

The Kansas Star, volume 56, number 4

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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THE KANSAS STAR

Volume 56

Number 4

DECEMBER, 1941



KANSAS STATE SCHOOL FOR THE DEAF
OLATHE



1941-1942 Basketball Schedule

Dec. 12	University High	Olathe
Dec. 15	Haskell Indians	Olathe
Dec. 17	Iowa School	Council Bluffs
Dec. 18	Nebraska School	Omaha, Neb.
Jan. 20	LaCygne	Olathe
Jan. 26	Washington Rural	Olathe
Jan. 27	Osawatomie	Osawatomie
Jan. 30	Paola	Olathe
Jan. 31	Osawatomie	Olathe
Feb. 3	Princeton	Princeton
Feb. 7	Haskell Indians	Lawrence
Feb. 10	Paola	Paola
Feb. 11	Princeton	Olathe
Feb. 14	Illinois School	Jacksonville, Ill.
Feb. 17	Washington Rural	Bethel
Feb. 24	LaCygne	LaCygne
Feb. 27	Appanoose Rural	Olathe

THE KANSAS STAR

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Vol. 56

OLATHE, KANSAS, DECEMBER, 1941

No. 4

What Minnesota is Doing for the Deaf and Hard of Hearing Children

By LEONARD M. ELSTAD

Taken from a feature article in the October 15 issue of The Companion

MADAM CHAIRMAN AND FRIENDS:

It is a pleasure and a privilege to be asked to speak to your group this morning on "What Minnesota is Doing For Its Deaf and Hard of Hearing Children in A Residential School." Many of you are from Minnesota. You should know what the state is doing in this work but I feel quite certain most of you do not. You others will be interested in the fact that what Minnesota does for these children in a residential school, your state is doing for your children in your own residential school.

The education of the deaf in the United States was first begun in 1817, almost 125 years ago. That is not a long time in educational experience. The residential school for the deaf in Minnesota was opened 78 years ago in Faribault. So you see Minnesota was wide awake in this field of education in the early days and has remained so down through the years.

Education in these United States of ours is supposed to be free and the right of every child. Deafness does not change this condition, and so it is possible for deaf and hard of hearing children in the state to go to various schools for a free education. Ours is a Residential School. It is therefore necessary for us to provide board, room, and tuition. It costs no more for a child to go to our school than it costs him to go to school in his own home public school. It is neces-

sary for the parents to provide for transportation to Faribault, of course. There are cases where it is impossible for the parent to provide clothing, transportation, and money for incidentals. It is possible then for the parents to get aid from the county to the extent of \$10.00 for the school year from which sum the school buys the necessities for the child. There is no reason for any deaf or hard of hearing child in Minnesota to go without an education. Medical attention is free. Dental care is provided at the cost of materials. In short, the school accepts the responsibilities of parents for the nine months' school period and does its best to meet its responsibilities as father and mother, big brother and big sister. We realize that we fall short in many instances. It could not be otherwise. There is still "no place like home". Where it is possible for the child to go to a good day school and live at home, that should be done. That is not possible in so many cases. A small community may have only one deaf child. It is impossible for the community to provide a teacher for this child. There is only one alternative and that is to send the child to a school which provides a home as well as a school environment.

When most persons hear the name School for the Deaf, they think that all the children are totally deaf. That is not the case.

The percentages are about as follows: Thirty-five per cent is what we may say totally deaf. They hear nothing. Another thirty-five per cent has sound perception but can not interpret these sounds. Then the other thirty per cent has a hearing vocabulary and needs amplification in order to get the spoken word.

It may be thought that it is more difficult to teach a totally deaf child than a hard of hearing child. This is not the case. It is true that it takes a specialist to teach a totally deaf child but a normal deaf child makes just as rapid progress in school as a hard of hearing child. The hard of hearing child hears very imperfectly. He hears just enough to make speech confusing. He hears imperfectly and so repeats imperfectly what he hears. The deaf child hears nothing so he starts out with nothing in speech. What he learns he uses. If he learns well, he responds with what he learns. Don't misunderstand me. I do not mean to say that partial hearing is not important. I am just bringing out the fact that total deafness is not as much of an educational stumbling block as some would have us believe.

The deaf person on the street is often seen conversing with his fellow beings in the sign language or with finger spelling. The common belief is that we teach this means of communication in the classrooms. That is not true. These are learned at the school. The children learn these on the playground and quite quickly, too. The work in the classrooms is done orally in all but a very few classes. We still are old fashioned enough to believe that the education in school is the important thing and that methods must be secondary. It is to be admitted that there will be some deaf children who cannot become adept at lip-read-

ing and speech. That is only a human observation. Are we therefore to let these children sit in a classroom day after day straining their eyes and their minds to get something which will not come or shall we use a means of communication with them which will reach their minds? I leave it to you as to which is the most logical as well as human procedure. But these children are not numerous. The majority of the children in the school are in classes where speech and lip-reading are used exclusively and speech will compare favorably with that achieved in any good school for the deaf in the country.

