

The School Helper

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Number 3

FACTS THAT ALL SHOULD KNOW

by James Coffee Harris

1. As to the Population of the United States.

There are now about 125 millions of us. Of these there are 2 million more males than females. There are, however, more old women than old men living. The reasons for this latter fact are perhaps that men incur more dangers from their occupations than women do and that men consume more alcohol and tobacco than women do. Men are more adventurous than women.

The distribution of our population to their ages is as follows:

Under 5 years of age 9 per cent Below School Age
 Between 5 and 19 years 27.4 per cent School Age
 Between 20 and 65 yr. 56. per cent Working Age
 Over 65 years of age 7.6 per cent Old Age
 Over 75 years of age 1.5 per cent Old Age
 Between 85 and 90 years .1 per cent Old Age

From these facts derived from the last census we plainly see that only 1.5 persons in each hundred in the population are over 75 years old, that only one in a thousand is between 85 and 90 years old. We see that only 56 per cent of us are at the working age, which is between 20 and 65 years of age.

2. As to wealth and taxes in the U. S.

Within the last four years there has been a vast loss of wealth and a vast decrease of property values and of income. The property values have been reduced from about 350 billions of dollars to less than 300 billions; the incomes from all sources have been reduced from about 80 billions to about 50 billions.

The total cost of government in the United States both local (state, county, and town) and federal for 1933 is estimated to be about 15,000,000,000 dollars, which nearly one third the income of the people. Of this 15 billions of the total taxation about 11 billions are from state, county, and towns, about 4 billions are from the government. There are about 2 million people employed by the state, county, and towns; there are about 820,000 employed by the federal government, 70,000 of them living in Washington City.

Of the 4 billion dollars spent last year by the United States government in its thirteen departments with head offices in Washington City more than one billion dollars went to the 1,349,812 war veterans. For the year 1932 the Treasury Department is to get \$1,412,000,000, which is 38 per cent of the total appropriated for the year, most of which goes to pay portion of the principal and all the interest accruing on the \$21,000,000,000, (twenty-one billions) now due on the World War

debt. The cost of the war veterans has risen from \$171,000,000 in 1916 to \$1,073,947,559 in 1931, being now 26 per cent of our total expenditures. The War Debt payments amount to 27 per cent, Army and Navy 17 per cent, all others 30 per cent.

The increase in governmental costs has very far outstripped the increase in population. In 1913 the per capita charges on account of federal, state, county, and town government were \$30.24. By 1923 they have increased to \$88.94. In 1929 they stood at \$107.37, an increase of 255 per cent in sixteen years. The Federal Expenditures during 1932 are 26 per cent above those in 1929. These facts, carefully reported from the departments, prove the rapidly increasing cost of government which with the rapidly decreasing loss in property values and in income by our people have brought a situation fraught with great suffering by our people and great anxieties to those charged with the administration of our institutions.

Georgia collected in taxes during the year 1931 \$30,109,439.99. These were expended as follow:

	Per cent of the whole.
Highway Department.....	50.3
Public Schools.....	21.3
University System and Agricultural Schools.....	6.3
Eleemosynary Institutions.....	6.0
Departments at the Capitol.....	4.0
All others.....	12.0
	100

The expenditures by the United States alone for the current year (1932) are as follows:

	Millions of Dollars
Service on the debt.....	1,137
Army and Navy.....	610
Agricultural Relief.....	187
Post Office Service.....	806
Treasury Department.....	275
Other Departments.....	475
Veterans Relief.....	949
Emergency Relief.....	322
	4,761
Total by U. S. Government.....	4,761
Total by States, Towns, etc.....	11,000
	15,000
Total of all Taxation.....	15,000

As this is nearly one third of the total incomes of all our people from all sources it seems to be true that we work three months every year in order to pay our taxes.

