning. When done remove from fire, add butter and set aside until lukewarm. Then add the vanilla and fondant and beat until no longer glossy and of the right consistency to mold. Press into a pan and cut in squares.

♦ ♦ ♦

THY HOSIERY

The socks I darn for thee, dear heart,
Mean quite a pile of work for me
I count them over, every one apart.

Thy hosiery! Thy hosiery!
Each sock a mate, two mates a pair
To guard thy feet in storm and cold.

I scan each sock unto the end
And find I've missed a hole!

O, Carelessness, this thy reproof,

See how it looms across thy sole.

I grit my teeth, and then in very truth,

I darn that hole, sweetheart!

I darn that hole!
Mrs Simpson contributed this. She should know
the truth of it as she has a husband and two boys.

♦ ♦ ♦

Cultivation is as necessary to the mind as food
to the body. —Cicero.

♦ ♦ ♦

The Good Guesser—Shronk stopped his motor
car at a desolate crossroads and yelled to a farmer
who lay on a cart of hay: "Hey, Cornstalk, is this
the way to Croydon?"

The farmer raised himself in astonishment. "By
heck, stranger, how did you know my name is
Cornstalk?" he asked.

"I guessed it," said the motorist.

"Then, by heck, said the farmer as he drove on,
"guess your way to Croydon."



THE KANSAS STAR

Published Once a Month During the School Year

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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.

H. J. MENZIES, Editor. R. WILLIAMSON, Associate Editor. ALFRED L. KENT, Instructor of Printing

During the Thanksgiving holiday a number of pupils asked permission to go home with another pupil. In most cases we have no objection to this, but the child *must* have an invitation from the parents of the friend he is planning to visit, and permission from the parents of the visitor, to make the trip. This is entirely for your child's protection. If you wish your child to go home or elsewhere for the Xmas holidays, please let us know in plenty of time. Also, please see that he returns promptly, to avoid missing any school.

♦ ♦ ♦

Christmas Vacation will begin on Friday afternoon, Dec. 21st, 1934, at 3:15 and we will expect all the pupils back on the morning of Dec. 31st, at 7:45. We cannot afford a long vacation for we may have to close early again, owing to the erection of our new building. We will want to know early if you are expecting to have your child home for this Xmas holiday.

♦ ♦ ♦

Necessarily, many pupils cannot go home for Christmas, especially since we have only a short vacation. We will try to give these little folk just as fine a time as possible, with some fruit and candy thrown in; but every child wants a little package from home and we are hoping you will send that package early. It will be kept for them until Xmas eve, unless marked "perishable." So please send the presents early and avoid a disappointment for a little child. A ten cent present from home and on Christmas Eve means more than a dollar one from some one else, the next day. "God bless us everyone."

MERRY CHRISTMAS.

THE KANSAS STAR

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Minnesota has honored herself by appointing Dr. J. L. Smith as Principal of the School. Dr. Smith is an old wheel-horse, having completed his fiftieth year of teaching about a year ago. He is one of the outstanding deaf men in the profession. We congratulate him as well as Minnesota on the appointment.

♦ ♦ ♦

While attending the Conference of Superintendents of the Mid-west at the Iowa School for the Deaf, the writer took occasion to visit both the Iowa School for the Deaf and the Nebraska School for the Deaf at Omaha. The plant at the Iowa School tends to make one envious, and their work is well in keeping with the plant. Their industrial department seems to be exceptionally good. The work that we saw at the Nebraska school, (particularly Dr. Booth's demonstration of his arithmetic teaching plan, was very fine indeed. The new building at the Nebraska School for the Deaf, with its club rooms and very comfortable living rooms, is a joy to the beholder as well as to the occupants. We are hoping that we will soon have a building which will be as satisfactory. The visit was a very interesting and pleasant one indeed.

♦ ♦ ♦

During the past few weeks Dr Outland, a surgeon from Kansas City, has removed nine sets of tonsils. After each operation Dr Outland as well as Dr. Moberly, our local physician, called to see them and all have recovered promptly.