A six-year-old deaf boy or girl who has never heard since birth has, of course, no speech. He has no language, no reading ability, nor writing ability. He actually starts with nothing. Yet at the end of a normal school year, this child can speak from four hundred to five hundred words; can read these words on the lips; can use these words in sentences, and can write them beautifully on the blackboard. The speech is not perfect if there is a total hearing loss because our speech is pleasant only if it has the proper inflection and tone qualities. These can be learned to perfection only by those who hear. But the deaf child can learn to speak so as to be understood. The elements of speech are learned phonetically. A teacher of a beginning child would teach the word "arm" in much the following manner. The child would be able to give voice. When we open our mouths and give voice, we get what approximates the sound "ah". It is necessary then to get a consonant. M is the one we want in this case. This is learned through feeling. The child holds his fingers to his cheek as teacher does and with lips closed

they both give voice. The result is m-m-m. Then this is added to the "ah" already learned. The result is "arm". It sounds simple but it isn't. If the "m" is placed before the vowel "ah", we get ma and two of these make mama. This word when eventually learned is associated with the picture of mama to indicate to the child that when mama is seen on the lips, it means mother.

Language is a stumbling block for the deaf child. Our English language is very difficult for the deaf. There are so many exceptions. Listen to this:

"Where can a man buy a cap for his knee,
Or a key for the lock of his hair?
Can his eyes be called a school because there are pupils there?
In the crown of his head, what gems are found?
Who travels the bridge of his nose?
Can he use when building the roof of his mouth
The nails on the end of his toes?
Can the crook of his elbow be sent to jail?
If so, what did he do?
How does he sharpen his shoulder blades?
I'll be hanged if I know, do you?
Can he sit in the shade of the palm of his hand,
Or beat on the drum of his ear?
Does the calf of his leg eat the corn on his toes?
If so, why not grow corn on the ear?"

These are funny to you. They are tragic for the deaf child. He learns a word one way and then the next time he meets it, it means something else again. In a certain class a teacher held up a picture of a donkey. The teacher asked what it was. One member of the class wrote "furlough" on the slate. The teacher asked where he got that idea. He said he would show her after dinner. He brought a picture post card to class. The picture was of a soldier riding on a donkey. Beneath the picture were these words—"going home on his furlough." It is difficult for the deaf to get these fine distinctions that are so simple to those who hear spoken language each minute, hour, day, month, and year. Yes, the deaf are

handicapped in language.

It is true many of the adult deaf do not speak as much as they should. This is easy to understand. The voice of a deaf person is not always pleasant. Often it sounds foreign. The deaf are no more sensitive than their hearing brothers but they are as sensitive. Many of them have found, to their embarrassment, that the hearing public stops and stares when they make a mistake. It is often easier and safer to write an order than to take a chance. This is a perfectly normal reaction and the deaf are normal human beings. Let me digress for a moment. In a private school for deaf children in New York City, which I had the privilege of operating for several years, it was customary to hang pictures on the wall of all who had attended the school. A visitor one time offered the remark: "Ah, isn't it too bad. They look so deaf." This remark has always riled me a little. The lady was asked to look over all the pictures on the wall and then point out the one that looked to her to present a typically "deaf face." She made a careful study of the pictures and then pointing to one said, "Well, certainly that one looks deaf." Fortunately this picture was of one of the hearing teachers. Yes, the deaf are normal with the exception of their loss of hearing. We have bright children, average children, and slow children. All schools have the same three types.

Then we still hear the words "Deaf and Dumb." I have just told you that the deaf are taught to speak, they are not dumb. Also the word "dumb" has an unfortunate second meaning which indicates there is little above the shoulders. I have just told you that the deaf are no brighter nor slower than their hearing brothers, so the word



"dumb" does not apply here, either. Let us therefore, drop this unfortunate term. Ours is the Minnesota School for the Deaf.

We try as much as possible to provide a group hearing aid for those children who have sufficient hearing to benefit through its use. We have six such group hearing aids. Five of them are being used by your group at this convention. It is our intention to install one of these units in the kindergarten class for use this fall. In this way we will immediately determine whether these six-year-olds can use an aid to advantage.

Our school course extends through the second year of high school. Actually, the work is so individual in nature that the pupils accomplish more than that. We use the same textbooks used in the public school. Our teachers have to have the usual teacher training experience but must add to this additional training in teaching speech and lip reading. Our staff is composed of forty-two teachers, eleven of which are vocational teachers. Our classes average twelve to the class. This is large. A class of ten is a better size. The usual subjects taught in the public schools are taught in our school. There is a two week vacation period at Christmas, when all children must go to their homes. There is no Easter vacation nor Thanksgiving vacation except for those who live near the school. They may go home for the week-end. The usual three months vacation in the summer prevails.

... It is our desire to give as much vocational training as possible. We know that there must be a large amount of practical work done before a vocation is mastered. We give as much of the theory and as much practical work as we can. ... We try to find out where the boys' best interests and abilities lie. The girls often marry soon

after they leave school. We do wish, therefore, to give them as much home-making as possible.

