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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 alumni and the local area. The school opened in 1861 and has been known as the School for the Deaf since 1896.

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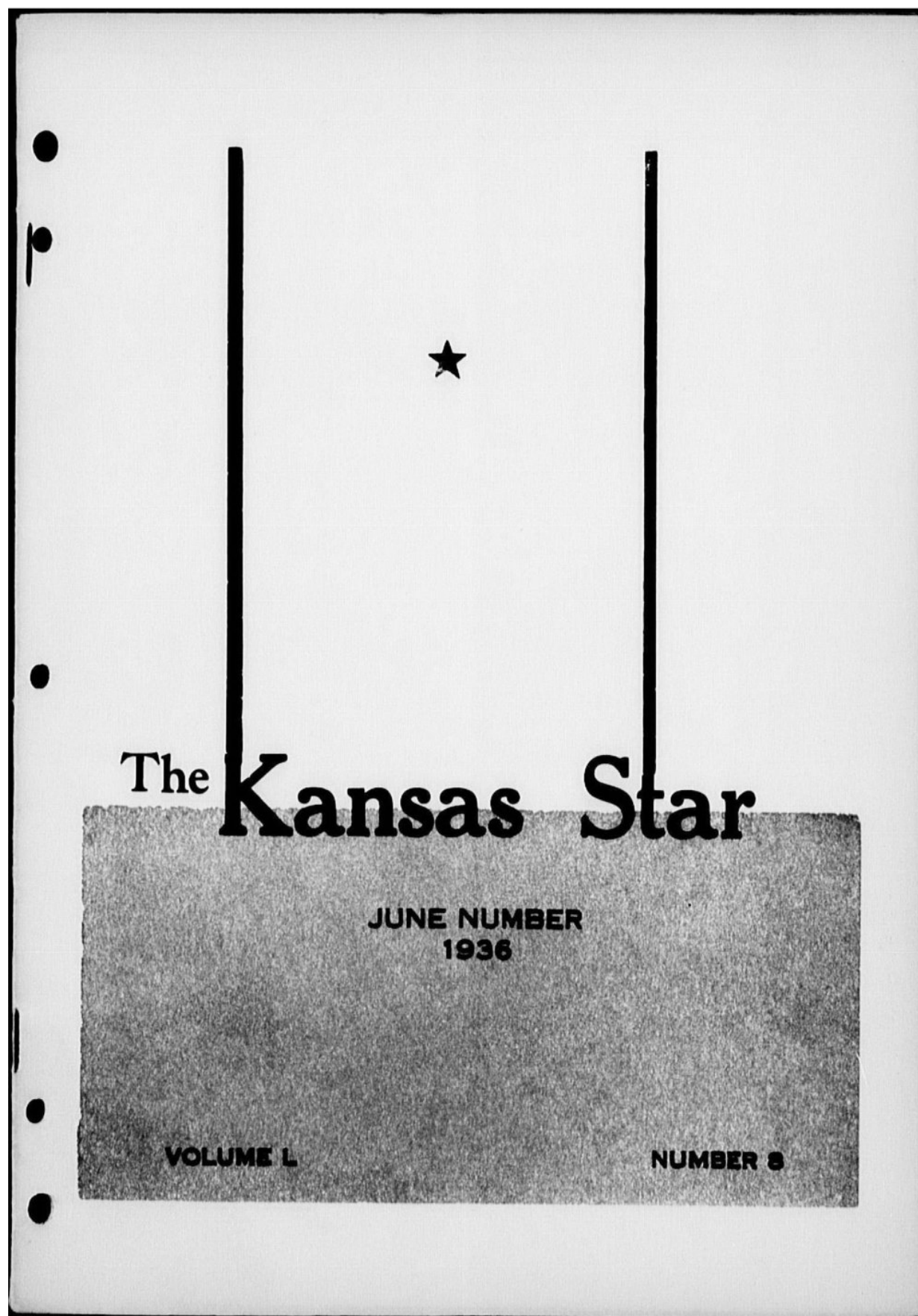
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### THE KANSAS STAR

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## A Deaf Boy Who Became A Great Bible Scholar

John Kitto was born at Plymouth in the south of England, on December 4, 1804. His father who was a man of intemperate habits, and as result there was constant poverty in the Kitto home. John never went to school for more than a few days in his life. At ten years of age he began to help his father and often had to stagger along under very heavy loads, or climb ladders carrying slate for the roof. For two years the boy did almost a man's work, and then, one day as he was ascending a ladder carrying a heavy load of slates, he missed his footing and fell a distance of thirty-five feet. A group of terrified workers picked him up and carried him home.

For two weeks he seemed more dead than alive. Then one day he woke and tried to get up. He did not understand his inability to rise. When his mother came he asked for a book which, in spite of his lack of schooling, he had learned to read. His mother answered his inquiry by writing upon a slate. Then it was that the sad truth slowly dawned upon John Kitto that, as a result of his terrible accident, his sense of hearing had been totally destroyed. Several remedies were tried, but they were of no avail. The injury to the nerve of the ear was such that he could not hear any one speak, in fact he could not hear even the loudest music. Thus John Kitto, not yet thirteen years of age, found himself shut up into a world of his own in which his chief companions were books.

He was unable to help his father any longer and tried to make a little money by painting signs, "Lodgings to Let." This however, did not prove to be much of a source of income, and so his parents sent him to Plymouth workhouse, where he was taught the trade of shoemaking. When fifteen years of age he was apprenticed to a man named Bowdoin. This man treated the deaf boy with much cruelty. John was compelled to work hard from six o'clock in the morning until ten o'clock at night, thus working sixteen hours each day. Even then the boy's great love for reading showed itself, for weary though he was, he spent some of the time allowed him for sleep, in pouring over books. At length the cruelty of his employer became more than he could bear, so he complained to the authorities

He was released from his contract and taken back to the warehouse. There he remained for another four years, reading very eagerly the few books which were obtainable. The poor boy was practically denied companionship with other young people, not only because he was deaf, but also because not being able to hear other people speak, he largely lost the art of speech himself. This difficulty increased as the years went by, until people who were strangers could only make out what he said with great difficulty.

His studious habits soon began to attract attention. He wrote some articles to the *Plymouth Journal* which were read with much interest. A public subscription was taken up for him in the town and he was sent to a school, that he might learn to become a printer for a missionary society.

Just about this time he came into contact with a Mr. Groves, a dentist of Exeter, who was greatly attracted to the deaf boy. He was engaged as a tutor of Mr. Groves' sons; and also several other pupils were secured for him. By this time he had become much interested in learning languages, and had mastered several, including Hebrew. Then something happened which changed everything for John Kitto. He was taken on a trip abroad by Mr. Groves, which included long sojourns in Russia, Persia, the Caucasian Provinces, and other places in the East. Four years were spent abroad, and they were great years for John Kitto. Probably the extent of his misfortune had sharpened his other faculties; at all events his observation was unusually keen and nothing escaped him. He returned to England in 1833 and wrote a series of interesting articles for the Penny Magazine, signed, "The Deaf Traveler." His sojourn abroad had given him an insight into Eastern life and customs. On his return to England he decided to publish some books which would make the life of Palestine more vivid and thus increase interest in the Bible. Accordingly he published "The Pictorial Bible" in three large volumes. At that time very few books had been written with such a purpose and they were eagerly read by Bible students. Several years later—in 1845—he published his greatest work, and one which has entitled him to a foremost place among Bible





commentators "The Cyclopaedia of Biblical Literature." This extensive work reveals an amazing amount of painstaking research. For a great many years it was regarded as indispensable for those who wished to closely study the Scriptures. While it is not nearly so well known now it is certain that most of the valuable material it contains has been made use of by later writers who have worked along similar lines. In addition to the foregoing books John Kitto wrote a large number of others, and also many magazine articles. Gradually his reputation spread and he became recognized as one of the great Bible scholars of his day.