UNCORRECTED ORIGINAL WORK

Rules Pertaining to "Uncorrected Original Work"

1. Written language to be eligible for prizes and printing under the above head must not be corrected by a teacher, or by anyone else. Original manuscripts bearing teacher's corrections can be accepted, the corrections being disregarded in the judging and the printing.
2. Papers in the writing of which the author has received help from a teacher can be accepted according to the following conditions: Teacher can answer questions asked by the pupils and help the pupils express themselves *when asked to do so*. Questions to be answered must be specific. Questions like "Have I misspelled any words?" or "Have I made any mistakes in tenses?" should not be answered. Definite questions like "Is this the right word?" or "Should I have a comma here?" can be answered. Teachers must not hand in manuscripts for these columns in the preparation of which suggestions have been imposed on the pupil unasked.
3. All lip-reading material and compositions on articles and stories *recently* read should be excluded from material for these columns because it may not be wholly original.
4. If the source of a composition is not evident from its context, the teacher should label it, as "From a story read last year," "A personal experience", "A picture description", etc. Cooperation in this will help the judges.
5. *As far as is known to the judges*, the grade of each pupil, age of school entrance, age when deafness occurred, amount of residual hearing, etc. will be taken into consideration. Thus prizes often are won by inferior compositions.

NOTE: *We don't want the public to get the wrong impression of the language work our pupils do. Work as printed here often is not representative of what the writer usually does, but rather shows what he can do with a maximum effort and even breaks. Thus we hold it up as a goal to be reached in everyday composition. Because we print only the best, the compositions printed in these columns are far superior to the average work of the student body.*

A Picture Description

FRED MILLER

First Prize

In the picture I see a boy and a turkey.

The boy is small. He has dark brown hair. He has on red pajamas with white stripes. He is lying asleep in a bed. He is frowning and biting his lip. He is dreaming about the big turkey because he ate too much turkey for Thanksgiving.

The turkey is large. It has brown feathers. It is strutting and stepping on the boy's bed. It is not a real turkey. It is a dream turkey.

I think the boy is frightened.

Why I am Thankful

WAYNE UPCHURCH

Tied for Second Prize

No one knows how thankful I am. Some may think I am just a little thankful, but they can not feel my gladness.

I am thankful, in the first place for my sound mind and health. No one would be as happy as I if they were sick or feeble minded. I am thankful for all my good friends and relatives.

I believe the deaf have more to be thankful for than any other person, except the blind. Perhaps the deaf have no idea like mine, but I got my idea from an educated deaf man.

Just imagine how cruel people were treated before America was settled. Suppose there had been a law to kill every deaf and blind person born or perhaps worse than this, probably save them to do the most dangerous jobs or hardest work. Best of all special laws have been made to protect the deaf and blind and to send them to school and train them so they can support themselves and enjoy entire freedom.

The deaf and blind should be more thankful than the hearing people because they have more of the attention of the state than the hearing school boys and girls.

We have a lot more to be thankful for than Mr. Turkey.

"Uncle" Jerry Ingram

ROY FORSYTH

Tied for Second Prize

There is an eighty-eight-year-old-negro man who lives one mile from my home. Several years ago he used to be a watchman at Dr. Smith's dam, which is now owned by Ga. Power Co. He is a good cotton basket maker. He has saved about four thousand dollars for his life and hid it in a jar in the hole of the dry ground under the floor of the kitchen. He kept a secret. The people thought he was poor.

Last Spring Jerry's son visited him from Macon. Jerry let him know where the money was hidden, so that if something happened to him, his son could get the money. He was only the person who knew where it was but he was a mean man.

Last August in the morning Jerry's son visited him again. They chatted for a short time. Jerry's son left him and went away.

That night he went to his father's house again. He saw that his father slept in the bed and was in a hurry. He broke the door, and opened it, and went into the kitchen, and took the jar of the money. His father heard a noise and jumped from the bed. He chased the thief, but the thief hit him a few times and almost beat him to death. The old man fell down the road and was left.

Late in the morning a negro man motored to see if Jerry had made a cotton basket. He found him on the road and didn't know what happened to him. He saw much blood running from his head and his face and shirt were covered with black, dry

blood. He carried him into the house and put him on the bed. Many people were called and ran to see Jerry. Two negro men washed the blood off his face. His eye was swollen. He was not dead and told the people about the money and the thief. They didn't know who the thief was. A sheriff went there and determined to catch the thief. He asked Jerry whom he let know where the money was hidden. Jerry told him that it was his son who lived in Macon. The people were happy that he would be arrested. In that afternoon he was arrested in Macon and sent to the jail in McDonough. I think all the money Jerry got back. The court gave his son twenty years for staying at the prison. After a few weeks he got well. We people were glad he was alive. We have thought he would die. The doctor had cured him.