The care given the children is most carefully supervised. Housemothers and housefathers care for the children after school hours. The children are never alone. There are persons on duty all night so that there is protection both night and day. The children learn to love their housemothers and housefathers. The spirit is fine. Are the children happy? They are. Would they be happy to return each fall if they were not happy? I do not think so. The buildings are comfortable. The beds are good. Good food is served. They get all they can eat. Naturally they are satisfied.

Numerous parties are held during the year in our Recreation Room in the gymnasium. These are always chaperoned. There is an average of a party each two weeks. The social graces are stressed so that our children will be as normal as hearing young people are at these ages. These have been very successful. Often a child comes to us very much broken down in his handicap. The regular supervised social life of the school soon gets to this child and the reserve is broken down. He leaves school a normal child with head held high and his spirits high, too.

Our campus is only a fifteen minute walk from "Main Street." The students may go to town after school at regular times with permission. They are not chaperoned on these trips. We feel that they must be taught self-reliance and how to accept responsibilities. We have been pleased with the results of these practices.

It is possible for our graduates to go on to college. There is a college for the deaf in Washington, D.C. This is Gallaudet College.

SPORTS

K. S. D.—20

Haskell—6

On one of the coldest days of the month of November, Friday, November 27, the Haskell High School team came to do battle with our speedy team. It was a hard game throughout, as our games with Haskell always are, but there was little doubt after the first quarter as to who the ultimate winner would be.

In the first few minutes of play, Charles Bennett, our quarterback, was injured painfully when an Indian tackled him viciously near the thirty yard line in Haskell territory. Bennett, always reluctant to leave a game, soon realized that Coach Foltz knew what he was talking about when he took him to the dressing room for examination.

A few minutes after Bennett was injured, John Mog, our 147 pound half back, swept around his own left end to pay dirt after a gain of fifteen yards and without an Indian touching him.

The Indians then started a march to the K. S. D. goal which ended with a completed pass into the end zone which made the score 7 to 6.

From that time on to the end of the game, everything was decidedly in favor of the Jackrabbits. Mog scored again when he went over left tackle for a gain of about ten yards and a touchdown. O'Connor snatched an Indian forward pass, and behind a savage block by Merritt, was able to race across the goal line. The deaf team was able to make two of the three conversions after touchdown, making the final score 20 to 6.

The Haskell team showed much skill in handling the pigskin, and their forward passing attack constituted a threat at all times. It was only the airtight defense of the

Jackrabbit backfield and the hard charging of the line that kept the Indians' score down!

K. S. D.—31

Bonner Springs—0

The last game of the season was played at Bonner Springs. There seemed to be quite a difference in the weights of the players of the two teams, with Bonner Springs having a distinct advantage. However, it was only in weight that Bonner Springs could approach the Jackrabbits in excellence. The team play, the speed, and the precision in carrying out the plays were decidedly in favor of the deaf boys.

The first quarter of the game was scoreless, even though the Jackrabbits had possession of the ball most of the time, and were in Bonner's territory much of time. At the opening of the second quarter, John Mog intercepted a pass and ran about 30 yards to a touchdown. The try for extra points was successful, making the score K. S. D. 7—Bonner Springs 0. Before the second quarter was over the Jackrabbits had passed, plunged, and swept the ends of the Bonner team until the total score at the half was 19 to 0 in favor of the Jackrabbits.

In the second half, the machine-like precision of the K. S. D. offense was much in evidence, and accounted for two more touchdowns. In all, five touchdowns were made during the game. Three of them were made by John Mog, one by Bobby Merritt, and the other by Paul Barnes.

Only once did the Bonner team threaten. That was in the second half when they worked the ball to the K. S. D. nine yard line. There the Jackrabbit line rose to the defense and stopped the Bonner Springs backs before they could get started. K. S. D. took the ball on downs.

Beyond a doubt, the 1941 Jackrabbit team is the best that Kansas has had for many years.



THE KANSAS STAR

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PURPOSES:

TO PROVIDE A MEANS FOR GIVING INFORMATION TO PARENTS AND INTERESTED PERSONS OF ACTIVITIES IN THE SCHOOL.
TO PROVIDE PRACTICE MATERIAL FOR STUDENTS IN THE PRINTING DEPARTMENT.

W. L. FAIR EDITOR
MRS. DONA SIMPSON LOCALS
E. H. McILVAIN ALUMNI
A. L. KENT INSTRUCTOR IN PRINTING

Christmas Spirit

Again our pupils and your children will soon be going home for the Christmas vacation. The children are glad of this opportunity to be with their home folks, we are glad they can go, and of course you parents are even more glad to have them with you. Christmas would hardly be Christmas without the children.

We sometimes wonder just what Christmas at home means to the average deaf child. Does it mean a visit from Santa Claus with lots of candy, fruits, and nuts in the stockings Christmas morning, or has he found out that Santa Claus is only a four-flusher who puts on a false beard and a red and white suit, and crams a pillow under his shirt to make his midsection bulge? If he has discovered Santa Claus's true identity, does he look forward to Christmas for the sole purpose of getting gifts? Remember, we are just wondering.

