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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 sports news and a calendar of closing events. The school opened in 1861 and has been known as the School for the Deaf since 1896.

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## ★ THE KANSAS STAR ★

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No. 4

### THE AMERICAN DEAF

Prepared and Published by the  
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**Citizens**  
Little known to the general public because of their small number in comparison to the general population, the deaf of America are taking their place as citizens of the country much the same as their brothers and sisters who have normal hearing. They enjoy the privileges of citizenship and share the responsibilities.

Census reports indicate that there is a deaf person to every 2,150 population. Accepting this percentage, there were just over 60,000 deaf persons in this country in 1940.

#### Proper Nomenclature

People with defective hearing come under two broad classifications: The Deaf and the Hard of Hearing. The deaf are those whose sense of hearing is non-functional for the ordinary purpose of life. This general group is made up of two distinct classes based entirely upon the time of loss of hearing. These are: The congenitally deaf—those who were born deaf. The adventitiously deaf—those who were born with normal hearing became non-functional later through illness or accident. The hard of hearing are those in whom the sense of hearing, although defective, is functional with or without a hearing aid.

These definitions were compiled by a committee of the Conference of Executives of American Schools for the Deaf and have been subscribed to by a number of other organizations, including the Convention of the American Instructors of the Deaf. These definitions are authoritative and should be strictly adhered to.

At times the deaf are referred to as "deaf-mutes" or as the "deaf and dumb." Both of these terms are incorrect. The word "mute" means unable to make vocal sounds. Just because one is deaf does not mean that he has no vocal cords. Since the vocal cords produce sounds, a deaf person is not mute; he can laugh, cry and even scream. Many deaf persons can speak. Some deaf persons who have not heard a sound for a quarter of a century or more are able to get up and make a public address. The term "dumb" too frequently implies stupidity, which is not true of the group. Deaf people are simply deaf, so call them that. It is the proper name for their handicap.

Some people are of the mistaken belief that the actions of one deaf person mark the deaf as a whole. This is as wrong as to think actions of one blind man are characteristics of the blind as a class. The deaf are different from hearing people only in the loss of hearing. One deaf person is unlike another deaf person just as two hearing persons may differ. First-hand knowledge of the deaf as a whole cannot come from chance encounter with one deaf

### SCHOOL PERSONNEL DONATE BLOOD

April 15 a mobile unit of the Red Cross came to Olathe from Kansas City, and set up headquarters in the Olathe High School cafeteria for the purpose of taking blood from those who had volunteered to be blood donors.

Pupils of the school who were over eighteen years of age and had the consent of their parents were allowed to donate a pint of their blood. The following boys volunteered: Joe Bridgeford, William Doonan, Darrell Green, Harvey Heidebrecht, William Lichtenberger, Ramon Martinez, Harold Most, and Billy Nedrow.

Members of the school staff who donated blood are: Mrs. Mabel Gulick, Mrs. Blanche Evans, Miss Mary Ross, Mr. Edward S. Foltz, Miss Evelyn Gregg, Mr. Sealey Lamm, and Mrs. Uel Hurd.

Mrs. H. M. Quigley, who is chairman of the Volunteer Services of the Red Cross Chapter of Johnson County, had the responsibility of supervising the blood donor campaign.

Mrs. Mildred Lines and Mrs. Gertrude Miller worked in the canteen serving coffee and other refreshments to the donors. Miss Berneta Selter, school nurse, and Dr. H. S. Albough, school physician, assisted the doctors and nurses take care of the donors.

Others of the School family had intended to give blood, but the large number of volunteers forced the Red Cross Staff to cancel their appointments.

person. To know and understand the deaf a person must be in daily contact with them, seeing them enjoy the blessings of a wonderful country, and seeing them get as much pleasure out of normal living as their hearing friends.

#### Deafness Not A Calamity

The most wonderful thing about deafness is that it is merely a physical deprivation. The soul remains unscathed. It lives, figuratively speaking, in a sound-proof room with soundproof windows through which to view the parade of life on earth. In this quiet room the innate appreciation for all that is high and pure in art serves as a stronghold against the inroads of a subtle inferiority complex. The absence of the hearing sense does not necessarily mean that so much has been taken out of life to leave nothing to be desired. A composition not set to music may stir the heart just the same. An orchid yielding no fragrance is held in high esteem none the less. A caged bird is safer and surer of regular food than if subjected to the hazards of the outside. So may a person's life be rich in other things though day after day he hears nothing.