Football

Honorable Mention

CHARLIE PARKER

The Model High School football team came and played us in a return game last Saturday afternoon. They defeated us by 19-0.

In the first half of the game we didn't play very well because I think we felt chilly or some of us were not anxious to play hard with all our might.

In the first half of the game we didn't play very but, however, we played well in the last half of the game for the Model team couldn't make any touchdowns. We made several fumbles. If we played very well in the first half of the game, we might win or the score might have been tied. Some of our team didn't follow Lucian's signals and I guess they wanted to manage themselves without the signals. I intercepted a pass and gained about fifteen or twenty yards.

During the game, I tackled the halves only a few times because they didn't run through my place so much. I think they knew I could tackle them powerfully because they remembered what I did with them in Shannon.

In the third period I made a good flying tackle to a right half back but I almost missed him. I used my right hand to seize his shoulder and turned him. He felt down so hard and his left collar was broken.

Mr. Turkey's Idea of Thanksgiving

Honorable Mention

MARGARET HOGSED

I am a little turkey. I always follow my mother where ever she goes. Once a time while I was playing with my sister in the woods, my mother went to the yard where the chickens were. I forgot all about my mother because I had a good time playing with my sister.

My sister heard a noise and she knew her mother's voice. She ran as fast as she could but I did not go with her. When I saw her running, I was so frightened that I ran as I thought some one would grab me. I ran and ran until I saw a woman ready to cut my father's neck. I raised my feathers to show her that I was angry with her. Then I bit her leg and she screamed aloud and dropped my father. He ran away and I followed him and thanked me for saving his life. But my sister told

me that my mother got killed. I cried and cried and said, "My poor mother I will never see her again."

Then my father, my sister and I went to the yard and ate some corn. I did not eat any corn because I felt badly because my mother died. I said to them, "I think today is Thanksgiving Day and a woman will eat my good mother." We miss our mother because she always gave us something good to eat.

A Little Pilgrim Girl

I'm a little Pilgrim girl. My home used to be in England, but I live in America now.

My family came to America because we could not have a Church of our own and couldn't worship God as we pleased. I lived in England while King James was King of England. He thought that every one should attend the same service that he did. But some of us didn't like that. So one hundred of us decided to try to find a home somewhere else so that we could worship God as we pleased.

We crossed the sea and lived in Holland. We lived there for several years. Then our parents saw that we children were growing more and more like the Dutch. We wore costumes similiar to theirs, and even learned to speak their language. When our parents saw that, they were displeased and decided to find a home somewhere else.

So in Oct 1620, we crossed the ocean in the ship called the Mayflower. We had a very long, and stormy voyage. We sailed on the Atlantic ocean for (65) sixty-five days. Perhaps you can understand how weary we were and how good the sight of land seemed to us.

When we first sighted land we though our troubles were all over. But nay, our wise mothers knew better. And they were right for we had a great deal of trouble. We landed at Plymouth on Dec. 21, 1620.

It took the men two months to build homes. Our first home was the common-house, which was later used a meeting house.

It would be to hard for me to express to you the hardships we endured during that first winter. Thanks to Captain Standish. If it hadn't been for him we would have all died. But he fed and cared for us during the long winter. Some of the Pilgrims died any they were buried under the snow. Never shall I forget the hard ships of that winter.

The coming of the Spring brought friendly Indians. They taught us how to plant corn and other things. I too learned many things from the Indians. My brother John also learned lots from them. He learned to be skillful with a bow and arrow. He and I both learned lots about birds and other animals. One of the Indians taught him how to build a birch bark canoe. We two have enjoyed many of a happy hour in it rowing in the bay. I learned how to string beads and many other things that were useful for me in my new home.

My Name is Rosa. I came to America when I was ten. I am now fourteen. Food was plentyful during the summer and we stored some of it away for the coming winter.

One day our parents decided to have a feast and invited the Indians. They did this to give thanks to God for saving our lives. The feast lasted for

three days. Oh! my! such a feast as we did have. We had lost of good things.

Every since then we have held a Thanksgiving feast, which falls on the last Thursday of November.

All the Indians were not friendly to us. And there were times when our lives were in grave danger. All the settlers were brave even the young boys were.