Of course we make an effort here at the school to teach all the children the true reason for celebrating on Christmas Day. However, it is a bit difficult to carry out or teach the lessons contained in the Christmas spirit when the children go home almost a week before Christmas. Is any effort made

at home to celebrate Christmas in such a way that the children learn the true meaning of Christmas? Is there enough stress on the birth of Christ? Do our deaf children have the pleasure of giving as well as receiving? Are they taught unselfishness? Here again the misguided pity and love of the friends and parents for a deaf child can help to spoil his personality by giving, giving, giving, and never demanding that he, in turn, should make some sacrifice to make others happy. When the children return to school after the holidays, they are full of stories about what they got for Christmas, but seldom does a child say that he gave someone a Christmas gift.

If a child is forced to give something to somebody, it is expected that he will not see the reason for it at first, but when he sees the happiness on the face of the other person, and sees that it was his own thoughtfulness and sacrifice that brought about this happiness, truly he must learn that it is more blessed to give than to receive.

Well, we are still wondering.

Our Feature Article

This article was first printed in the *Minnesota Companion*, and pertains to the Minnesota School for the Deaf. There is a great similarity between many of the schools for the deaf throughout the country. Since so much of what Mr. Elstad said is true of our school, we have taken the liberty to print much of it in this issue.

Gift to the Kansas School

The School is indeed grateful to Dr. Powrie V. Doctor, a professor in Gallaudet College, for a fine picture we received recently. It is a picture of Dr. Percival Hall and one of the Kendall School pupils with the statue of Thomas Hopkins Gallaudet and Alice Cogswell in the background. Its presentation to the School for Dr. Doctor was part of the program honoring Gallaudet Day, which was December 10.

SIDELINES

H. M. QUIGLEY

Vacation Time

It is the Christmas season. Our boys and girls count the days and hours until they can go home. For most of the children it will be the last visit home until school closes for the summer vacation. That is why we insist on ALL children going home during this vacation. Please, therefore, do not delay sending us the return card, properly filled out, that you have received. This is very important.

In the meantime, best wishes of the season to you all.

Defense and Us

Perhaps a number of our readers will be interested to know how defense and war industries have affected our school. A few examples will show what is happening. In the first place, as an educational institution, we are entitled to a priority. All orders for items needed in defense must be stamped with our priority number. This enables us to obtain articles we couldn't obtain otherwise. However, all orders are subject to the ability of the factory to produce the item wanted. Often we wait weeks for an order to be filled. Sometimes we are informed the product is unobtainable.

Most compounds containing chlorine are becoming scarcer and scarcer. If our refrigeration equipment should lose its freon gas we would be unable to obtain more gas. We were forced at the beginning of school to give up using a dry cleaning solvent because the chlorine in it was not to be had. Household cleaning liquids containing chlorine are harder to find.

Certain tools may be bought only after a long wait, and with much red tape. Paper to print this magazine will soon be unobtainable. We shall be forced to use a poorer grade—a yel-

lowish kind of paper. Aluminum paint, of which we in the past used considerable, is no more.

Is It so Unusual?

Recently a number of deaf persons, twenty-two to be exact, were hired by the Interstate Aircraft and Engineering Corporation, El Segundo, California. This is an experiment, according to the company's president, Don P. Smith.

For us who know the work deaf persons can do, there can be little doubt as to the outcome of this experiment. These persons, on the average, will do their work as well as their hearing co-workers.

We must pause a moment, however, to wonder why this announcement has received so much publicity in our l. p. f. Is it so difficult for the deaf to obtain work that the achievement of this small group must be heralded from coast to coast? Is it such an unusual thing for this to happen that we must make the most of it in this way?

Coach Speaks Before Rotary Club

Last month the local Rotary Club was addressed by a man who has never made a public address orally in his life. Coach E. S. Foltz was asked to tell the Rotarians of his years of coaching in the Kansas School. Mr. Foltz is totally deaf, and has been so almost forty years. The men said they all understood him easily, and it was clearly evident that they enjoyed his talk.

New Recording Apparatus

December 8 will be remembered in history as the day our President called upon Congress to make formal declaration of war against Japan. This speech was recorded directly from the broadcast by our new Wilcox-Gay phono-radio-recording apparatus. The speech is now available to play at any time, especially for the pupils using amplifying equipment.

LOCALS

These items were collected and written by members of our Senior class.

Mr. Quigley did not have any particular news except that he hopes our boys and girls will have a nice time during their Christmas holidays. Maybe he is taking this opportunity to beat them all with his "M. C." and "H. N. Y."