He was a man of very regular habits and almost every waking moment was spent at his work of reading and writing. He rose as early as four o'clock in the morning, did a little gardening, then worked in his study nearly all day long. Several people visited him and tried to carry on some kind of a conversation, but seldom with much success. At first the method of talking finger sign was tried, but few could understand it. Later he tried to hold some kind of intercourse by writing everything down; but this was so painfully slow that it was given up. Thus it came about that even those who wanted to help him, realized that their visits were a strain upon him and that he seemed happier when left alone.

There was one family, however where there were several children, all of whom loved him very much. Each one of them learned to use finger signs and were never so proud as when they would carry on some sort of conversation with the great scholar. He was deeply touched by the friendship of these children, and although he could not hear them play he could feel the vibration by placing his fingers on the soundingboard and in that way marked their progress in music.

John Kitto married and had children of his own, whom he loved dearly, although he never heard them speak. In spite of the great value of his books his income was never very large at any time. In 1850 he was granted a civic pension of five hundred pounds a year. In those days that was considered a good income and no doubt it did much to lift the burden of anxiety from his mind. There certainly was no mistaking the high regard which was felt for him everywhere. Although a layman he was granted the degree of Doctor of Divinity by the University of Gießen in 1845. He was also made a Fellow of the Society of Antiquaries the same year.

In 1851 his health began to fail and some time later he went to Germany to try the mineral waters there. He did not obtain the desired benefit, however, and he died at Cannstadt in 1854, having

reached the age of fifty. His passing was greatly mourned in England, for the boy from Plymouth warehouse, living for nearly forty years under a terrible handicap, had found a place of very great usefulness in the world.—*The Canadian*.

When we're right we credit our judgment; when we're wrong we curse our luck.

Lucky is he who can have a man's heart below a man's head.

Minds are like parachutes. They only function when they are open.

Loneliness is only an opportunity to cut adrift and find yourself.

Life is a market. Everything costs. Nothing is given free; if it is, it's not worth having. Willingness to pay is the price of success. Money is not the only coinage—we pay with thought, long, hard thoughts; with effort, the long pull of persistent toil; with courage, the moral dynamic which the spirit supplies. An old colored minister was one day seeking to inspire his somewhat apathetic and niggardly audience. Said he, "This church must get up and walk." "Amen," exclaimed a pious brother, "Let her walk." "This church," added the minister, must get up and run." "Amen, let her run," said the saintly man. "More than that," shouted the preacher, encouraged by the response, "this church must fly." "Amen, let her fly," was the answer. "Brethren, it takes money to make a church fly," climaxed the minister. "Amen," came from the seat of the saint, "let her walk." The price, that's the pinch. But it is as true as preaching that only the price purchases success and progress. He who meets the demands wins the prize.

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Sun a-shin' green things growing—

Bees a-buzzin', crows a-lowin',

Birds a-tweetin' in the trees,

Flowers scentin' up the breeze,

Brook a-racing down the hill;

Wheel a-turn' at the mill,

Folks a-gittin' on the hum;

Now, I reckon,—Spring has come.

—Minnie S. Livingstone

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### A COURT CLERK

Mr. LeRoy Webb, of Brownsville, Ky., has been connected with the Circuit Court Clerk's office of Edmondson County almost ever since he finished school here, in 1900, first as a deputy, but for the last dozen years or so as head of the office. He speaks well, is a fin lip-reader, understands the duties of his office thoroughly so his deafness bothers him scarcely at all.

Kentucky Standard.

### BOOK VALUE VERSUS SOCIAL VALUE

Approximately one-third of those who enter schools for the deaf remain to finish the course and graduate. There are various reasons for this small percentage of graduates: Parents take children out of school before they have finished; there are many students, the so-called slow and backward ones, who could not reach the Twelfth Grade in twice twelve years, or in any number of years; a few are not fit to be in school at all, and are dismissed; some become discouraged and quit of their own free will. Those of the latter group believe, or fear, that the requirements are too high and that they can never earn a diploma, and so, rather than accept a certificate of honorable discharge they quit in cold fear, or in defiance, to save their faces. And who can blame them for that? It requires moral courage of a high degree for a young boy (or girl) to see his classmates receive the highest honor that the school can bestow and he missing the coveted diploma through no fault of his own. We say "no fault of his own" advisedly, for there are many hard working students who plod through their daily tasks honestly and conscientiously, and whose school records through the years are as fine as the finest, but whose only sin is that they could not make a certain mark on the report card.

Frequently students who are slow in academic subjects excel in art, in the shops, in other extra-curricular activities, and in character. These things ought to count in summing up requirements for graduation. But they don't. All that counts is the three R's and some fills that go with them. A brilliant student can break a regulation of the school in ten places and stone for it on the wood-pile or by marching squad, and all is forgiven and forgotten. He may not be able to sweep the floor in the shop, or distinguish between a football and a basketball, and his artistic abilities may not extend beyond drawing caricatures of his teacher, yet he can graduate with honor if he passes the examinations in the schoolroom.

If pupils go to school to be educated—to be prepared for life—and if book learning is only a part of their education, why should only book learning be considered in granting diplomas? Character is important, and so is vocational training. To be sure, a good command of English is very desirable for the deaf, but if they are unable to acquire, which is so often the case, shall we give them up as lost and say that they cannot graduate even if they are likely to become successful farmers or mechanics or artisans,

or good housekeepers, wives and mothers?

A modern school curriculum is broad and wide and varied and long. It is composed of many subjects. It includes not only academic subjects but vocational in all its branches, physical education, sports, and other extracurricular activities, and the development of good character in general. There are full time teachers of many of them. Such being the case, it seems only fair that these subjects should be evaluated and given due credit to prospective graduates. If we followed that procedure many "B's" students would be encouraged to do better than they actually do.

Many schools recognize desirable traits in students, such as sportsmanship, popularity, personality, hygiene, personal cleanliness, etc., by giving awards in some "B's" students get their share of these awards. That proves that at least some "B's" as well as the "A's" are a credit to their school.

When a pupil has attended school the required length of time his desirable and undesirable qualities should be summed up and weighed against each other, with due consideration of his social value and probable success in life, and the balance of the scales should decide whether he can graduate or not.

—The Companion (Minnetta)

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### STEADY, DEAF, STEADY!

We are living in grievous times, comparing life today with that of 1927. Going farther back for a comparison, we have reason to feel better. It is true that economic woes have beset the American deaf yet the history of the past century will show that we have overcome greater obstacles in our triumphant progress toward equality of opportunity unique among the deaf of all the nations of the world today. We will overcome present obstacles, the economic setbacks, the attempted discrimination in the dog-eat-dog struggles of the day and time, if we are not led astray by false prophets.

The deaf should not forget that the attainment of equality of opportunity, won through battle after battle in the past, brings with it the inescapable responsibility of the independent citizen to take the bad along with the good, to swallow the dregs if he would quaff the sweetness of life's cup, to take the downs along with the ups of life. This is no time to be running around in circles, from one political bureau to another, seeking the political Moses who thinks he can promise us favored treatment, at the expense of the public treasury. Rather, it is a time to





tighten the belt, to set the jaw, and to face this thing out to the end, as end there must be, that we may live to enjoy the feeling of self-respect which abides with those who face such things out, on principle, to the end.

What if the blind are given pension? The blind are a helpless class and need pensions. Shall the deaf come down to their level? What if the hard-of-hearing get their fingers beneath the lid of an occasional Community Chest? They are comparatively supine and soft from too much sheltering care. What if the war veterans have succeeded in "getting theirs" thru political manipulations? Is this the signal for everyone else to raid the public treasury until it is drained and the treasury dissipated? What has become of the proud boast: "The deaf do not beg?" Shall we start begging now, just because others beg? What of the feeling of superiority we once had over the deaf of England, because they cannot hold a meeting of their own without some hearing "patron" in the chair? Shall we relinquish our independence now, to dabble with this "patron" idea, in the hope of a hand-out? But, comes the cry, we are out of work, there are no jobs, save us ere we perish! Millions of normal citizens are also out of work. Sooner or later these people will get back on their feet and work out their own salvation, for the Government cannot take care of all the people all of the time. Steady, deaf, steady! Shall we set these people a better example of pioneer fortitude?