This is part of the history of my life. I would love to live forever, for the day will come when this new world will be a pleasant place to be.

—*Elise Sawyer.*

Saturday morning the boys and I went to the carpenter shop. I worked from 8 to 12: o'clock. I turned three caps on the lathe. I have but one more. I cut the lumber with a bench saw into 4 pieces about 3½ inches in width. I put the glue on them and clamped them very tight and it made a whole piece of stock. I will turn it into a bed leg on the lathe this afternoon. I think I will I will work fast on the second one.

—*Morris Stephens.*

I think that our boys will start to play basket ball next week. Mr. Clark will try to get some basket ball unforiums for the boys who play best.

This morning after breakfast Hugh and I went to the Post Office. I mailed the letter which Mr. Clark gave me.—*Millard Nix.*

I received a letter from my mother last Saturday afternoon. She told me that Mr. Johnston wanted me to come home to fight with Buck Spear for the light heavyweight championship of Phenix City on December 24th. Buck Spears' manager is Mr. Johnston. I have fought Buck Spear three times. I beat him twice by a decesion and I knocked him out in the fourth round schedule of 8 rounds..

Last night Mr. Clark went to Cedartown and he brought Horace Taylor to school. He went home for Thanksgiving and he came to Cedartown on a train. Mr. Clark went after him and he got him.—*Millard Nix.*

Last Saturday night after supper I received a box from my mother. I was very happy that I found popcorn, peanuts, pecan candy, pecans and sausages. I enjoyed having them very much.

That night at 7:30 o'clock we went to the study hall and played many other games with the girls. There were rook, old maid, dominoes, pollyanna, croquet, pit, chess, checkers, flinch, bunco and skill game. We enjoyed playing them with the girls very much.

Last night after lunch Mr. Barton Clark invited Zack Wright, Wayne Upchurch, and me to Cedar-town, Ga. in his car. We stopped at the station in Cedartown, Ga. and carried Horace Taylor back to school when the train came. We came and had a very grand time.—*Nelson Harper.*

A Visit to the Colored School for the Deaf

Yesterday Miss Schmidt took Mr. Smith's and my class to visit the negro school. The negro school is about two blocks north east from our school. It is on a high hill. You would think that you would not get tired, but when you walk

up to the top you get very tired as though you had climbed to the top of the Rocky Mountains.

J. D. Rice is the Supt. of the school. They have four teachers and four classes and all together there are 46 pupils.

There are three buildings to the school. The main building is the largest and is used for the school rooms, office and dormitory. The dining room is not very big. A little room off of the dining room is used for a sewing room. The hospital is small. There school is not half so good as our school. But the view which you can see from their school is very beautiful.

—*Elizabeth McLendon.*

Perkins Institution,
Watertown, Mass.
Oct. 20, 1932.

My dear Miss Schmidt:

It was a great pleasure to have met you last summer. I enjoyed talking with you. I hope that we may meet again sometime.

What grades are you teaching this year? Do you have time to read many books of special interest? I am having to work very hard in the eighth grade this year; but I am enjoying it.

Monday morning October 3 Leonard Dowdy came to school to see us. He is our small five-year-old boy. His home is in Sedelia, Missouri. He is a very smart little boy. He has never been in school before. At noon he took his dinner plate, and threw it on the floor, and a piece of bread across the table, and spilled his glass of milk all over the table. He is learning to eat nicely now. Miss Hall told me that he will not be allowed to eat his meals in the dining room until he becomes more quiet. She is teaching him to understand things better. Sometimes she has to tie him in a chair. Miss Thompson takes care of him. I play with him a little bit every day. I love him very much.

Miss Hall told me that you have never seen a braille writer. She asked me to write, and tell you all about it. You know that blind people read and write braille. When I write to you I use my typewriter; but when I write to a blind person I must use a braille writer or a braille slate. A braille writer has six keys and a spacer. These keys are like the black keys on a piano. They are numbered. The keys on the left hand are numbered one, three, five. Those on the right hand are numbered two, four, six. With these six keys we can make sixty-three different combinations; the alphabet, numbers, contractions, and punctuations.

We roll the paper in the braille writer a little bit the same as we do in the typewriter; but the braille paper is much heavier than typewriting paper. The braille writer is chiefly made of iron.