Mr. and Mrs. Fair spent Thanksgiving at home—and nowhere else. They had neither turkey, duck, nor chicken for their Thanksgiving dinner but they had ham like many others did. They went to Kansas City to do some shopping one day during their vacation. Mrs. Fair, Miss Ross, and Mr. Fair drove out to Kansas City again Sunday, the thirtieth, just to go to the movies. They wanted to see how people felt and acted with one foot in heaven. They probably were convinced that both feet on earth was preferable.

Mr. and Mrs. Ben King visited with their son, Ted, at Camp Robinson, Arkansas, Thanksgiving week end.

Miss Hallman spent Thanksgiving Day in Milwaukee, Wisconsin, with her sisters. She went there by train. She always stays until the last minute. The train is never obliging so she returns a few hours after school reconvenes. However, a substitute takes care of her class and everybody's happy.

Mr. and Mrs. Gulick went to Kansas City late Thursday afternoon, November 27. They went shopping and then had a turkey dinner at one of Kansas City's big hotels. So it was a day of rest for Mrs. Gulick.

Miss Foster remained in Olathe during the Thanksgiving holidays and rested.

During that time she partook of three turkey dinners. So what she missed in travel, she more than made up in good food. On Saturday evening she was a guest at a lovely party given by Miss Louise Scott of Olathe. She spent a pleasant time driving her car through the country and resting at her home.

Mrs. Carr has moved from Mrs. Simpson's home on Park Street to 414 East Cedar. She has an apartment there. Mr. Carr came from Tennessee to help with the moving and to enjoy the Thanksgiving holidays with Mrs. Carr and her daughter, Joyce. Miss Santina Benedet, a graduate of our school and a former pupil of Mrs. Simpson's, has taken her vacated room and is now on the job protecting Mrs. Simpson from spooks, burglars, and prowlers both two and four footed, etc.

Mrs. Moberly went to Topeka, Kansas, last November 16 to assist in the initiation of Francis Hale into the Kappa Alpha Theta Sorority. Mr. and Mrs. Bernard Hale accompanied her and Mr. Moberly.

They had Thanksgiving dinner November 23 at their home for Mr. and Mrs. J. H. Moberly of Kansas City, Missouri, Mr. and Mrs. Hobart Moberly and son of Ottawa, Kansas, and Dr. and Mrs. R. L. Moberly of Olathe besides Mrs. Speer, mother of Mrs. Moberly.

Mrs. Miller went to Cushing, Enid, and Oklahoma City, Oklahoma, for Thanksgiving. She saw the Pioneer Mother at Ponca City and Pawnee Bill's Trading Post at Pawnee as she traveled through these towns.

Mrs. Victor spent her Thanksgiving in Kansas City with her son, Howard, and his wife.

Miss McCarthy thinks she fared well over the Thanksgiving holidays. She had three turkey dinners—one at the school here—and was invited to two dinner parties besides. She certainly goes for turkey in a big way.

Mrs. Williams had two days off so she went out of the state to see her aunt who lives on Unity Ridge. Her report was that she had a good dinner and also a nice, long ride in her cousin's new Oldsmobile.

Mrs. McDonald couldn't think of any news for the STAR. It seemed that she was not very well when asked for news. She said she was tired and had a bad cough and a cold. We all hope that she will be all right real soon.

Miss Umscheid spent the Thanksgiving holidays with her folks in Manhattan and out on the farm. She had a very wonderful time, but it seemed so short. She can understand now why a few little children cry when their folks bring them back from a vacation. The only reason she didn't cry was that she had already packed her hankies and forgot to leave one out. She is just a little too old to wipe her eyes on her sleeves or on her dress skirt.

Miss McGee had a chicken dinner at noon and a turkey dinner in the evening of Thanksgiving Day. Strange to relate she felt fine the next day.

Mrs. Hale just stayed alone at home during her Thanksgiving vacation. Her husband had to work in Missouri on that day. It seems to us that she must have tried to do something so as not to be too lonely. Maybe she spent the whole day pleasantly counting up the things she could be thankful for.

During the vacations Miss Curtiss stayed put in Olathe and rested a lot. On Thanksgiving Day she went to Kansas City to watch other people do their Christmas shopping early.

Mr. Dold stayed in Olathe during his vacation. And, believe it or not, he actually admitted that he had been slightly under the weather. This from a person who has not been out of school for at least twenty years because of illness is news that is news. P.S. He wasn't out this time either—so this is only half news.

Mrs. Lines told us that there are flowers and children who belong together. If you don't believe this, go visit one of the primary classes. We suppose Mrs. Lines' favorite hobby is taking care of beautiful flowers and beautiful children too.

Miss Gregg's parents had Thanksgiving dinner with her. She went home for her vacation on the following Saturday. We wonder if she had turkey again at home.

Miss June Bishop had two Thanksgiving dinners this year. Turkey with all the trimmings in Emporia with her father and mother on Sunday before Thanksgiving and fried chicken in Adrian, Missouri, on Thursday, the 27th. And on Friday after the great day she was able to spend the day doing some early Christmas shopping including a permanent in Kansas City. Wouldn't that curl your hair? It did hers.