#### Causes of Deafness

There are many causes of deafness. About one third of the deaf people of the country are congenitally deaf. In order of their descending frequency, other causes are scarlet fever, spinal meningitis, brain fever, catarrh, measles, typhoid fever, colds, malarial fever, and influenza. Proper medical attention in case of these illnesses may often prevent loss of

### CONTRACTS AWARDED TEACHING STAFF

Contracts have been awarded the teaching staff for the next year. The Board of Regents has granted a 10 per cent war bonus to be applied to the teachers' salaries for the coming year.

Miss Louise Curtiss, who has served on the staff the past thirteen years, retires at the end of the current term. Mr. E. S. Foltz, coach and teacher for twenty years, has resigned to devote full time to farm and livestock interests. Mrs. Margaret Carr has resigned to accept a similar position in the Tennessee School for the Deaf.

We regret these resignations, although we understand that many schools are having a difficult time keeping a full staff.

Our teacher vacancies have not as yet been filled.

### CALENDAR OF CLOSING EVENTS

All School Picnic.....May 14  
Junior-Senior Banquet.....May 22  
Baccalaureate Services, Presbyterian Church.....11 A. M. May 23  
Class Night.....May 25  
Commencement Exercises, School Auditorium.....10:30 A. M. May 27  
School closes, all pupils return home, May 28.

hearing.  
There are numerous hearing aids on the market. These amplify sound and are helpful to many of hearing folks. However, they are of no value to persons who are stone deaf. There is no known cure for total deafness, and when a specialist has declared that one's hearing cannot be restored, he might as well resign himself to this fate and make the best of it. The idea that an airplane power dive will restore hearing should be listed with "quack cures." In one or two instances they have given short relief but in the main, such attempts are not only a waste of money but a risk of life. Airplane pilots will testify that constant pressure on the ear drums due to diving flights will increase deafness, not cure it.

#### Education of the Deaf

The education of the deaf in America began in 1817 when Thomas H. Gallaudet opened a school for the deaf at Hartford, Connecticut. His interest had been aroused by a little deaf girl, Alice Cogswell, whom he taught to write the word "hat" in the sand. There were twenty-one pupils in his first class. On October 1, 1941, there were 20,367 pupils enrolled in the 212 schools for the deaf in America. All told, just over 155,000 deaf persons have received instruction in these schools. One of these schools is located within a day's driving distance of practically every American home, so every deaf child in America, who is otherwise normal, has a chance to get an education. Specially and technically trained teachers in these schools assure the twentieth century youth an

### MRS. RACHEL DAWES DAVIES HERE

During the week of April 19-24 the faculty of the Kansas School for the Deaf had the good fortune to have Mrs. Rachel Dawes Davies, Director of Instruction at the Central Institution for the Deaf at St. Louis, conduct a course in the method of teaching language through reading.

It is Mrs. Davies' theory that through reading we can supply our deaf pupils with more language, and with less difficulty, than in any other way.

Mrs. Davies conducted demonstrations using visual aids. Every day for several hours she delivered lectures, explaining and elaborating on her methods. Both the demonstrations and the lectures proved very beneficial.

Mrs. Davies is well-known throughout the United States for her methods of teaching in the schools for the deaf. She received her B. S. in Education at the University of Pennsylvania and her Master of Arts from the University of Pittsburgh. Before becoming Director of Instruction at the Central Institute for the Deaf at St. Louis she was, in turn, teacher and supervising teacher at the Mt. Airy School for the Deaf at Philadelphia; principal and head of the training department at the Western Pennsylvania School for the Deaf; and had two years of experimental work in reading at the New Jersey School for the Deaf.

Mrs. Davies has also been called upon to instruct teachers of the deaf in summer courses in the following schools and universities:

Association Summer School in San Francisco  
University of California, Southern Branch (2)  
Association Summer School in Olathe, Kansas  
Summer School in Central Institute for the Deaf  
University of Toronto  
Johns Hopkins University (2)  
University of Chicago  
Teachers' College, Columbia University  
Western Reserve University  
Washington University

Much credit for the success of the course goes to Mr. Quigley and Mr. Fair. It was through them that arrangements were made for Mrs. Davies to come here, that sample text books were obtained, and material was secured for the class room demonstrations.

opportunity to secure an education that will enable him to earn a living and enjoy life almost as much as folks who are able to hear. These schools offer an education to the rich and the poor alike. They are as much a part of the American educational system as the public schools of the state. These schools are prepared to educate the deaf child so that when his happy school days are over he will be prepared to meet the civic, economic, social, and moral conditions of life, to be a self-supporting, law-abiding citizen.