The NADministration seems to lack a definite program in the prevailing public confusion, and is in danger of dissipating its powers, ruining its usefulness, jousting with windmills. If the NADministration could give the deaf of this country a fresh inspiration, could strengthen their morale in the ever-present fight for the worth-while things of life which, in the end, hinge definitely upon the intelligence and aggressiveness of the individual; if it could play down the petty, local bickerings, the persistent efforts of ego-centric individuals to make local incidents assume the character of grave national problems, it would be doing the deaf a great public service, and thus justify its existence.

The handwriting on the wall is plain, but it is not according to human nature that all should interpret it alike. This is my interpretation: "STEADY, DEAF, STEADY!"

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The happiest people are those who don't envy others.  
■ ■ ■

ESAU BUCK

An old farmer of Arkansas whose sons had all grown up and left him, hired a young man by the

name of Esau Buck to help him on the farm. On the evening of the first day they hauled up a small load of poles to be cut into fire wood and unloaded them between the garden and the barnyard.

The next morning the old man said to the hired man, "Esau, I am going to town today and while I'm gone you may saw up that wood and keep the old ram out of the garden." When the old man had gone, Esau went out to saw the wood, but when he saw the wood he would not saw it. When Esau saw the saw he saw that he could not saw the wood with that saw. Esau looked around for another saw but that was the only saw he saw, so he didn't saw it. When the old man came home he said to Esau, "Esau, did you saw that wood?" Esau said, "I saw the wood but I wouldn't saw it for when I saw the saw I saw that I couldn't saw with that saw so I didn't saw the wood."

The old man went out to see the saw and when he saw the saw he saw that Esau couldn't saw with that saw. When Esau saw that and the old man saw that he couldn't saw with that saw, Esau picked up the axe and chopped up the wood and made a see-saw.

The next day the old man went to town and bought a buck-saw for Esau Buck and when he came home, he hung the buck-saw for Esau Buck on the saw-buck by the see-saw. Now this farmer also had an old sheep, and just about this time Esau Buck saw the old buck in the garden eating cabbage, and when driving him from the garden back into barnyard, Esau Buck saw the buck-saw on the saw by the see-saw. So Esau Buck stopped to examine the new buck-saw. Now when the old buck saw Esau Buck looking at the buck-saw by the see-saw, he made a jump for Esau, missed Esau, hit the see-saw, knocked the see-saw against Esau Buck who fell on the buck-saw on the saw-buck by the see-saw.

When the old man saw the old buck dive at Esau Buck and miss Esau and hit the see-saw and knock the see-saw against Esau causing Esau Buck to fall on the buck-saw on the saw-buck by the see-saw, he picked up the axe to kill the old buck but the buck saw him coming and dodged the blow and countered on the old man's stomach, knocking the old man over the see-saw on top of Esau Buck who was getting up with the buck-saw off the saw-buck by the see-saw.

It crippled Esau Buck, broke the buck-saw and the saw-buck and the see-saw. When the buck saw the completeness of his victory over the old man and old man over the see-saw on top of Esau Buck who Esau Buck, the buck-saw and the see-saw, he quietly turned around, went into the garden again and ate what was left of the cabbage.

### SOUND PERCEPTION AURICULAR TRAINING ACTUAL HEARING

By ELWOOD A. STEVENSON

This very far-reaching subject has been discussed from time to time in these columns over a period of years, and although it is an age worn topic situations constantly arise causing the writer to express his opinions and feelings concerning the possibilities and extreme dangers in the procedure and in the manner of carrying on this particular work. Every teacher of the deaf, every superintendent, and every parent should study the physiological and the psychological factors of this special phase. Common sense and sane judgement are of the greatest importance in this matter as well as in all matters pertaining to the deaf. The contrary is the usual custom however. Theoretical, and highly unattainable aims and easily coined catch phrases as objectives are the common experiences in this special field. More time, effort and thought are spent on methods of reaching than on what the deaf child truly needs and on what he can actually do. The day when methods can be given secondary consideration and the child's future welfare placed first will be the beginning of a new era for the deaf. It is fortunate to be able to say that this attitude is asserting itself more and more each year, and a few leaders are talking in this vein.

The members of the profession have been in the habit of accepting without dispute or discussion statements, opinions, and terminology covering methods of approach for these many years. Actual experience in and personal study of the problems should be the guide posts for educators of the deaf. But then everything depends upon the manner of interpreting and understanding such experiences. No doubt the experiences are the same, but the differences in opinion and judgement come in the terms of interpreting. In most cases the wish becomes the father to the thought or interpretation given. Because of limited space and time, the writer wishes to confine himself to the explanation of auricular training for the deaf—what it is—wherein lies its value—and the seriousness of the wrong application of such work.

In the very quietest it should be very definitely stated and understood that the schools of the deaf are for those children who are deaf. Unfortunately, because there are no provisions in the public school for them, many hard of hearing children are admitted to schools for the deaf. Nevertheless they should never be confused with the deaf in any kind of project or of discussion. If a child hears, although defectively, and can hear with or without a hearing aid, then that child is hard of hearing and

not deaf. He possesses a remnant of hearing. He hears spoken thought and understands and reacts to it "hearingly." Physiologically and educationally you can not consider this child deaf. On the other hand, the child who cannot react understandingly to spoken thought with or without a hearing device is truly and wholly deaf. He cannot hear. He has no remnant of hearing. He does not possess residual hearing. Yet teachers and education speak of the deaf and residual hearing. They speak of re-educating the deaf to hear. They speak of developing the hearing through auricular training. This is entirely wrong and misleading. It is physically and mentally impossible and dangerous to the educational and physical welfare of the deaf child. The writer has preached this for years and continues to warn the profession against such thought. The effort, energy, and time expended in such work are tremendous and fruitless in the end. It is indeed too bad that the deaf child cannot have something to say about the valuable time and nervous energy given to a hopeless task. This phase of our work is nothing new. It has been known for over 200 years and has been emphasized from time to time in the education of the deaf. No lasting and definite results have come of any of the attempts. In fact, if the deaf could be re-educated to hear, proof surely would have been indicated long before this.

Then you say what is it that deaf do possess which enables them to recognize sounds, calls, noises, tunes, their names and even words. You will find if you get close to the problem and study it first hand and not be influenced by statements and expressions made by others that 80 per cent of all deaf children possess what the writer terms sound perception. This cannot in any way be termed hearing. Think for a moment what hearing is and what it does for me. Think of the mental interpretation that takes place with hearing—consider the language interpretation of spoken expression that is necessary—realize the ease with which these reactions take place when awakened by outside spoken thought stimuli. The hearing person does all this and so does the person with defective hearing. The function of hearing is both physical and mental and is done without effort. Now consider the deaf child and his ability to react to sound. Compare the two. There is no similarity. There is no spoken expression as hearing people commonly experience such. The deaf child through constant repetition can be taught to recognize individual sounds, certain combinations, separate and distinct words, and even short phrases or combination of words. Yet, considering hearing as hearing and basing our estimate on utility of hearing, this sound



perception is of no mental or educational value in the sense of hearing. All one can say is that which the majority of the deaf possess is called sound perception and not hearing.

No doubt you will say that the writer does not consider auricular training of any value to the deaf. No, you are mistaken. Auricular training or what is commonly called such is of value to the deaf. It is the manner in which it is carried on and the objectives set up that are all important and which decide whether or not the deaf child is deriving benefit. Auricular training for the deaf should have as its sole objective and nothing else, speech improvement. This can be done with the unaided voice, with tubes, or with hearing devices. The important point is that such work is carried on not for the purpose of re-educating the deaf child to hear but to improve his speech. There can be no true auricular training for the hard of hearing. The hard of hearing child possesses hearing. He may need speech correction. He needs no re-education of hearing. He may need training in concentration and in the use of hearing aid. These are the points that must be considered at all times. Otherwise, the deaf child is the loser if objectives are lost sight of and the two groups confused.