Miss Connell, Miss Warren, and Mrs. Carr went to hear the Don Cassock Chorus in Kansas City. It was the second event of the Fritschy Artist Series. The Chorus was composed of thirty Russian singers from a Cassock regiment, under the direction of Serge Jaroff, founder.

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Miss Conwell had turkey and chicken dinners during her two day Thanksgiving vacation spent near Wichita. It was hard for her to tear herself from her four months old nephew, Larry, with whom she played. Before she left, she gave strict orders that he be there again when she goes home for the Christmas holidays, as she has a lot of new games to try out with him.

Mr. and Mrs. Bilger spent their Thanksgiving here at home. They will go out West to visit Mrs. Bilger's folks, Christmas; then they will go to Omaha before they come back to Olathe.

Miss Bender enjoyed the Ice-Capades of 1942 when it was performing in Kansas City. Mr. and Mrs. Bill Wingfield, the newly-weds, visited her one Sunday not long after their marriage.

Miss Ross spent the Thursday and Friday of her Thanksgiving vacation in Garnett with Bonnie Doctor. Bonnie's mother, Bonnie's nephew, Bonnie herself, and Miss Ross devoured everything in sight at the Thanksgiving feast, leaving only the bones of the nine-pound turkey. Miss Ross came back Saturday at least two and a fourth pounds heavier.

Mr. Ramsey had no turkey for Thanksgiving dinner. He said he had a plain dinner. Poor man! He spent his vacation sawing wood for three days and yet he did not quite finish his work. What a good man he is! He spent Sunday afternoon November 30, visiting his daughter who lives in Kansas City. He said that she is learning how to operate a new kind of typewriting machine.

Miss Josephine Washington and her sister spent Thanksgiving Day in Kansas City, Missouri. As Missouri celebrated Thanks-

giving Day November 20th, the stores were all open on our Thanksgiving Day, so they did some early Christmas shopping.

Mr. and Mrs. McGee spent their Thanksgiving with Mrs. McGee's parents, Mr. and Mrs. McElliott, at Lawrence, Kansas.

Mrs. Stack received a letter from her brother in Michigan. He said he had shot a deer. That's all she had to say. She might have told us more if he had sent her some venison.

Mr. Hurd and his family took Thanksgiving dinner with Mr. and Mrs. Smith in Kansas City, Missouri, on November 20.

They also had another Thanksgiving dinner at the home of Mr. and Mrs. Cockrum. Mr. Hurd would not have gone there, but the plans for Camp Naish were called off, so he had a chance for the second dinner. His aunt and uncle were also present.

On November 30, they were invited to still another big dinner at the home of Mr. and Mrs. Bowles. They had three big dinners during the vacation! Can you beat it?

Mr. and Mrs. Fisher took Thanksgiving dinner with his relatives in Morehead. The next day they stayed with Mr. and Mrs. G. W. Anderson in Chanute. Mr. and Mrs. Albert Carrier were there at the same time. They had a nice visit together. They returned to Olathe on the twenty-ninth.

Mr. and Mrs. Tom Laughlin visited with their daughter in Kansas City Saturday and Sunday following Thanksgiving. They had their granddaughter, Barbara, with them early in December and will keep her until Christmas. Barbara is smart as she won't talk with her voice, but just uses her fingers. She understands what her grandpa says to her, according to Mr. Tom.

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Mrs. Torgeson spent Thanksgiving at home, entertaining her husband, sister, and parents. On Friday she went to a luncheon at the Kansas City Women's Club and heard Mrs. Eunice Curtiss talk about decoration and art.

Miss Warren's sister, Mrs. Finley, from Pampa, Texas, spent the Thanksgiving holidays with Miss Warren. They had Thanksgiving dinner in Kansas City. Miss Warren took her sister to a concert to hear the violinist, Francescatti.

Miss Maddox spent the Thanksgiving holidays at her new home in Kansas City with her parents. She did not say whether they did or did not have a house warming.

Mrs. Mamie Norris spent the Thanksgiving vacation in Winfield with her son, Dr. Loren Norris and Mrs. Norris. While there she probably explained to her doctor son just how to bring up the new grandchild in the way he should go.

Mr. Paul D. Hubbard received word that his cousin, Edward Hubbard Ryder of Burlingame, California, formerly of Woodstock, Vermont, died November 14th. Mr. Ryder was one of Cook's Tours best managers and had conducted parties around the world twenty times. Later he was manager of several of New York's leading hotels.

On Thanksgiving Day Mr. Sailer had a big turkey dinner at his grandfather's home in Augusta. He spent the remainder of the time at his parents' home in Leon, staying there overnight. He reported that he enjoyed the vacation very much.

The day after Thanksgiving Day while Miss Jackson was whipping cream with the beater on a metal table, Miss McCarthy

heard the noise and walked around to find what it was. At first she thought it was the telephone ringing. After looking here, there, and everywhere, she finally ran the noise to earth. With arms akimbo she stared wonderingly at Miss Jackson, and marveled that such a nice young lady was able to produce such unearthly sounds.