Have you ever seen a braille slate? I shall be glad to tell you about it if you write and let me know.

Please give my best regards to Mr. and Mrs. Harris.

Sincerely, your friend,
Tad.

NOTE:—*Tad Chapman is a deaf-blind boy, and a pupil of Miss Inis B. Hall, a former teacher of this school.*

PERSONNEL

The friends of Mr. and Mrs. Stahl Butler wish to congratulate them on the arrival of a baby girl.

Miss Ida Holder, Miss Dorothy Wright and Miss Luella Brown motored to Macon to visit friends and relatives the week-end of November 20.

Miss Lucile Pearson entertained some of her friends very pleasantly at bridge in November.

The friends of Miss Marian Harned greatly sympathize with her in the loss of her father.

Miss Jessie Stevens and Miss Dorothy Wright motored to Atlanta with Mrs. J. C. Connor on Thanksgiving to attend the horse show.

The friends of Miss Daley were sorry to learn about her horse being accidentally shot and they hope that it will recover soon.

Miss Dorothy Wright and Miss Jessie Stevens motored to Rome with Mrs. J. C. Connor for dinner one day recently.

Miss Polly Nicholson spent Thanksgiving Day in Atlanta.

Miss Schmidt and Miss Pearson went to Atlanta recently.

Miss Dorothy Cook and Miss Polly Nicholson motored to Birmingham for a week-end recently.

Mrs. Gibbons attended the movies in Rome a few days ago.

Miss Schmidt entertained some of the teachers in her room at bridge in November.

Mrs. Mollison went to Atlanta not long ago.

Mr. and Mrs. Smith have been nutting a number of times lately. Like Mr. Squirrel, Mr. Smith is laying up a store for the winter.

Miss A. May Clark's mother, Mrs. B. F. Clark, celebrated her 88th birthday in November 17. She was in good health and had a happy day made so by letters and remembrances of children, grandchildren and friends.

Mrs. Butler's mother, Mrs. Belle Kidwell, is in Cave Spring again, having arrived the day before Thanksgiving. This is her third visit to Georgia.

PUPILS' LOCALS

Horace Taylor went home for Thanksgiving. He did not let his family know that he was coming, so they were surprised to see him. He had a fine time hunting and going to the movies.

Elizabeth McLendon had several feasts on Thanksgiving Day. Her family sent her and Hazel a big box of eats which she shared with her friends. They had supper in the girls' reading room. Elizabeth thought she might be sick the next day but she wasn't although she went without breakfast.

Nell Eason was delighted to see her family and two friends, November 20th. They all went to Rome and her Daddy took a picture of them there. Nell is planning to go home for Christmas and has invited Betsy Lisenby to be her guest.

Gene Hargrove thinks that her family is very good to her. She received a box from her mother

with some pretty new clothes in it. Her father sent her a sack of cane which she is enjoying very much.

Lillie Mae Sharpton was surprised to hear that her brother Troy had been in an automobile wreck, but he was not hurt. She was glad that he escaped.

Lillie Mae Sharpton wonders where the time goes to. She thinks it must have wings for it goes so fast. She can hardly believe that Christmas will soon be here.

Elise Sawyer is on trial in the advanced class. She is going to study very hard and try to stay there.

It is rumored that ghosts are walking in the basement of the boys' building. Wayne Upchurch seems to know a great deal about it and so does William Massey. Wayne reports that William's hair stood up straight and that his feet rose from the floor. Ask Zack Wright about it, William.

Margaret Hogsed's mother wants her to be a dressmaker when she leaves school. Margaret will try very hard to do good work in the sewing room.

Lucian Whipple is much interested in the application of a certain person who may come to school after Christmas. We wonder why.

Mr. Butler asked his boys to suggest names for his infant daughter. The class had a good laugh at Morris when he suggested Stahl Butler, Jr.

Millard Nix says he never has been knocked out but that if he keeps on fighting he will know what it is like sometime.

Louise Holland said, "Mr. Butler bought a new baby."

Roy Forsyth has been doing some special work in the Art Room and Printing Department lately. Wonder what it is?

Elise Sawyer thinks she has stepped up. She thinks her arithmetic work with the advanced class is easier than that with her old class. Better wait a while, Elise, you might change your tune.