While we have a few patients in the hospital at present, with colds, due probably to the snow and cold weather, we have been fairly free from serious sickness so far, for which we are genuinely thankful.

LOCALS

By Miss LOUISE CURTIS

Miss Curtis enjoyed a week-end visit with relatives in Kansas City.

Mrs. T. O. Long visited her granddaughter, Lois Long, December 3.

Miss Walters spent the Thanksgiving vacation at her home in Ottawa.

Miss Walters spent the week-end of December 8 in Kansas City, Missouri. While there she attended the opera "Rigoletto."

Miss Louise Curtis entertained Miss Washington, Miss Sarah Washington and their sister Mrs. Lottie Miller at dinner November 16.

Miss Warren spent Saturday, December 1, in Kansas City, shopping and visiting her friend, Miss Silverthorn, with whom she had lunch.

Miss McGee, her mother, and sister enjoyed a sumptuous dinner and a happy evening with Miss Ada Belle Hughes and her mother recently.

Mr. Wm. McGee entertained a few friends from the school one afternoon at bridge. Dainty refreshments were served and all enjoyed the afternoon in the bride's attractive little home. Miss June Bishop drew the high score prize.

Maurice Hutcheson and Ernest McElhinney from eastern Iowa visited the school recently and were much interested. Ernest said he would like to stay and work in the carpenter shop. They were visiting Mrs. J. W. McGee and other relatives about Olathe.

Miss Ada Belle Hughes spent the Thanksgiving holiday at her home in Fulton, Mo., and with her sisters, Mrs. James Sartor and Mrs. Dave Sartor. The heavy snow near Boonville, Mo., made traffic impossible for awhile, but by Sunday the highways were clear.

Miss Maud Carter entertained Miss Washington and her sister, Miss Sarah Washington, and their sister Mrs. Lottie Miller of Fulton, Mo., at dinner Wednesday evening, November 14, at the Boston Tea Room, after which they spent a pleasant evening with her at her home with Mrs. C. G. Morrison.



By Miss Mary Ross
THANKSGIVING-GRAMS:

Mary Ross spent the week-end in Kansas City with an aunt.

Mr. and Mrs. Frank Doctor spent the day at Garnett.

Mrs. Frank Mikesell was the dinner guest of Mrs. Hubbard.

Mr. and Mrs. T. C. Simpson and Tade visited the Beckers in Topeka. Mrs. Simpson called on Mrs. Comp and Patty Comp-Hoge.

Misses Ina Andrews and Thelma Robertson and the Clinesmiths went to Fulton to see the Illinois-Missouri game. They were caught in the snow storm and had to spend the night on the road with a hundred other stalled cars.

Mrs. Foltz accompanied Coach Foltz to Arkansas City on Thanksgiving-week when our boys played the Chillico Indians. They were the guests of Mr. and Mrs. Earl Langdale. They also visited in Belle Plaine and Wichita.

Mr. and Mrs. H. M. Dresker, Kansas City, Kan., and Mrs. S. W. Wood, daughters of Mr. and Mrs. Mellvain, were their dinner guests Thanksgiving day. Mrs. Wood soon will leave for New York City to rejoin her husband when his ship, the Tuscaloosa, returns December 20 from a cruise to South America.

Miss Mary Ross and Mrs. Foltz entertained the Needle Craft Club on December 5. The regular meeting was converted into a miscellaneous shower for Mrs. Bonnie Jones-Doctor. Bonnie's sister, Kitty Jones, was one of the guests.

Ever read O. Henry's story, "The Gift of the Magi"? It is a Christmas story of a wife who had her beautiful tresses cut so she could buy her husband a chain for his watch; and he sold his watch so he could buy some combs for her hair. It is a truly fitting story to be read at Christmas time. It also goes to remind us of the trials of a young bride in our own locality. Friend hubby was having birthday, so after much pondering, she purchased a pair of Danel Green house slippers for him, only to find that he had bought an almost identical pair for himself. At least she has the consolation of knowing the got what he wanted.

The Month of November brought its excitement. Among these was Election Day. Maurice Hubbard, son of Mr. and Mrs. Paul Hubbard, was elected State Representative. Maurice has our congratulations and best wishes for a successful term.