Miss Florence Cranwill, daughter of Mrs. Cranwill, was here from Arkansas during her five-day Thanksgiving Vacation. She just wanted to see how her mother's broken wrist was getting along. She found that its condition was not bad. She returned to Arkansas December the first to resume her work there.

Mr. Brock and his folks spent the day shopping in Kansas City on Thursday, November 27. They then ate a turkey dinner. He had a good time as a matter of course.

Mrs. Simpson received word from her second son, Tade, that he is now a second class petty officer in the Naval R. O. T. C. at the University of California in Los Angeles. Because of his military training there, he will be exempted from the draft until he is graduated in June 1943. So Mrs. Simpson has one less cause for worry, and had one more reason to be thankful on November 27. She is also hoping that he may return to Olathe to spend part of the Christmas holidays with her.

Mr. Kent's boy, Oscar Hunter, is expecting his aunt from New Hampshire to arrive in Olathe soon. She is enroute to California. She sent word that she will stop in Olathe. She is the sister of Oscar's father, and he has not seen her since he was a baby.

Miss Connell was a guest at the home of Miss Elsie McGee on Thanksgiving Day.



ALUMNI

November 22, Mr. Cres J. Clark, of Kansas City, Kansas, took some of our boys in his car to Topeka on a sight-seeing trip. While there Mr. Benny Root kindly invited them all to a dinner at his home, which was greatly enjoyed, and has since been the topic of their conversation. Mr. Clark is a hearing man with a desire to do what he can for the happiness and profit of the deaf boys. They do appreciate such kindness.

Mr. and Mrs. Lester Rushing and daughter live in part of the Dale Metsker residence at Overland Park, Kansas. Mr. Rushing is employed by the Sanford Manufacturing Company, Kansas City, Missouri, as reported in the November issue of the STAR.

Mrs. Wendell Wiley, nee Ethel Durbin Snyder, has been sojourning in Kansas City for some time since coming east from Los Angeles, California. Before returning to the coast, she plans to visit some relatives in Illinois. By the way, she may acquire a son-in-law before she leaves; the bride-to-be being Miss Snyder, the 18-year-old daughter of Mr. Vernon Snyder.

Mr. Billy Reynolds of Los Angeles, California, during his vacation was renewing acquaintances with old Kansas City friends and visiting his wife's people some place in Oklahoma part of November and this month.

Mr. G. W. Anderson, Chanute, Kansas, has been busy with his loom. He has woven many beautiful rugs and when last visited by Mr. and Mrs. I. A. Fisher, he was still on the job. Rug weaving ought to be a good trade for the deaf who are too old to do heavy work.

It fills a school with pardonable pride whenever one or more of its products make

good in any industry. For some time we have been seeing such "strutting" in the l. p. f. and wishing that we could mention some of our boys who are filling very satisfactorily positions in trades not learned in school. Now we are able to do a little bragging. The Beech Aircraft Company of Wichita, Kansas, has in its employment five deaf men, Matthew Nanney, Victor Hottle, Otis Koehn, Ralph Razook and Paul Cox, all of whom, excepting Mr. Nanney, are products of our school. Years ago Archie Grier, Arthur Sherman, Everett Wimp, Dalton Fuller and others worked for the Swallow Airplane Company, now defunct. They too did well in their duties.

Remember Ora Baldwin? News has been creeping in from time to time to the effect that he is making good as a carpenter in Los Angeles, California. His wife is a product of an oral school there, but Ora has taught her his language and she has learned it so well that they can carry on a conversation with no trouble.

It is said that Vester Monger ceased to be a widower, having taken the "better or worse" vow. We have not learned the maiden name of the second Mrs. We remember the first time we saw him in the superintendent's office when he came alone as a new pupil, without any identification. We were up against it until the little fellow spoke aloud his name. Hastily the list of applications was consulted and there was his name as he spoke it. What a relief it was!

Miss Ellen Rogers became Mrs. Raleigh Most, December 1. The newly-weds are living for the time being with Mr. Most's parents in Ludell, Kansas. All join in hearty congratulations and best wishes. Last term of school they were on our list of pupils.