It would be well to state here that there is no such arrangement of educating the deaf through auricular means. A method is a means through which the deaf child is taught throughout his school day. No deaf child can be taught or instructed through the auricular method all day. Auricular training is only used for 15 or 20 minutes a day. It is only one of several means used to help the deaf child. We do not speak of the musical rhythm method. Then why should we speak of the auricular method? The use of such terms is wrong and misleading.

Before bringing this to a close, the writer wishes to emphasize again the importance of using the deaf child's sound perception for speech improvement and for nothing more. There is no hearing with which to work or to develop. Do not confuse the deaf child's sound perception with hearing. Likewise do not confuse the deaf child who happens to possess sound perception with the hard of hearing child. If these distinctions are kept in mind, the deaf child will be helped considerably in his uphill struggle for an education. There should be greater clarification of our terms, a better understanding of our objectives and a thorough appreciation of our tasks.

### WHAT THE DEAF CAN DO

William H. Peck, of Joliet, Penn., is a deaf man who counts that day wasted that he doesn't learn something new. By trade he is a shoemaker. But in odd moments he studies electrical engineering, and actually has a license as an electrical engineer. This in spite of the fact that he is totally deaf.

In as much as he lives in the anthracite region of Pennsylvania, he could not help nothing the high increase in mine accidents there. So he took up the study of mine rescue and first aid training under the direction of the Bureau of Mines, Department of Commerce, United States Government. On May 4, 1934 he received his license as a graduate in this study. He now is a member of the National Mine Rescue Association composed of state mine inspectors, coal company executives, safety engineers, and coal miners.—*The Ohio Chronicle*.

■ ■ ■

James Carney, late a pupil of the Rochester, N. Y., school, is a member of the colony of victims of infantile paralysis, at Warm Springs, Ga. This is the colony in which President Franklin R. Roosevelt is so deeply interested, and which the money raised last year at the President's birthday entertainments all over the United States was used to endow. The reason of the President's interest in the colony is well known,—he himself was marked by infantile paralysis, losing the use of both feet.

Young Carney, in a wheel chair, was talking on his fingers with a friend one day, when President Roosevelt drove up. Noticing that Carney was deaf the President went up to him and began conversing with him, using the manual alphabet "with facility and speed." And Carney was invited to sit at the President's table at the Thanksgiving Day banquet. "One touch of nature makes the world kin!"

—*The Kentucky Standard*.

■ ■ ■

Charles F. Taylor, who started a cleaning and dyeing business in Milbrae Highlands, a suburb of San Francisco, two years ago, is doing well. He seems to have got in on the ground floor and the citizens stick by him. A couple of other cleaning companies recently established branch offices there, but soon threw up the sponge. Though deaf, Taylor is a member of the Chamber of Commerce and at a banquet and social of the business men, Mr. Taylor was called upon to make the sermon at a mock funeral of Old Man Depression. He used a solemn expression and used signs, which they seemed to understand. They enjoyed the novelty. Mrs. Taylor has ably assisted him and should be given some of the credit.—*The California Silent Times*.

## INFORMAL CHATTER

Contributed by Miss RETTA WILLIAMSON

### THE WAY YOU'RE JUDGED

It's the way you live, not the way you talk,  
Not the way you preach, but the way you walk,  
That the world will judge whatever you claim,  
That the world will praise, as the world will blame.  
It's the way you do, not the way you say,  
Not the way you speak, but the way you pay,  
It will like the best or will like the most,  
It's the way you work, not the way you boast,  
It's the way you sing, not the way you sigh,  
Not the way you whine, but the way you try,  
That will hold you down, or will help you far;  
Not the way you seem, but the way you are.

—Douglas Malloch.

◆ ◆ ◆

### JOKES?

Soulful Lady (rhapsodizing over the view) —  
"Exquisite. This is exactly like heaven."  
Driver of the Chanabac Party — "Lumme. Alf She's been about a bit."

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"Do you know," said the foreman, pompously,  
"that I began life as a barefoot boy?"  
"Well," said the fireman, "I wasn't born with shoes on either."

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Two Scots were fishing, but were new at the game  
"Got a bite yet, Jock?"  
"Naw," said Jock, "I don't believe my worm's half trying."

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Author—This is the plot of my story. A midnight scene. Two burglars crept stealthily toward the house. As they enter the room, the clock struck one. Grace (breathlessly)—Which one?

◆ ◆ ◆

Farmer: When's the next train north?  
Station Agent: In an hour.  
Farmer: When's the next train south?  
Station Agent: Fifty minutes.

Farmer: All right Mirandy, we can go across the tracks.

◆ ◆ ◆

Young Lady, to cop at busy intersection, "What's the idea, no traffic light here?"  
Officer—"I'm the light at this corner, lady."  
Young Lady—"Then turn green, so I can cross."

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### WHAT DO YOU THINK

Any woman can fool a man any time he wants her to.

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The cost of keeping up appearances is hardly worth it.

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The hard thing about making money last is making it first.

◆ ◆ ◆

Once you hit bottom anywhere is high.

◆ ◆ ◆

Some turn their sleeves up to work—others their noses.

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The skeptic who believes only half of what he hears may select the wrong half.

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The man who can laugh at his own blunders is bound to get a lot of fun out of life.

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Facts do not cease to exist because they are ignored.

■ ■ ■

He that had no cross deserves no crown.

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Neglect a personal grievance for 48 hours and it will die of starvation.

■ ■ ■

The more I do for friends I know,  
The more I have to regret;  
I cast my bread on the waters and  
It re turns to me . . . all wet. Chesta Holt Fulmer





### THE KANSAS STAR

Published once a month during the School year

This paper represents the work of the pupils in the printing department. Its purpose is threefold—to teach them art printing; to encourage the habit of reading among our people; 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  
E. S. FULTON, Associate Editor

The school has continued on rather late this year owing to the fact that we started so late. But it is drawing to an end and on Sunday, June 28th, the children will leave for home unless some of the parents prefer that the children should not travel on Sunday. In that case we will be glad to keep them over until Monday.

So far the weather here has been very pleasant and there is no sign of excessively hot weather as yet.

Letters announcing the closing of school and the possible routing of your children will be sent you in a few days. Please answer them promptly so that we may make up our lists and have everything arranged in plenty of time. If you are planning to come for your child, please notify us to that effect so that the trunk will be held here and no ticket bought.

I trust that your summer will be a pleasant one.

As school draws to a close there is always a feeling of unrest for the children are anxious to go to their homes again. This is particularly noticeable this year since we are closing later than other schools. It is necessary that we do this in order to complete our year's work and I would like to urge the parents not to send for their children until school closes. It makes it difficult for the children to carry on next year, and in some cases where their work has not been too strong, it may mean that the work will have to be repeated next

year. So I am urging you to leave the children stay until the close.

Education for the deaf is becoming more practical. It must be made even more so, if they are to successfully meet the ever increasing industrial competition and the ever multiplying social and commercial complexities. Is the education we offer the deaf child the kind he needs most or the kind we most desire him to have? Is the instruction adapted to the child or the child shaped to the instruction? Is it the most practical, helpful and useful we can offer? Are we too rigid in our adherence to time honored practices?

In light of present day conditions, these are important questions. In order that the deaf child may be prepared to cope with the problems of life he should be given that type of education which opens to him the fullest possibilities for successful citizenship and the greatest capacity for harmonious living. Perhaps we should take inventory of our educational opportunities, possibilities and practices. At audit of our instructional operations might cause us to strike another balance. Changing conditions require changing practices.

A resourceful and successful deaf man visited this school last week. He is an agent of a State Department of Labor—Bureau of the Deaf. He contacts a great many deaf people. We talked about the industrial and social problems of the deaf. He dropped some "pearls of great price." Here is one: Part of the failure of the deaf to meet successfully the present day social and industrial conditions is due to their inability to adjust themselves quickly; their inclination to criticize their fellows, particularly their employers and their slowness in mind, action and operation.