Harris Henry was smart. His teacher gave him some money.

Edgar Jones got a class box. We had a party.

Lloyd Newton has been sick. He went to Rome for an operation.

Hope Ellis' father sent a large box of peanuts for the small boys.

Clyde Lawson got a box of eggs from his mother.

The *School Helper* extends to one and all Christmas greetings and a Happy New Year.

It is an old wish but it is not the words so much that counts as the way in which they are said. So this fact makes the *School Helper's* wish to you real live and up to date.

All connected with our schools join in congratulating Mr. and Mrs. Stahl Butler on the advent of their daughter into this breathing world. We expect her to be a fair and radiant maiden. She surely will be if she is like her mother and father. May good angels attend her. She will find this a world of both sunshine and of shadow, of joy and of sorrow, of successes and failures. Here's hoping that she will have good luck and find the better things of life.

The School Helper

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NELL GIBBONS.....	Associate Editor
STAHL BUTLER.....	Associate Editor

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Our Methods of Teaching

THERE is only about one deaf person in every two thousand of our population. Hence in educating our deaf children we must use methods that will enable them to communicate with hearing people. Contrary to what is usually supposed to be the case almost all our deaf children have hearing parents. At the Georgia School of the 250 children in attendance there are only three children whose parents are deaf. At the Nebraska School of the 206 pupils enrolled there this term there are only five whose parents are deaf and these come from three families. This will be found the usual condition all over the United States, that only about two deaf children in each hundred are the children of deaf parents. Hence it is that the parents of deaf children, almost all of them being hearing people, knowing nothing about the use of handsigns for ideas always wish their pupils taught only by speech and writing. Some deaf parents express this same desire. For instance, in the Nebraska schools the five children of deaf parents are all in the purely oral classes. The deaf children except in very rare cases have hearing parents, and so will usually live in homes where they will find only hearing people. In those homes no one knows the handsigns and the child cannot be understood when he uses them.

It is also true that a considerable percentage of our pupils have some degree of hearing and that many of them have enough to help them in the use and the utterance of words. The 1924-1925 survey of several of our great schools disclosed the fact that but 3 per cent of the pupils in our schools for the deaf have no hearing and that the average have 25 per cent of the normal amount. Audiometer tests have shown that the acuity of the hearing of our pupils ranges from 5 per cent to 85 per cent. From these tests it seems probable that one fourth of our pupils can perceive the sound of the human voice when spoken loudly near the ear and can interpret it in a way that would improve the vocabulary and increase the hearing itself.

It has been found also that even those children who are too deaf to hear the human voice in speech can learn to utter speech. If they have normal minds they can be trained to so place the organs of speech and to so use them so as to utter each of the forty two sounds which make all the words in our language.

lips of others along with the use of written This training to utter speech and to read the speech is the sole method found in our purely oral schools, as in the Clarke School of Northampton, Mass. the Central Institute at St. Louis, the School at Mt. Airy, which has more pupils than any other school for deaf in the world, the Rhode Island School at Providence, and a number of others including most of the day schools for the deaf in our leading cities. In these day schools there are now more than three thousand pupils. Pupils in these schools are not allowed to use signs for ideas or to spell with their fingers in the class-rooms.

In most of the schools for the deaf, however, ours among them there are a few classes in which pupils are permitted to use finger spelling of words in the class rooms. There are some of our schools that use handsigns or ideas in some of their class rooms as well as the manual alphabet, but our reports show that 14,000 of the 19,000 pupils in the schools for the deaf in the United States are taught wholly or chiefly by speech. When it is remembered that in all our institutions for the education of deaf in 1867 the system of instruction with handsigns for ideas held sway the rapid progress of oral methods is apparent to all. Now nine tenths of the deaf children are taught speech.

These hand-signs for ideas are used very little outside the United States. They have never been used at all in Germany, Austria, Russia and are now used but little in France and England. They were invented by de l' Eppee in 1760 and used at his school in Paris. There Thomas Gallaudet studied the sign language method of teaching and in 1816 brought from there to Hartford a deaf man Laurent Clerc to assist him. As the Hartford School was the first established in America its graduates became the first teachers in the earliest schools founded in the other states and used this sign language and manual spelling and writing as the basis of instruction. It was not till 1867 that the first oral school was founded. This was the Clarke School at Northampton, Mass. where the deaf are instructed in the use of their vocal organs and learn speech and lip reading. Thus though their deafness remains they are no longer dumb.