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*(The American Deaf—cont.)*

zen, an asset to his state. Of the 212 schools mentioned, 65 are public residential schools with an enrollment of 14,500; 127 are public day schools with an enrollment of 4,800; and 20 are denominational or private schools with an enrollment of 1,000. These schools are staffed by a personnel of 2,884 teachers. The overwhelming popularity of the residential schools is due to the fact that they offer superior facilities. The large residential schools have modern vocational departments which help to prepare the student to take his place in the community. The schools are invariably in session nine months a year, just as the public schools. The aims of the schools are triune: to educate the head, the heart, and the hand.

When most people hear the name "school for the deaf" they think that all the children in attendance are totally deaf. This is not the case. The percentage is about as follows: Thirty-five per cent is what we may say totally deaf; they hear nothing. Another thirty-five per cent has some perception, but cannot interpret the sound. The other thirty per cent has sufficient hearing to understand speech, but it needs amplification.

#### Language Difficulty

A six year old child who has never heard since birth has, of course, no speech. He has no language, no reading ability, no writing ability. Most often he does not know his name; he does not know he has a name. Yet, under the direction of competent teachers this child at the end of a school year may be able to speak 300 to 400 words; can read these words on the lips; can use these words in sentence building; can write them on paper or on the blackboard. The speech is not perfect if there is a total loss of hearing because speech is pleasant only if it has inflection and tone qualities. Thus, it is not difficult to see that language is a major problem with the deaf. It is a stumbling block of the first magnitude. 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 the drum of his ear?*

*Does the calf of the leg eat the corn on his toes?*

*If so, why not grow corn on the ear?*

These are funny to you. They are tragic to the deaf child. He learns a word one way and the next time he meets it, it has another meaning. In a certain class a teacher held up a picture of a donkey. The teacher asked what it was. One member on the class wrote "furlough" on the slate. The teacher asked where he got the 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 sometimes

difficult for the deaf to get these fine distinctions that are so simple to those who hear the spoken language.

The average child hears and understands the human voice long before he himself is able to articulate even a single word. By the various modulations of his parents and friends he can readily distinguish the emotions of pleasure, pain, anger, and sorrow, and he will react accordingly. By the time he is able to enter school he will have the ability to express himself in intelligible speech, and will have already begun his education by means of questions and answers.

The deaf child is as curious about what goes on about him as the hearing child, but unless his parents can communicate with him, he is seldom able to satisfy his curiosity. It is for this reason that when a congenitally deaf child enters school he is five years behind the hearing not only in language development, but also in general knowledge. This fact makes it remarkable that schools for the deaf are able to graduate their pupils and put them on their own feet as early as they do.

#### Gallaudet College

Most schools for the deaf offer a twelve-year academic course with vocational education. The work covered is similar to that of public schools and the first two years of high school. Graduates on successfully passing the entrance requirements, continue their education at Gallaudet College, Washington, D. C. This is a federally financed school, the only college for the deaf in the world. It gets most of its students from graduates of state schools for the deaf. The annual enrollment is around 150 students. Degrees are conferred on students who successfully complete the course and post graduates may earn advanced degrees.

#### The Sign Language

There is a mistaken idea prevalent that children in our schools for the deaf are taught by means of sign language. Signs are not taught in the classroom, but children pick them up on the playground. The education of the deaf is, to a great extent, carried on by the so-called oral method wherein the teacher speaks and the children read lips. Where children cannot benefit by this type of instruction, writing on paper or on the blackboards, and the use of finger alphabet is really writing or spelling in the air. The humanitarian rule that the method should be fitted to the child rather than the child to the method is used in most schools.

The sign language employed by the deaf is in many instances natural picture drawing in the air. For example, the sign for God is made pointing the right forefinger upward and looking upward as if to God in heaven. The sign for man is made by taking hold of the brim of an imaginary hat. The sign for woman is made by drawing the right thumb over the lower part of the cheek indicating the part of the right movement a lady makes to tie her bonnet. Thus, as an artist draws on canvas, so the deaf draw in the air. Their gestures are often smooth, rhythmical expressions of thought that express ideas as fast as the spoken word. As a public speaker flourishes his arms and uses different tones of voice to emphasize, so the deaf use facial expressions in trying to better convey an idea and improve expressions are as a daub of paint placed here and there on the canvas to enliven and enrich a particular bit of art.

As signs are clearly distinguishable at a distance, they are used in sermons, lectures, and plays. Signs are commonly used in social gatherings of the deaf. Both oral and manual, or sign methods of communications have their functions and contribute to the happiness of the deaf.

The deaf of the country are interested in sports and participate in almost every form of athletic activity. Perhaps the greatest athletic achievement of the deaf was the winning of the Nebraska State High School basketball tourney by the Nebraska School for the Deaf team in 1931. Coached by Nick Peterson, a deaf man, the eight boys on the team were the only eight of the twenty-five enrolled who had the physique demanded by the interscholastic competition.