Here is another: Seven out of ten deaf boys and girls carry the habits of thought and action acquired in school with them into the world and seven lose their jobs because they cannot or will not adjust themselves to conditions or because they allow their critical moods and experiences free play.

These are strong statements. Is his diagnosis correct? Are the traits of characters expressed by him inherent or are they due to the type of training the child receives? Is it the duty of the school to correct these traits or must the child overcome them himself, often after long and bitter experiences?

The agent was not in a critical mood himself. He was not knocking. He was searching for the truth. He said all he has in the world he owes to the school, which graduated him, and to the Super-

### THE KANSAS STAR

#### LOCALS

By MARY LOU MCGUFFEE

Miss Mary Jane Jones attended the American days Miss Peggy Strawn of Topeka.

At the close of school Miss Vera Dupree will drive home with Miss Carter to Stanford, Kentucky.

Miss Mary Jane Jones attended the American Medical Convention in Kansas City on May 13th.

Misses Helen Curtis and Maxie Clare Maddox spent May 23 and 24 in Kansas City visiting Maxie's relatives.

Miss Maggie Proctor, supervising teacher of the Tennessee School for the Deaf, was a visitor at our school for three or four days.

Miss Jewett's brother and family Mr. and Mrs. Howard Savage of Amarillo, Texas are visiting her for a few days. Before returning home they will visit other relatives and friends in Kansas.

Miss Thelma Hughes has been called home to Kentucky due to the serious illness of her mother. We hope Mrs. Hughes will have a speedy recovery and that Thelma will soon be back with us.

Mr. and Mrs. Maurice R. Hubbard entertained with a breakfast at their cabin on Lake Olathe, Sunday, May 24, in honor of Amelia Woodward and Joe Shears.

Honoring Miss Mabel Northern on her birthday, Mrs. Ed Staadt was hostess at dinner to Misses Helen Curtis, Maxie Clare Maddox, Nellie Warren, Justine Boyd, and Mary Lou McGuffee.

Miss Maud Carter, Miss Louise Curtis, Miss June Bishop, Mrs. Andrew Johnson and Mrs. Harry Tuttle were entertained by Mrs. Maurice Hubbard at her cabin on Lake Olathe for dinner Thursday evening, May 28.

The annual junior-senior banquet was held Friday evening, May 22, at seven o'clock. The private dining-room was decorated with yellow and orange flowers and modernistic panels of black, orange and silver.

After the banquet a dance was held in the girls' study hall and punch and wafers were served. Guests were: Mr. and Mrs. H. J. Menzies, Mr. and Mrs. Foltz, Mr. and Mrs. Simpson, Miss Maud Carter, Miss Vering Speer, and Robert Gaunce.

Between the courses and following a lovely fried chicken dinner a short program was given. Georgianna Herrman gave the toast of "Welcome."

intendent and teachers who gave him wholesome advice and help at all times. However, he feels that there are non-essentials included in the academic instruction which could well be omitted for more practical things of life. Possibly he is right. Some of the things he would stress are:

1. A common school education—without frills.
2. Ability to speak and write simple and straight English including a letter applying for a job and knowledge of how to approach and meet a prospective employer.
3. The learning of an occupation on the level of his intelligence; to take pride in his work and to know and use the vocabulary of his occupation.

He particularly stressed the use of good English; good speech and good lip reading as very essential in a deaf person's equipment for life and ability to succeed. We have been doing these things for a long time. Where and on what has the principal emphasis been placed in instruction?

Is it an academic problem? Then what percentage of the pupils who enter school graduate; what did we do for those who did not graduate and what of those who were over age at entrance? Is it an industrial problem? Have we directed the child to some line of occupation on the level of his intelligence? He has to live with the occupation the greater part of his life. Have we taught him the vocabulary and given him the experience that go with it?

The problem may be both academic and industrial. It very likely is. Then it is our duty to correlate the two departments. There is no conflict in the two types of instruction. There are wonderful possibilities in the "shops" for gaining intelligence, developing language, acquiring speech and lip reading and pursuing education projects the like of which it is practically impossible to find, plan and execute in the academic classes. Likewise, there is no more fertile field for the academic teacher to learn new material for language, articulation, arithmetic, projects of all kinds, nature study, etc. than in the manual and domestic arts. Are we utilizing them to the fullest extent? Perhaps we may find sometime that the best way to train intelligence in the deaf is through a better and more practical correlation of academic and vocational instruction. If these things are essential in a deaf child's education, they should be installed at an early age through the instruction in both departments and continued as long as the child remains in school. It must be cooperative, for neither department can do it successfully and completely alone.—The Mt. Airy World



Little Marjorie Slack gave a tap dance and Ruth Benoit signed "Love Divine." An acrobatic dance was given by Dorothy Jackson, followed by a "Buck and Wing" dance by Oley Oliver. Mary Lois Weeks gave the "Farewell" toast.

Mr. and Mrs. H. J. Menzemer, Miss Williamson, Miss Hallman, and George Daniels went on a picnic to Gage Park in Topeka with Mr. and Mrs. E. P. Daniels and Mr. and Mrs. Dick Daniels on Declaration Day.

Little Albert Carr was operated on for double hernia on June 1. Dr. Outland, the school surgeon, performed the operation. Albert is reported to be doing nicely at present. Mrs. Jeffress, a special nurse from Kansas City, was with him for a few days.

The teachers enjoyed their last book review "The Grass Grows Green" given by Mrs. Worden on the lawn of Mrs. Aaron Reitz's home Wednesday, June 3. After the review a picnic lunch was spread and each did her share of taking care of the delicious food prepared.

The Juniors and Seniors took a trip to Kansas City, Missouri May 28th. They started about 8:00 a.m. and arrived at the Armour Packing Company at 9:00 a.m. The trip through the packing company took almost two hours and was very interesting. They next visited the Loon-Wiles Biscuit Co. and what a lot of candies and cookies they saw and ate! Lunch was delayed while they all had their pictures taken.

They had a picnic luncheon in Penn Valley Park and then went to the Coca Cola Bottling Works, Wendel Wiley, a former K.S.D. student, was their guide, and he gave them all the "cokes" that they could drink. A stop was made at the Plaza to see the shops and then on home, tired but happy after a very exciting day.

Dr. Outland, Mr. Menzemer, and three others went over to Lake Tonganoxie last Tuesday afternoon, June 2, on a fishing trip. They took two cabins and spent the night. Five-thirty o'clock found them up the next morning and ready to start pulling in the fish, but, lo and behold, the wind had risen just as early, and the fish just wouldn't bite. Nevertheless, they report a very pleasant outing and are ready to go again soon.

Miss Maud Carter was hostess for a lovely tea at the home of Mrs. R. M. Moore on Saturday afternoon, May 23. Miss Louise Curtis, Miss June Bishop, and Miss Thelma Hughes assisted Miss Carter. The guests were entertained with the book review of "East Wind, West Wind" written by

Pearl Buck and given by Mrs. E. W. Miller. Miss Vera Dupree sang two solos. All of the teachers and many other friends were present.

On Friday evening, May 29, thirty-five horseshoe pitchers attended a banquet in the main dining-room. Mr. Menzemer, Mr. Hurd, and Mr. Wilkerson made short talks to the boys. George Daniels, the president, spoke briefly about the horseshoe pitchers of 1916. Then Mr. Menzemer presented the cup to the partnership winners of first place, Thaine Ayers and Don Miller. George Kopp and Marvin Peimann won second place. Winners in the singles were Raleigh Most, first place; Don Miller, second place; and Francis Slack, third place. John Sailor, the secretary and treasurer, presented medals to seven boys who won in the tournament. After the banquet the pitchers played games for prizes. Winners in these games were Paul Fager and Duane Wright, Willard White and Keith Hagins.