There is an old saying that lightnings and thunders in November we will have a long, cold and severe winter. The first part of the month we were treated to a real thunder storm. So let's see.

The Stag Club continues to hold regular meetings at the homes of the members. At the present writing Mr. C. H. Laughlin holds the laurels for having the highest average, with Stanley Ferguson. Coach Foltz, and Frank Doctor close at his heels.

The Needlecraft Club and the Bridge Club are still the favorite forms of diversion for the Lady-stags. On the Monday before Thanksgiving the Bridge club met at the home of Mrs. Hubbard. Being "blue Monday", Mrs. Hubbard had a line of wash hanging in the room (although the "wash" was just cut out from paper.) Score cards were cut in the form of "unmentionables". Refreshments of soap suds (ice cream) and wash board (wafers) were served. Prizes were packages of clothes pins truly. We return home feeling a trifle less blue.

When Bethel came here to play our boys on November 10 we were also honored with a visit from Mr. and Mrs. Pat McPherson (Berie Lily), Santina Benedict, Elizabeth Chebelitz, her sister and a girl friend, and Mr. Floyd Ellinger. Come again sometime.

With chow mein and waffle suppers as the main attraction, Miss Orpha Downing spent a few days at the Foltz abode during the middle part of the month.

Mesdames Foltz, Mikesell, Laughlin and Ramsey accompanied their husbands to Jacksonville, Illinois just to see our boys badly beaten in a foot ball game with Robey Burns' Ineligibles (Boys who have reached the age when they are no longer eligible for High School Competition.) The best team won, says Coach Foltz.

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Inventor (to Capitalist): "This, sir, is an epoch-making machine."

Capitalist: "It is? Then let me see it make an epoch."

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THE KANSAS STAR

MORE ABOUT WORKMEN COMPENSATION LAW

Some of the deaf who are personally known to me, related their experience in quest of a job. Each place they went to, they were told there was no opening for them. Subsequently they decided to find out the reason why. Some of the employers or bosses informed them that the work was too hazardous for a deaf person to undertake regardless of their being able bodied.

For instance, one of them was a college graduate in chemistry, with several year's experience and in every way satisfactory to his employer, until the Company secured the service of a new foreman coming from New York. The moment the new foreman learned one of the employees was deaf, he hastened to discharge him for no other reason than that a deaf man was considered a risk. But somehow or other the boss assigned him to box making that only lasted a few weeks because the foreman was imbued with idea that the deaf have no place in the industry regardless of the nature of the work. We then called upon the party in charge of the Labor Bureau who explained that there was an Insurance Compensation law against the employment of deaf persons and that the only way out would be to make it mandatory by having a bill put through the legislature.

It was understood that some proprietors of an establishment would not object employing some deaf, provided the Compensation Insurance rate was not so exorbitant, but according to the Workmen Compensation Law it holds the employer responsible "for personal injury by accident arising out of and in course of employment", it apparently causes the employer to refrain from giving the deaf a place in their shop because they imagine the deaf are bad risks.

We learn that Henry Ford places the deaf at 100 per cent good risks in his own factory at Dearborn, Michigan, although those in charge of his branches in other parts of the country are skeptical about employing any deaf person, possibly due to Mr. Ford's not having jurisdiction over the employment question.

In 1914 a bill was proposed in Congress for the establishment of a Labor Bureau of the Deaf by the late Rev. Dr. J. H. Cloud, but due to the war clouds hovering over Washington it had to be tabled along with other bills. At that time, I think, Senator Clark of Florida spoke to the effect that the public should be educated relating to the deaf and their capabilities. He cited two tire factories in Akron—one employing

quite a number of deaf people while the other situated only a little way off refused to give the deaf a job.

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GAS AND OUR KANSAS FRIENDS

Some time ago the Kansas School was bequeathed a 160 acre farm. Last spring the school started the place for a project in farming for the pupils. Buildings were erected and a well was drilled for water. But instead it proved to be a gas well which experts estimate at 25,000 cubic feet — and what do you think those Kansas people did? They simply turned the gas to the use of the ranch and proceeded to dig cisterns for water. Under the circumstances we would have thought the striking of such a rich well would have thrown the entire school into a money frenzy and that there would have been a gas boom on the farm. But not so with our Kansas friends. The shooting of gas wells must be a common occurrence out there.—M. in the Ohio Chronicle.