Luther Taylor, better known to baseball fans as "Dummy Taylor," now of Jacksonville, Illinois, was at one time pitcher of the New York Giants team.

J. Frederick Meagher, of Chicago, was national A. A. U. 108 pound wrestling champion in 1918 and 1919.

The Arkansas School for the Deaf won twelve consecutive state A. A. U. wrestling championships from 1928 to 1940. The team was coached by a diminutive deaf man, Nathan Zimble, a graduate of Gallaudet College, who for years has been principal of that school.

Morris Davis, representing the 92nd Street Young Men's Hebrew Association of New York City, won the national A. A. U. 15 kilometer walking championship in 1936.

Angelo Acuna, of the Arizona School for the Deaf, was picked for the All-American High School six-man football team in 1938.

Donald Thurneau, of the Minnesota School for the Deaf, reigned as state kingpin of both high and low hurdles in 1939. He skipped the 120-yard hurdles in :15.3, and covered the 200-yard low hurdles in :23.6. He went through the season undefeated in both hurdle events, participating in dual, invitation, district, regional, and state meets.

The deaf have numerous organizations to promote their welfare and interests. The National Association of the Deaf is open to all white citizens of the United States. Organized in 1880, its members are found in every state in the Union. Triennial conventions are held, and as a rule, several thousand attend, many traveling clear across the continent in order to participate in the discussions and enjoy the fellowship.

#### National Fraternal Society of the Deaf

At one time insurance companies regarded the deaf as poor risks. In 1901 the deaf organized their own company, the National Fraternal Society of the Deaf. The objects of this society are to pay death benefits to the families of members who die; to pay benefits to members who fall sick or meet accidental injury; to unite all deaf men of good health, habits, and character into a brotherhood of friendliness and good fellowship for the purpose of helping one another and making life better and happier for all its members, and the deaf as a class. This organization blasted the idea that the deaf were poor risks and today any of the large insurance companies will gladly write life insurance for the deaf. The society is run entirely by deaf men and has divisions throughout the nation. It has a membership of close to 8,000, and assets of two and a half million dollars.

#### Deaf Automobile Drivers

At times there have been attempts to bar the deaf from driving automobiles. Organizations of the deaf and friends have shown that such action was unjustified, and today a normal deaf person may get a license to drive anywhere in America on about the same basis as hearing folks. During a recent three-year period a group of psychiatrists examined more than a quarter of a million drivers on roadways, in "crash chambers" and at laboratory steering wheels with instruments. Among the numerous findings: One driver out of twenty is a dangerous driver. A deaf driver is likely to be the safest and most careful driver.

#### In Industry

A national survey shows that the deaf are engaged in 250 different types of work. At present they are successfully filling positions in almost every calling where hearing is not absolutely essential. Only in law, music, and medicine we do not find them. There are deaf bakers, bankers, barbers, beauticians, cabinet makers, carpenters, cigar makers, chemists, clerks, contractors, dentists, dressmakers, editors, engineers, farmers, fruit growers, harness makers, inventors, laborers, linotype operators, machinists, merchants, poultry raisers, printers, shoemakers, tailors, teachers, and truckmen.

#### Deaf Careful Workers

There is a prevalent idea that the deaf are more liable to meet accidents than those who can hear. This misconception has at times barred deaf men from work. Statistics refute this idea, and today numerous employers will say a good word for their deaf employees.

#### With Ford, Goodyear and Firestone

Speaking from many years of experience, Henry Ford says: "The deaf require no special consideration,—they do their work one hundred per cent." L. V. Hannah, employment manager for the Firestone Tire and Rubber Company, in a recent address, said: "Our experience since those early days has fully justified our confidence in the ability and dependability of deaf workers." Charles W. Sieberling of the Goodyear Tire and Rubber Company says: "We started with eight deaf workers. Gradually we added more until there was a total of 800 deaf men and women on the payroll. The record speaks for itself. These men and women proved themselves loyal, safe, and efficient workers."

#### In Defense Work

"Through out the country the deaf are today being employed at defense work and making good. After taking on twenty-two deaf workers, an official of the Interstate Aircraft and Engineering Company, at El Segundo, California says: "They are making good. Deaf folks have especially nimble fingers which stand them in good stead in close circuit work. They are now working on gun charges and bomb racks."

#### An Integral Part of Society

Thus we see the deaf are an integral part of our economic industrial and spiritual society which as a whole makes our great country. The deaf man fills his citizenship duties just as his more fortunate brothers. He is a family man, a husband, a father, a companion, a church member, a club member, a voter, a producer, and a consumer of goods. The deaf man asks no favors, wants none.

—The Utah Eagle