As yet everyone's plans for the summer are very indefinite. It seems that most of the teachers are looking forward to a quiet vacation at home with the exception of these few. Miss Speer hopes to attend the Centennial in Texas; Miss L. Curtis plans to spend her short vacation visiting her sister in Illinois; Miss Bishop will tap the time away under a private teacher in Kansas City; Miss Hallman will attend the Milwaukee State Teacher's College; Miss Foster will visit in Omaha, Nebraska and in Indianapolis, Indiana; Miss Warren will visit in Texas and Colorado; and Miss McGuffee has hopes of visiting home. No matter where or how you spend your vacation, we hope everyone has a very enjoyable one. So, Good luck until next September!

♦ ♦ ♦  
By MARY ROSS

Mr. McIlvain has been building an addition to his home, doing all of the work himself.

Miss May Koehn, who has been teaching in the South Dakota School, spent a few days with the Foltz's before continuing on to her home in Montezuma, Kansas.

Mr. Nathan Lahn was a visitor here the first part of June. He was on his way home from the Iowa School, where he is physical director.

Quite a few out-of-town people attended the Frat picnic at Lake Olathe on June 7. A slight accident occurred when the car Mrs. Simpson was driving went into a ditch. Both Mrs. Simpson and Mrs. Laughlin were shaken up a bit. The car received even less injuries!

On the week-end of May 30, a party consisting of Mr. and Mrs. Foltz, Mr. and Mrs. Frank Doctor, Mr. and Mrs. Frank Mikesell, Miss Mary Ross, Mr. Ramsey, Bob Gaunce, and Mr. and Mrs. Merle Redburn of Wichita, went to Leeders Bluffs in the Ozarks.

Plans for the summer Mrs. Iona Simpson will attend the summer school at Gallaudet College in Washington, D. C. and then visit her son, Jimmie, in New York for two weeks.

Mr. and Mrs. Foltz will go to Dallas as soon as school closes to visit Mr. and Mrs. George Gordon (Elda Foltz) and "Dad" Foltz. They will also take in the Exposition which is being held there.

Mr. and Mrs. Frank Mikesell will spend the summer in Denver and Canyon City.

Mr. A. L. Kent, instructor of printing, expects to leave for Oklahoma City where he will spend part of his vacation. He will probably make a trip to the mountains with his wife.

Miss Mary Ross plans to make a tour of the West with Mr. and Mrs. Ruckdeschel, teachers of the Rhode Island School for the Deaf.

### SCHOOL-ROOM NOTES

By BETTA WILLIAMSON

Out on the girls' play-ground I noticed two small graves. On one of them was a placard with this inscription "This bird died May 6, 1916." Another placard warned everyone to stay away from the little mound.

This all reminds me of a story Mrs. Daniels, George's mother, told me the day of the Field Meet. I do not remember exactly how the story went but it was to the effect that a cat had been killed out in their back yard. When Mr. Daniels came home from work Mrs. Daniels told him about the dead animal and asked him to bury it. So he went out with his old spade, dug the grave and buried the cat. It so happened that two little girls, who live in their neighborhood, knew about the dead cat and also about the grave. Mrs. Daniels was not very much surprised when she heard someone among her flowers. She followed her hunch and went out to where the cat had been buried. There on the grave she saw her flowers and a placard with this inscription "This cat died. Please not take flowers from it."

It looks as though children the world over have the same feeling for birds and animals.

It is customary in the Fall to tell what our teachers do during the summer.

Since I know what some are planning to do I think I'll tell and then check up in the Fall and

see if they really accomplished what they intended to do.

Mrs. Simpson plans to attend summer school at Gallaudet College.

Miss Thelma Hughes has a trip all mapped out to Washington D. C., and other points east. She intends to stop at Niagara Falls, but I don't know whether this trip is similar to trips many couples take there or not. So far as I know Mrs. Maurice Hubbard is going with her. I shall have to check this trip next Fall.

Miss Anna Hallman plans to attend summer school in Milwaukee.

Lola Barker, who is a sister of Howard and Elsie, students in our school, was graduated from Olathe High School with highest honors. She was one of three to receive a grade of nothing but straight "A" for four years.

Several classes from rural schools have visited us the last month. We were glad to welcome them here. Margaret Hanrahan's sister was a member of the class from the Delia, Kansas High School.

The teachers held their last monthly noon luncheon for the year on Friday May 22.

Invited guests were Mrs. Menzemer, Miss Chamberlin and Mr. Reitz.

Mr. George Jackson of Council Bluffs, Iowa called on friends in the school here on May 19.

Elma Virginia arrived at the James Keith home in Utica, Mississippi on May 6. Elma's mother before her marriage was Miss Virginia McKey, a teacher in our school.

Saturday May 30, Supt. and Mrs. Menzemer, Miss Hallman, Miss Williamson and George Daniels enjoyed a picnic dinner in Topeka with George's parents, Mr. and Mrs. E. P. Daniels and his brother and sister-in-law.

The picnic dinner was eaten in lovely Gage Park at a table under some chokecherry trees. While the day was really hot the sun went behind a cloud once in a while and there was a fine little breeze which every now and then swept across the fields and lily ponds back of us, rustled the leaves and carried off paper napkins unless they were weighed. One such little breeze showed us, in a harmless way, just how a tornado acts. It came along swiftly, removed Mrs. Menzemer's hat and sent it sailing across two tables while at the same time her paper plate rose up, turned over and bounded away leaving chicken, potato salad and so forth in





a neat pile before her. The rest of the group were left unmolested.

Gage Park is noted for its beautiful rose garden. About every known variety of rose blooms there. West of the rose garden is a large pool and rock garden which is well worth seeing. The entire park is a beauty spot which is worth anyone's time and effort to go to see.

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Announcement of the birth of a son to Mr. and Mrs. Neil Gibson on May 30 has been received. Mrs. Gibson was formerly Miss Margaret Spears, a teacher in our school.

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### CINDERELLA—AS STAGED BY OUR PUPILS

The play was a modernized version of the old evening June 5 in the High School Auditorium. It was carried off in a very fine manner. The characters portrayed their parts in a very exceptional way.

The play was a modernized version of the old familiar story. It included a talking cat, which belonged to Cinderella, a court scene with a King and a Queen besides the prince, a court jester, and a princess whom the King wished his son to marry. Of course, you all know the prince preferred Cinderella and you also remember how he went about finding her. Mildred Seymour, as Cinderella, was very sweet and winsome. She made Cinderella seem like a very real girl. Willard White as the King took his part very well. Much praise also belongs to Mary Weeks, the cat, and to Betty Jane Stark, the court jester. Both girls put a great deal of humor into their parts. Ruth Benoit took the part of the prince since there was no boy available to fit into it. On a whole the play made very delightful entertainment. Many people praised the fine acting of the deaf children. The play was directed by June Bishop and Winifred Hubbard. Miss Foster was interpreter and Mrs. Lines, Pianist.

Miss Mary Jane Jones played two delightful violin solos between the first and second acts. Mrs. Cannon sang and Ralph Razook signed "America the Beautiful" between the second and third acts.

The cast of characters was as follows:

Cinderella . . . . .	Mildred Seymour
Ashes, her cat . . . . .	Mary Lois Weeks
The Stepmother . . . . .	Susie Koehn
Tilliebell, her stepister . . . . .	Mary Bender
Fairies . . . . .	Jeanne Barnes
	Maudie Weber
	Marjorie Strick
	Elsie Barker
	Dorothy Jackson
	Emma Pope

Gladiola, her stepister . . . . .	Wava Jackson
The Godmother . . . . .	Susie Koehn
The Prince . . . . .	Ruth Benoit
The Queen . . . . .	Georgia Herrman
The Princess in Gold . . . . .	Martha Bell Case
The King . . . . .	Willard White
Biff, the Court Jester . . . . .	Betty Jane Stark
The Prime Minister . . . . .	George Daniels
Mrs. Chancellor . . . . .	Eula Worman
Mr. Chancellor . . . . .	Adolph Geier
Lackey . . . . .	Francis Strack

### FIELD DAY

Our school held its first Field Day Meet in many years on Monday, May 18. This event took the place of the annual Gymnastic Exhibition. The program was in charge of June Bishop, Girls' Athletic Director and Uel Hurd, Boys' Supervisor and Boy Scout Master.