PUPILS IN ATTENDANCE

PRIMARY DEPARTMENT

Adams, Shirley Joan	Cruce, Bobby Joe	McNee, Charlotte	Smith, Donna
Auldridge, Donald K.	DeMotte, Mary Jane	Maelzer, Thaine	Smith, Richard
Baird, Ruth Ann	Dougan, Alice Mae	Mantooth, Earl W.	Smith, Shirley A.
Baird, Susan K.	Duffer, Robert E.	Milner, Kenneth	Spradley, Oral E.
Baker, Robert David	Ellerman, Carl	Mog, Suzanne	Sprecker, Richard
Ball, Billy Jim	Fansler, William	Mooberry, Emily Jo	Stice, Walter
Banks, Carroll Lee	Glenn, Paul	Morris, Barbara Joan	Stice, Evelyn
Barnes, Kathryn	Hall, Richard	Mullen, Mildred	Tobiason, Charlotte
Barnes, Dorothy	Hicks, Max	Musil, Jo Ann	Tygart, Jo Anne
Bell, Denzel	Hollingsworth, Phillip	Olson, Herbert	Weber, Vincent
Blaser, Dewane	Holmes, Helen Marie	Padgett, Robert E.	Weeks, Kenneth
Brooks, Dean	Horton, Mary Lee	Phillips, Doris	West, Billy
Brown, Twila	Koops, Joyce	Pope, Charles E.	Wood, Norman Boyd
Buell, Mildred	Lewis, Wilma Jean	Pratt, Donald	Vann, William
Carpenter, Raymond	Lightfoot, Thomas M.	Privat, Laryl	
Carr, Joyce	Lile, Helen Louise	Roberts, Donald	
Cook, Shirley Jean	Lundstedt, Elmer	Schmidt, Mary K.	
Crabb, Karen	McMahan, Larry	Simpson, Mary K.	

INTERMEDIATE DEPARTMENT

Arnold, James	Ehrlich, Esther	McGlynn, Lawrence	Rose, Carl
Barker, Neal	Ericks, Richard	McGlynn, Lois	Slack, Louis
Baugh, Helen	Gardiner, Max	McGlynn, Marvin	Smith, Dolly E.
Becker, Betty	Graybill, Erlene	McMichael, Eldon	Smith, Leo Linn
Bennett, Bernice	Greathouse, Robert	Martin, Louis	Smith, Peggy Joyce
Bowers, Elmer	Hale, James	Matthews, Keith	Stanfield, Paul
Brooksher, Shirley	Harper, Phyllis	Mathis, Edward	Stoecklein, Richard
Brown, Hazel	Head, Gladys	Mayes, Max	Taylor, Kathryn
Browning, Roland	Hensley, Betty	Miller, Molly	Trus, Erma Joyce
Cervantes, Blaz	Jennings, Richard	Miller, Robert	Tory, Betty
Childs, Frank	Kious, Norma Lea	Milner, Roberta Jo	Weaver, Wyatt
Cline, Virginia	Knaup, Flourene	Mog, Francis	Weber, Adolph
Crabb, Jerry	Knoll, Clarence	Plake, Clifford	Weber, Dorothy
Culver, Kenneth	Koester, Elinor	Pope, Richard	Werner, Paul
Curley, Harold	Koops, Carol	Rader, Merle	Whitaker, Stanley
Detrich, Helen	Lehr, Frankie	Randall, Jack	Williams, Mary Ellen
Dierking, Bruce	Longdon, Sherman	Randall, Jimmy	Wilson Frances
Duncan, Earl	McCullough, Jeanne	Reading, Audrey	
Ehrlich, Marvin	McGarry, Patty	Reading, Naomi	

ADVANCED DEPARTMENT

Bargagna, Rina	Peknik, George	Lewallen, Wilma	Pope, Emma
Barker, Elsie	Drach, William	Lewis, Helen	Rubeling, June
Barnes, Jeanne	Doonan, William	Lichtenberger, William	Sanders, Lois
Barnes, Paul	Dypp, Edna Mae	Long, Lois Adele	Schuler, Wilbur
Baugh, Rosa	Fitzjarrald, Betty	Martin, Junior	Sheriff, Eva
Bennett, Charles	Fitzjarrald, Billy	Martinez, Raymond	Smith, Marian
Bollig, John	Funk, Donald	McAlvey, Everett Wayne	Smith, Maxine
Boone, Donald Eugene	Glover, Helen	McCallum, Betty Lou	Stack, Marjorie
Bowles, Daniel	Graybill, Georgetown	McIntire, Wayne	Tasker, Dorothy
Bradshaw, William	Green, Darrell	Merritt, Robert	Thaete, Evelyn
Bridgeford, Joseph	Hanrahan, Margaret	Mog, John	Thompson, Virginia
Brown, Odessa	Hazen, Mary	Most, Harold	Weber, Betty
Brown, William	Heidebrecht, Harvey	Munz, Robert	Weber, Maude
Carr, Albert	Jantz, Robert	Nedrow, William	Williams, Ruth
Carter, Mark	Klepper, Elvera	Nichols, James	Zinn, Marguerite
Corbet, Arland	Klingensmith, Billy	O'Connor, Alvin	
DaVatz, James	Lambert, Ruby	Olson, Leonard	



THE KANSAS SCHOOL FOR THE DEAF

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THE KANSAS SCHOOL FOR THE DEAF provides educational facilities, both academic and vocational, for Kansas boys and girls between the ages of five and twenty-one who are too deaf to make satisfactory progress in schools for the hearing. Exceptional students may prepare for entrance into Gallaudet College, Washington, D. C., the only college for the deaf in the world.

The School is under the management of the State Board of Regents and is supported by direct appropriation of the Kansas Legislature.

Applications for admission and information about the School will be promptly furnished upon request. Address inquiries to the Superintendent, School for the Deaf, Olathe, Kansas.