We will add that since the discovery of our gas well, we made another attempt to strike water and were finally rewarded after going down only 21 feet. Our well is eight feet in diameter with a living vein of water—filled nine feet of water in the well over night. The water well is approximately 500 feet away from the gas well.

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Before the next issue of the Kansas Star reaches its readers, Christmas holidays will have come and gone. And so will New Years. Nineteen hundred and thirty four, with all its grief, its miscarried plans and blasted hopes will have been wiped off the slate and passed into history.

But be that as it may, whether or not we are suffering from the ill effects of a bad year, when Christmas comes the spirit is lifted from our daily trials of thoughts and returned to deeds of good cheer and happiness. It carries the message of "Peace on Earth" and such has been the symbol through ages of the best there is in Man.

This is our Christmas wish to all.

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From Capper's Weekly under the heading: "Who Will Inven These?" It stated that at the recent international exhibit of inventions in Toronto, Canada, the Institute of Patentees compiled a list of 985 needed inventions. Among the most important needs in the list we have picked one out that seems to be the simplest.—"A cheap automatic device to awaken the deaf."

Our Mr. Cranwill's device for a clock is what they need and is guaranteed to awaken the deaf at the proper hour designed upon.



THE TASKS OF A MODERN SCHOOL

Dr. Rollo G. Reynolds, Principal of the Horace Mann School of Teachers College, Columbia University, gives his definition of education in the light of the question of what the modern school should do for the modern child. He says that the modern school should develop in children at least four powers or abilities.

- First—The power to know things worth knowing.
- Second—The power to do things.
- Third—The power to think things.
- Fourth—The power to feel things worth while.

The guidance and exercise of children in their knowing, doing, thinking, and feeling embraces most of the activity of the school. Their progress in all these powers or abilities should be taken into consideration in determining the school life of the child.

In the first place, one of the elements in education is knowledge. A child who has completed twelve years of schooling should know some things and know them thoroughly. In the old days, this knowledge, confined mostly to the mastery of the three R's and the classics, composed the traditional American course of study as handed down from generation to generation. Your teacher taught you what her teacher taught her, what her teacher taught her, and so on into the dim distant past.

Within the last ten years there has been a great movement in American schools known as curriculum research. To give it a simpler name, there has been an attempt on the part of the school men to determine in a somewhat scientific manner what things out of the world's greatest store of knowledge, all American boys and girls should be taught.

Let us take for example the matter of spelling. When I went to school I was taught to spell "Therapeutics," and as far as I can remember, since the day I learned it, I have never had reason to spell it. But I never can remember whether "occasionally" has two "c's" or two "s's" and I never quite know whether the "e" comes before the "i" in receive.

Our first point then is that a modern school should teach children to know things and to know them thoroughly, but one of its greatest responsibilities is to determine by such scientific means as are available what things are worth knowing.

In the second place, the modern school should develop within the child the power to do things.

We are living in an age of action. Whether it be just or not, a man is largely judged by what he does. Let me illustrate the power of doing by considering two phases of education.

Schools have ever been concerned with the training of character. Many of the pupils of the past, and I am not so sure but many of the present, were put through a course in character training, usually in two forms. Either they preach us good, by memorizing memory gems, or beat us good by applying the strap. You cannot make a good boy by preaching. Nor can you make him good by beating him. There is only one way to make a boy good, and that is for him to be good and like it. If he likes it enough times it will make his character. Character training is to be learned by doing. You can teach them all your life that "Honesty is the best policy" and that all great men have been honest, but one learns to do good things only by doing them. However, there are two kinds of discipline. The discipline which is imposed from without—the traffic light, for example, is for control; and the discipline developed from within, which is for growth. Both are important.