The meet, which was held at Washington Field, started at 1:30 p.m. and continued through to five o'clock. There were no outstanding events, but the affair as a whole was full of interest and enthusiasm.

The competitive sport and the social benefit which affairs of this kind afford, make them a worthwhile part of school activities.

After the program a delicious picnic supper was served on the school lawn.

Parents and other relatives seen on the sidelines were:

Mr. and Mrs. Daniels, Topeka.  
Mr. and Mrs. Strack, Manhattan.  
Mr. and Mrs. Hall, Kansas City, Kansas.  
Mrs. Johnson, Kansas City, Kansas.  
Mr. and Mrs. Dickinson, Kansas City, Kansas.  
Mr. and Mrs. Powell, Lenexa.  
Mr. and Mrs. Graybill, Overland Park.  
John Dewitt Craig, Garnett.  
Mrs. Bowers, Merriam.  
Mr. and Mrs. Arnett, Merriam.

Friends whom we noticed were:

Mr. and Mrs. Frances, Topeka.  
Mr. Frances is Attorney for the State Board of Administration.

Mr. Frank Merrill, State Probation Officer.  
Miss Anderson, Matron at the School for the Blind, Kansas City, Kansas.

The following is the list of boys who won ribbons, prizes and honorable mention.

10 Yard dash  
First place: Bobby Merritt  
Second place: John Bollig  
100 Yard dash  
First place: Harold Tester  
Second place: Paul Barnes

### 220 Yard dash

First place: Ralph Martin  
Second place: Curlie Danay

### Barrell Race

First place: Raymond Walz  
Second place: Thaine Ayers  
Measured standing broad jump relay  
First place: Billy Bradshaw

### Bout Contende Captain

First place: Willard White, Robert Gounce, Roland Wheeler, Horace McAllister  
Second place: Charles Nugen, Roy Milhon, Billy Dickinson, Adolph Geier

### Sack Race

First place: George Daniels  
Second place: Paul Fager

### Wheel barrow race

First place: Keith Hagins and Harvey Rogers  
Second place: Curlie Danay and David Gough

### Battle Royal

First place: George Daniels  
Second place: Lloyd Acridge

### Rooster fighting

First place: John Mog  
Second place: Billy Nedrow

### Horse-shoe contest

First place: Don Miller and Thaine Ayers  
Second place: George Kopp and Marvin Primann

The following is a list of girls who won ribbons, prizes and honorable mention.

### 30 Yard dash

First place: Georgetta Graybill  
Second place: Elvera Klepper

### Running broad jump

First place: Lucille Haskett  
Second place: Dorothy Tasker

### 40 Yard dash

First place: Helen Lewis  
Second place: Dorothy Jackson

### Running broad jump

First place: Georganna Hermann  
Second place: Nellie Arnett

### 60 Yard dash

First place: Dorothy Tasker  
Second place: Eva Sherffius

### Wheel barrow race

First place: Edene Graybill and Odessa Brown  
Second place: Betty Jean Tery and Lois Long

### 80 Yard dash

First place: Bernie King  
Second place: Mercedes Lago

### Hop step broad jump

First place: Helen Lewis  
Second place: Margaret Hanrahan

### Baseball far throw

First place: Marceline Blakney

### Second place: Ellen Rogers

### Baseball far throw

First place: Ruth Miller  
Second place: Bernie King

### Horse-shoe contest

First place: Ellen Rogers  
Second place: Vada Schiffer

### Baseball Game

White Eagle Girls won from the Dizzy Dean Girls by a score of 17 to 9.

Nellie Arnett was captain of the White Eagle Girls' team and Susie Koehn of the Dizzy Dean Girls' team.

Mary Ross, Umpire.

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### OUR BOTANY CLASS

By Miss WASHINGTON'S CLASS

Our eighth grade class has studied botany this year. Some of us were not very much interested in botany when we began to study it last fall, but we like it very much now. Olely Oliver says he intends to make the study of plants his favorite hobby this summer. Thaine Ayers has planted some of the flower seeds we got, at his home so he will have some flowers this summer.

First we studied the plant as a whole. Then we studied the roots of plants, then the stems. We studied propagation by means of roots and stems.

Our teacher, Miss Washington, showed us how to make cuttings for propagation. We made cuttings of geraniums, different kinds of coleus, Joseph's coat and wandering jew.

We put our cuttings in water until they rooted. Then we got some cans and painted them and mixed garden soil, leaf-mold and sand and put in the cans and planted our cuttings. We put our plants in a south window where they would get plenty of sunshine and watered them several times each week. We turned our plants around often so they would grow straight as plants have a habit of growing towards the light. We now have fine plants which we want to take home with us. We cut the "eyes" out of an Irish potato and planted them in a can and saw them grow.

Miss Washington said we could make a rock garden in our school room. We got a large box and fixed it on a stand. The girls found some nice rocks in the school yard for our rock garden and the boys got some fertile soil. We planted some rock-garden plants such as sedum, ferns, columbine, myrtle, violets and wandering jew among the rocks. We have a bowl with two gold fish on the box, too.



which we take care of. Our plants grew fine and we have a pretty rock garden.

Last fall we wanted to learn the names of plants and flowers so we went out of doors and gathered specimens of plants and flowers and pressed them. When they were dry we mounted them on card board and covered them with cellophane to keep them nice and hung them in our school room.

We wondered what the names of many other flowers were so we each wrote a card to some seed-man and got a seed and flower catalog with the pictures and names of flowers. We got some packages of seeds and also some gladioli bulbs which we planted in a pan. We studied grafting, too and learned many interesting things about that.

We now have a flower garden outside. The boys spaded the ground and the girls planted some sweet peas in March, then later we planted some nasturtiums. We hope they will bloom before we go home. In April, the boys spaded more ground in our garden and we made some flower beds and planted the seed we got with our catalogs. We have zinnias, marigolds, asters and snapdragons. We transplanted some petunia plants in one flower bed.

One day we went to town and bought some pansy plants and some daisy plants and planted them in our garden. They were in bloom.

We go out to our garden sometimes and pull the weeds, then we dig around our plants with a fork and water them if they are too dry. We are studying the parts of flowers, seeds and fertilization and pollination now. We have visited some pretty flower gardens this spring and have gotten more flowers to press and mount. We like to study botany.

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### THE ROAD TO HAPPINESS FOR THE DEAF INDIVIDUAL

A material aid towards inducing partial contentment upon our outlook on the trials of life is the making of a sincere effort to fit ourselves in with the era in which we are living. Some people seemingly prefer to live in the past, showing little interest in things modern, yet if we would be turned up to a real enjoyment of life we should school ourselves to consider the present as equal to or better than the past.

As long as we refuse to see good in anything that has a new and modern flavor, so long will we continue victims to pessimism, which is a deterrent to contentment. The present may be filled with trials and disappointments, but happy is he who can smile at and with the times in which he is.

In the case of the deaf, who certainly show as

patient a spirit as the generality of mankind, in the present era, there is an amusing befuddlement following the contentious claims of the superiority of this or that method of instruction employed in their education. The deaf themselves are not usually considered when these matters are being discussed, but were the adult deaf to be questioned they would undoubtedly declare that the most perfect method is that which affords to the pupil an opportunity for the acquisition of the habit of reading.

This is their main and safest reliance for attainment of improvement in the use of language and the gaining of useful information. It is the want of a proper practice in this valuable branch that is a misfortune to the deaf in after-school days, for reading brings to them some of those things that make life livable for them. Without the ability to read understandingly they lose a part of that something which brings happiness to their silent lives. An old and familiar saying advises "know thyself, be thyself, think," and this last is also a most valuable habit for daily practice; but it is often neglected. For some it has no meaning, since thinking before acting never comes to the mind of those whose minds have not been trained for the useful activities that life demands in the effort for success through self-improvement.

—New York Journal.

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"What shall I give him now?" said God.

"He has the strength with which to plod.