It is generally recognized that the controls have lessened. Fewer people are controlled by the home and by the social group. Previous to this changing industrial age, a community like our own exerted a tremendous control over its individual. The boy's own play group influenced to a large extent, his behavior. He could slip out behind the barn and smoke corn silks, but soon someone would catch him so that the criticism of the group fell upon him. It was likewise true in many other respects. The crowd with which the boy ran regulated his behavior.

At the present time many fathers, reared in the country, are rearing their families in the city. There may be more than the usual home control. His boy may have the influence of his immediate friends but by the facilities of transportation in this age, the boy may go to some other part of the city or outside, entirely away from any control group, and there live a life completely different from that approved by his friends. Escape from control is easy. In a civilization where we can become released from the group, we must build within the boy his own controls, because he can throw off the outer.

The modern school when necessary imposes discipline from without for the welfare of the group, and it should; but it also sets up a situation which makes being good desirable and when it does that, it develops real character training.

Another example of the development of the power of doing is shown in the modern schools in what we call creative education. This, in terms of Governor Aycock, is trying to find out what boys and girls have in them and giving that an opportunity to express itself.

We now come to the third responsibility of a

modern school—the development in children of the power to think things.

Dr. Harry Emerson Fosdick once said before a graduating class of an American high school, "Nothing is more wonderful than to see a young person taking charge of his own mind."

Teachers should not think for children, as one of the responsibilities of the good school is to teach children the process of straight thinking. First—in order for him to become a good citizen.

A second reason why I want a child to think straight is to live a good life. Life means various things to many people but to all of us it means a succession of choices. The "good life" is a series of selections wisely determined by straight thinking, so it is the responsibility of a good school to develop within the child, that kind of thinking which will lead to wise choosing and to the good life. Although sometimes trivial, choices in many instances determine the whole course of one's life. Perhaps one of the best ways to learn to select wisely is to do so and await results.

As a teacher, I want the pupil to think broadly for himself about prejudice, politics, social economy, social relationships, how we live, capital and labor, unemployment, the machine age, war, and control of resources.

Finally, the school should develop within the children, the power to feel things. What we know does not make us what we are. What we think does not necessarily distinguish us as individuals. Even what we do, as modern psychologists will substantiate, is not an index of our real selves. But what we feel—and no one in the world knows that except ourselves—what we feel, that we are. Knowing, doing, thinking, are after all more or less artificial, feeling is reality. Nothing great was ever thought or done, which was not first greatly felt.

In this whole realm of feeling comes that whole kindliness, fairness, loyalty, affection, dependability, category of things good and bad, such as tolerance, persistence, love and their opposites. There can be little doubt as to importance of these characteristics as compared with much of the knowledge which we insist upon in our system of education. It may be interesting to know how to bound the state of Kansas but how does it compare in importance with the development of the spirit of tolerance? It may be of value to learn the products of Paraguay, but how does it compare with instilling within a boy the ideals of honesty and fair play?

When this generation goes out of school they are going to inherit more power than any generation ever before in history. Can we not some way harness this power in the school, to the tasks of building a better, a more just, a more beautiful society? Can

we broaden the sentiment of patriotism to embrace the struggles which men wage with ignorance, disease, poverty, ugliness and justice? To do this means that we must turn our attention increasingly from the mechanics of school produce to fundamental problems of American life.

Dean Russel said to the President of Columbia University in his annual report of 1930, "We have in the education of the young, an instrument by which man may direct his own destiny, a force which if applied may be used by society to reshape itself. It is necessary that we adjust pupils to the changing world in which we live, but it is far more important that we train them that by their influence they may remake this world into one in which it is good to live."

To summarize, a modern school should have as its purpose the discovery in each child of that which he is best fitted to do, that it should predict as far as possible the life which the child is destined to live, and prepare him for the better living of it; and that it should develop within him the power to know things which are worth knowing; the power to do things, and by means of this doing, to express himself; the power to think straight, and last of all the power to feel some of the big forces with which life is surrounded.

Such a philosophy makes teaching a great adventure. Such a problem should fill the teacher's life with a great glory. The task of educators is not only to do the work of teaching, but to feel it.

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A fellow has to be a contortionist to get by these days. First of all, he's got to keep his back to the wall and his ear to the ground. He's expected to put his shoulder to the wheel, his nose to the grindstone, keep a level head, and both feet on the ground, and at the same time, look for the silver lining with his head in the clouds.

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HIS LAST WORD

"If you do the work that is before you, following right reason seriously, vigorously, calmly, without allowing anything else to distract you; if you keep your divine part pure, as if you were required to give it back immediately; if you hold to this, neither expecting nor fearing too much, but satisfied with your present activity, and with heroic truth in every word and sound you utter, you will live happy. And no man can take this happiness from you."

—Marcus Aurelius.

♦ ♦ ♦

What matters it that some from care are free, that there are those who idle in the sun? I have a task to do, and I must be unwayed of purpose till the work is done.



VOCATIONAL PROFICIENCY

In developing a vocational course of study it is essential that very specific units of instruction be planned, so that the pupils' training may be logical and highly effective.

There is an unfortunate tendency among pupils to look upon the successful completion of a particular unit of instruction as the attainment of a standard of proficiency. This is far from being so. No pupil can be termed proficient in any particular operation until he has done it again and again, probably dozens of times, or even hundreds of times, so that his performance is smooth and flawless and his product a high grade and satisfactory article.

Day after day, vocational pupils are inclined to accept the day's assignment planned for them for the purpose of developing proficiency with this statement, "But I have finished that; I did that yesterday; I do not have to do that again, do I?"—a state of mind of the pupil which must be corrected.

We must appreciate, of course, that various operations will differ in the length of time or amount of repetition necessary to insure proficiency of performance, as is also the case with individual pupils of individual skill and attainment, but positive emphasis should be placed upon the necessity for doing a job again and again. If the pupil is learning show card writing or sign painting, for instance, he may be tempted to confess himself satisfied with his work when he has learned how to produce a certain type of letter with a certain number of strokes. In other words, now he is through with that letter and should do something else. It should be imperative that a given operation such as this be repeated until a satisfactory skill and speed is developed, and by satisfactory speed and skill we can mean only one thing—a proficiency of attainment which approximates the requirements of a commercial shop.

We may say that value grinding, for instance, is a very simple operation in the auto-mechanic's field, still, there is the utmost necessity for accuracy and speed. When a pupil is learning this operation he may spend a day on it, as he probably should do in order thoroughly to absorb the instructional processes which are prescribed. But let him do the job a great number of times that he may know how well he can do it and how rapidly he can do it, for the last two items are the ones which are going to interest the future employer.

We could say a great deal more along these lines, but we want our vocational pupils to read this over and we hope that they will see the point, and in the future we do not expect to have any vocational

teacher report to us that a pupil refuses to repeat an assignment.
—Fanwood Journal.

♦ ♦ ♦

"WHAT DO WE SEE"

Is it possible for us to select our mental pictures? We shall know the oft told story of the view from the window of the ugly, dirty little tenement houses in the foreground and in the distance the beauty of tall trees with their leafy arms opened wide to invite us to their cool refreshing shade. If it is possible for us to train our physical eye to look beyond the immediate scenes and enjoy the beauties that are pictured before us, how much more important it is to train the mental eye to see the good and beautiful. Our friends see the best that is in us and believe in that best. They also see our faults but they don't let their minds dwell on these faults but deliberately select the good. The choice of though. Do we so constantly watch for mistakes in those with whom we are associated that accomplishment of this attitude lies in a deliberate we get the habit of finding fault with all whom we come in contact. If so, we shall lose the beautiful phrases, the excellent choice of words and in fact the thoughts that are being expressed.

We can't avoid evil or suffering, for the world is full of it. But we need not cultivate the habit of thinking of it, for that will only magnify the evil. But rather let us think on the beautiful and the evil will leave us. Let us deliberately choose the mental as well as the physical pictures we keep before us, and our reactions will be towards a gentle, whole-some attitude of life.