The ways of life, the love of right,

The gift of song when skies are bright.

"Wisdom is planted in his mind,

This man shall be both true and kind,

Earth's beauty shall delight his eyes

And to its glories he shall rise,

He shall know right from wrong, and he

Defender of the faith shall be;

What more on him can I bestow

Before to earth I let him go!"

Then spake an angel standing near:

"Wisdom is not enough I fear,

Master for all that he must do,

Grant him a sense of humor, too,

Grant him to smile at pretty wrong,

The changing moods which sway the throng;

When cares annoy him, show him then

How laughable are angry men."

Years after, when his strength was tasked:

"What keeps you patient?" he was asked.

"What keeps you brave who are so tried?"

"My sense of humor," he replied.

## The Topeka Deaf Club Annual Picnic will be held CHILDREN PARK If it rains, then at RIPLEY PARK SUNDAY, AUGUST 16.

Lots of fun and new games are assured. Soft drinks and "eat" will be served at a reasonable price, as usual. The larger the attendance the better, so come and help swell the crowd and make it the best ever.

### ALUMNI

E. H. McILVAIN, Conductor

Mr. and Mrs. Paul Carrier (Shannon) were callers at the McIlvain residence May 21. They live in Ottawa and have two children, a boy aged 7 and a girl 4 years old. They returned to Ottawa in the evening of the same day.

Mr. Matthew Nanney who had been with Mrs. Tipton's brother Dave, Martin City, Mo., for several months, is back on the Tipton farm for the harvest. It is said that the wheat outlook there is very good.

Don't forget that the Topeka Deaf Club picnic is August 16, also that a good time always has been assured, rain or shine.

Mrs. William Hoppe (Martha Vermillion) died in Topeka, Kansas, aged 60 years, and was buried in Emporia, Kansas. The clipping sent us has not the date, but we think it was somewhere between the 10th and 12th of May.

The father of Archie Grier passed away on May 4 and was buried in the Viola Cemetery on the 6th.

Mr. Joe B. Kaufman is getting to be a cowman, having 10 cows and 40 calves. Dora Kesach has landed a permanent job in Washington D. C. and her salary has been raised, it is said.

Miss Mary Skripsy graduates on the 21st of June at the State Blind School. Mrs. Skripsy will attend the exercises and bring her home in Wichita.

Dr. Ida L. Kinney of Turtle Creek Pa., is a foot specialist. He spent two years at Gallaudet College, leaving to take up the study of medicine, especially in the field of osteopathy. Although he is a licensed Doctor of Osteopathy, Dr. Kinney no longer follows its practice, having drifted in to the practice of chiropody in which he had become signally successful. He has a list of over 3,000 satisfied patients, which is sufficient proof of his success as a foot specialist.—*The Vocational Teacher*.

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Mr. R. N. Marshall, a deaf man of Parkersburg, W. Va., and a hearing partner recently established a dry cleaning and pressing business a short distance from the busy center of the city. They are utilizing a system entirely different. The plant is equipped with the latest invented copper vats and distillation devices which exclude danger of explosions or fire and they guarantee total safety from ruin of the finest silk goods.

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Don't you think this an excellent definition? Golf —It is a science, the study of a lifetime, in which you may exhaust yourself, but never your subject. It is a contest, a duel, or a melee, calling for courage, skill, strategy, and self-control. It is a test of temper, a trial of honor, a revealer of character. It affords a chance to play the man and act the gentleman. It means going into God's out-of-doors, getting close to nature, fresh air, exercise, a sweeping away of mental cobwebs, genuine recreation of the tired tissues. It is a cure for cure, an antidote to worry. It includes companionship with friends, social intercourse, opportunities for courtesy, kindness, and generosity to an opponent. It promotes not only physical health but moral force.

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"One of the greatest privileges of life is the chance to begin all over again, to wipe the slate clean and to start a new record, a new life. Standing on the threshold of 1916, what a wonderful opportunity to retrieve our past mistakes, our past neglects, to make amends for our wrong-doing, even to rebuild a spoiled past or a botched career. It is a great thing, a tremendous advantage to have a new starting point, a convenient, yet significant point at which we can close the door on the past leave all bitterness, all useless regret behind us and start our journey afresh. The New Year is the time of all times to make a fresh start, to try again. We promise, we resolve to do every-thing we can think of during the New Year to reciprocate all your goodness. Good luck, best wishes and kindest regards.



### THE POEM THAT SAVED A LIFE

Our friend, Jerry Fleishman, who has been writing little business magazines for many years, once wrote a poem that saved a life. A man had come to the end of road, or so he thought; he was discouraged, downhearted, licked. He decided to destroy himself. And then he read Fleishman's poem, and it gave him a new grip on things! It saved his life! In gratitude he wrote to Jerry Fleishman and that's how Jerry knew that his poem saved a life.

Because this poem may also give you new hope and courage we are glad to pass it on to you here. It is called "Tomorrow:"

Today may be dark and forbidding;  
our hearts may be full of despair;  
But Tomorrow the hope that is waning  
will prompt us to do and to dare.  
Today we may feel that life's sorrows  
outweigh all the joy that we crave  
But Tomorrow will teach us the lesson  
that life is worthwhile to the brave.  
Faint heart is forerunner of sadness—  
despondency robs us of health;  
The man who is chuck full of gladness  
is the man who makes most of life's wealth.  
Today may be all that is mournful—  
our paths cannot always be bright,  
But Tomorrow we'll somehow take  
courage and trustingly enter the fight.  
Tomorrow the sun will be brighter;  
Tomorrow the skies will be fair;  
Tomorrow our hearts will be lighter;  
we'll cast aside sorrow and care.  
Remember when heart sick and weary;  
the sunshine comes after the rain;  
Tomorrow is time to be cheery;  
Tomorrow we take hope again.

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Progress always involves risks. You can't steal second base and keep one foot on first.—Selected.

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### WHAT WOULD LINCOLN DO?

Above my desk hangs a picture of Lincoln. As I study the wrinkled face, the deep-sunk eyes, the large kindly mouth, I find myself wondering what Lincoln would do if he were a business executive today—if he were the head of your business or mine.

The ideals he had the things he said, the things he did—these are the best keys to what he would do now.

His outstanding characteristics were simplicity, sincerity, perseverance, patience, kindness, and a

well developed sense of justice. He did not dismiss the members of his cabinet who disagreed with him, he took no revenge on his political opponents; he regarded himself as a servant of the people and subject always to their wishes; he gathered around him advisers who had the ability to carry on the business of the government, without regard to his personal likes or dislikes; he held on through blame, criticism and ridicule; and he was always firm in the right as God gave him to see the right.

But probably what Lincoln would do today is summed up best in statements he himself made while President: "I do the best I know. The very best I can; and I mean to keep right on doing so until the end. If the end brings me out all right, what is said against me won't amount to anything. If the end brings me out wrong, ten angels swearing I was right could make no difference." And on another occasion he said, "I want to conduct the affairs of the Presidency in such a way that, when I lay down my office, if I have no other friends, I can at least be friends with the man down inside of me."

And as I write these lines it seems that the picture of Lincoln looks down and nods.

—The Friendly Adventurer

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### READING FOR THE DEAF

Our schools for the deaf are now making strenuous efforts to teach deaf children to read. More time is being put on the mechanics of reading in the school-room. More suitable and more carefully graded books are being used and more precise procedure in instruction has been devised. As a result practically all deaf children are getting greater understanding from the printed page, but the best of efforts in the school-room will not avail unless the child helps himself by independent reading on his own initiative. Shut off from the language contacts of the hearing he must read far more extensively than normal persons to acquire a working vocabulary and a stock of general information. This reading cannot be done in the school-room where time is definitely apportioned to the various studies which have proven necessary in our curriculum. Deaf children must use spare time for this outside of school their evenings, Saturdays, Sundays and holidays, and particularly their vacations.—Helen Northrop, in *The Washingtonian*.

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Good, better, best,  
Never let it rest,  
Till the good is better  
And the better, best.