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DEFINITIONS—Boy: A noise with dirt on it. Jealousy: The friendship one woman has for another. Home: The place in which we are treated best and grumble most. Saxophone: An ill-wind which nobody blows good. Conscience: An inner voice that warns us somebody is looking. Middle Aged: A person ten years older than you are. Etc: Sign used to make others believe you know more than you do. Dust is mud with the juice squeezed out. The horizon is a place where the earth and sky meet but disappear when you get there. A parable is a heavenly story with no earthly meaning. A fan is a thing you brush the warmth off with. Barbarians are things put into bicycles to make them run smoothly. A circle is a round line with no kinks in it, joined up so as not to show where it begins. Contralto is a low sort of music that only ladies sing. A lie is an abomination unto the Lord, but a great help in time of trouble.

ALUMNI

Conducted by Mr. Melvain

Ansel Williams, 61 years old, for more than forty years instructor in carpentry at the Fulton, Missouri, school for the deaf, and in his younger days a star semi-professional catcher of North Central Missouri, died at his home in Fulton, Mo., night of November 9th after a long illness. When a pupil here, his home was in Coffeyville, Kansas. His sister, Ida, was at one time supervisor of the girls here, but has been living in Reynoldsville, Ohio, since some time after her marriage to Mr. B. O. Sprague. The old friends and school mates of the Williamses extend sympathy and consolation. Ansel was one of the outstanding deaf of the old school, highly esteemed and respected in his community and elsewhere.

Mr. and Mrs. E. H. Melvain were dinner guests of Mr. and Mrs. E. G. Smoak at Leavenworth, Kansas, Sunday the 11. While there, they called on Mr. and Mrs. Frank Scott and Mr. H. G. Sichel. They found them in fairly good health and spirits. Mr. Scott still is employed in the printing department of the Soldiers and Sailors Home while Mr. Frank Raiden is serving the Home as a shoe cobbler. Mr. Sichel goes on his hide and tallow purchasing trips whenever there is an aching void in his wallet.

According to Mr. Frank Mikesell, Miss Julia Haden had to undergo a second major operation last summer, which proved a success and she has been back in a bindery in Denver, Colo. Mrs. Mikesell spent a couple of months there while Julia was recuperating. We join with many other friends in the hope that Julia enjoys much better health.

Out on a farm near Hebron, Nebraska, live Mr. and Mrs. Hawkins (Orlun.) they having decided to make farming their future occupation, where they can do as they please instead of being bossed around as in the past.

Mr. Leslie Allison was one of the few outsiders attending the "Home Coming" event here, also Mr. Ross Alexander of Kansas City, Mo. Both are confirmed old bachelors. They have money in their pockets and many pockets, too.

Flowers were tendered Miss Buster last Tuesday by her immediate friends, the occasion being her 21st birthday.
—Ohio Chronicle.

About thirty friends of Mr. and Mrs. Elmer Bowers surprised them with a stork shower at their residence Merram, Kansas, afternoon of December 2. Refreshments of ham sandwiches, doughnuts and jello were served to all present.

B. O. Sprague, a proprietor of the only shoe shop in Reynoldsburg, was in town Saturday after a long absence. He looked as hale and hearty as he did when we last saw him and his visit was all too short. Come again, Mr. Sprague, and stay longer. B. O. was a teacher here some forty years ago. He met and married Miss Ida Williams while she was one of our supervisors of girls. How is Ida, B. O.? —Ohio Chronicle.

Mr. and Mrs. John T. Naughton have moved to Parkerville, Kansas, where their son Leslie is principal of the school, and their daughter Margaret has a school about three miles in the country. Their son Johnnie has been with the C. C. C. for sometime in Minnesota but is now stationed in Lawrence, Kansas.

Mrs. Frank Whitmore of Portis, Kansas, was a pleasant caller here the middle part of October, and the guest of Mr. and Mrs. Sealey Lamm. Mrs. Whitmore was Mabel Orney before her marriage. They are on one of the best farms in the Portis neighborhood.

Richard Rawling, who has not had the pleasure of having a steady job for the last six years, is in our opinion the luckiest fellow these days. He is now an owner of a fine 160 acre farm in Kansas, a gift of an aged uncle. "Fatty" as he is called by his friends, was looking for a job when the news came and he at once bought a ticket for Osage City, Kansas. He has our best wishes.
—Ohio Chronicle.

Mr. and Mrs. U. G. Miller, Lebo, Kansas, left November 18th for Council Bluffs, Iowa, to spend the winter with their daughter Pauline and family. While there Mr. Miller will do some necessary carpenter work on her home. He is a builder the equal of any. Mr. and Mrs. Miller were students at the Ohio State School for the Deaf.

Mrs. W. T. Tipton spent four days in Hutchinson, Kansas, guest of the Daily family. She found them in good circumstances and hopeful for better times.

Mrs. E. H. Melvain had a short call from her sister Mrs. James Mullins, postmistress at Denmore, Kansas, Saturday, the 17th of November. The following morning her son Emmet was married in Kansas City, Kansas, and she accompanied the newlyweds back home.

Mr. John Ringle, tired of paying for his "sleeps," bought the chassis of an old Ford car, built a house thereon, with modern conveniences, and has been "bathting" in it ever since. What a vacation he and Mrs. Ringle will have when schools close for the summer! Won't we envy them?

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THE KANSAS STAR

BASKETBALL

Illinois School for the Deaf

Kansas School for the Deaf

SATURDAY, JANUARY 12, 1935

Gemmel Gymnasium, Olathe, Kansas

Admission 35c

ATHLETICS

by FRANK MURKILL

Bethel College 13, K. S. D. 0.

On November 12th, on the Olathe High School field, the K. S. D. Jackrabbits found themselves pitted against the strong Bethel College team of Newton, Kansas, and went down to defeat, but held them to thirteen points to nothing for the locals. A triple pass was attempted and successful, but it was not allowed.

	Bethel	K. S. D.
Yards gained from scrimmage	166	124
Forward passes attempted	4	7
Forward passes completed	2	0
Forward passes intercepted	1	0
Lateral Passes	0	1
Punts	7	6
Average yards from punts	29	24
First downs	8	5
Fumbles	5	1
Fumbles recovered	4	2
Yards penalized	10	10

Wentworth 12, K. S. D. 0.

On November 17th, on a slippery field the strong Wentworth Military Academy of Lexington, Mo., had to content themselves with a 12 to 0 victory. K. S. D. once had a chance to score on a pass from Ingle to Wals across the goal line, but the ball was fumbled. Due to the rain which fell at intervals during the afternoon the crowd was restricted to only the officers and pupils of the school and a few of those who braved the weather.

	Wentworth	K. S. D.
Fick offs	4	0
First downs	16	3
Passes completed	2	1
Yards gained from scrimmage	287	196
Punts	6	7

Average yards by punting	74	72
Fumbles	1	1
Fumbles recovered	1	1
Penalties	8	3
Yards lost on penalties	70	25

Illinois Junior School 31

K. S. D. 0

After futile attempts in the past to win a game from the Jackrabbits, the Illinois ineligibles came out victorious at Jacksonville, Illinois, on November 24 by a comfortable lead of thirty-one points to nothing. With Ingle out of the game with a bruised shoulder which he suffered early in the first quarter and whose generalship was noticeably missing, the K. S. D. did their best to limit the victors to only 31 points as compared with our best record, forty-four points to their nothing on our home grounds a few years ago. The work of Doneghue, one of the best open field runners, and Suiter of the Illinois team was largely responsible for the above result.

	Illinois	K. S. D.
Yards gained from scrimmage	205	71
Passes attempted	9	3
Passes completed	4	2
Passes intercepted	1	0
Yards gained on passes	104	15
Penalties	7	2
Yards lost on penalties	65	65
First downs	10	3

Chillico Indians 41.

K. S. D. 0.

With the loss of Ingle, whose shoulder had not fully recovered from not over a week game with Illinois, the K. S. D. Jackrabbits encountered an unpleasant battle in the mud, mist, sleet and rain with the Chillico Indians at Chillico, Oklahoma, on Thanksgiving afternoon. When the whistle blew it was found that the missiles used by the Indians in the bombardment were good for forty-one points to nothing for ours.