Our own school gives every pupil training in uttering speech, but in four of our school rooms the teacher is permitted to use the alphabet made with the fingers in cases where it seems needed to make the pupil progress. The handsigns for ideas invented by l' Eppee are not permitted in the class rooms. Twenty of our classes use purely oral methods. Our methods and conditions seem very similar to those in the Nebraska School for the Deaf which has for a quarter of a century been under Mr. F. W. Booth. He writes me that there they have 19 classes, sixteen of them purely oral. the manual alphabet in three. His entire letter is as follows:—

"Replying to your letter I would say, our school methods are oral and manual alphabet. We use the oral method in sixteen classes, and the manual alphabet

method in three classes. In no class is the sign language used.

My parents were deaf and I know the sign language, but do not use it in my teaching. In lecturing in chapel I use speech and writing with the oral pupils, and manual spelling and writing with the manual alphabet group.

You ask what percentage of our pupils have deaf parents. We have 206 pupils enrolled and of this number, five (from three families--two and two and one in the respective families) or 2½ per cent, have deaf parents. The five are in oral classes and are doing good work.

You can be assured that I am gratified that you are to continue in your position, and may that be for a long time to come."



Our Monthly Report of Weights of Pupils

WE have for many years had each of our pupils weighed on the last day of each month and this weight carefully compared with their respective weights thirty days before. A list is then made of all pupils who have lost weight and those pupils who have lost more than one pound are given special feeding until they show normal increase. During the month of November there were ten of these who will receive special attention. As there are more than two hundred who gained weight during the month of November, we can say positively that our diet is adequate. Indeed the gain in weight by our pupils in November is perhaps the largest that we have on our record. The total pounds gained by the pupils in our white schools was 559 which is an average of more than two pounds each. This should give all parents perfect assurance that their children are well nourished.

One of our principles of feeding is to have our pupils consume an average of one quart of sweet milk a day. They are given ice cream three times each week. We have our own herd of Holstein cows which supplies most of this.

NOTICE

ON account of school opening late this term, I cannot with good conscience allow the pupils to have the usual Holidays for Christmas. Consequently, I have determined to keep the school going in the regular way until Thursday afternoon, December 22nd., and begin school work again on Wednesday morning, December 28th. We will see to it that our pupils have good Christmas occasion. They will have parties, Christmas trees, pictures shows and a good Christmas dinner. Everything possible that we can do will be done to give them a merry Christmas. If, however, a parent will come or send for his child on Thursday, the 22nd. I will permit the child to go home, provided the parent promises to be sure to have his child back at school on Tuesday the 27th.

Parents must not take the children home if there be contagious disease in his family or in the community.

J. C. Harris, Supt.



James Coffee Harris

NOTE: In last month's issue we printed a letter from Mrs. J. F. Harris, one of our patrons, in which she suggested that the HELPER contain a picture of the superintendent. The following is an UNCORRECTED description of Mr. Harris written by one of our pupils, Sybil Cook.

Mr. Harris is rather tall and stout. His face is round and full. He has a moustache. He has a rather large nose, and mouth. He has white, even teeth. He is bald headed.

His complexion is fair and smooth. He has brown eyes. His hair is dark brown and a little gray.

He dresses neatly and with good taste. He is generous, kind, pleasant, and thoughtful. He likes to tease and tell jokes.

He is our superintendent.



A Human Life

Waking time! Waking time! Lo, a man is born!
Born in Nature's wonderland, in life's fresh morn.
Nature's myriad wonders, beckoning, seem to say:
"Come, live with us and learn of us, in life's long day."

Working time! Working time! Life's high noon!
Waste no precious moments now, for night comes soon!

Much to learn, much to do, all that man can ask.
Summon every energy to life's great task.

Resting time—sleeping time! Lay the task away:
Thou hast earned a peaceful close of life's long day.
All thou hast accomplished, little though it seem:
May'st thou see it clearly after life's strange dream!

—Paul R. Heyl.

EXCHANGES

HOW often do you rewrite a letter, an informal talk you plan to give, or something for publication? How often do you rewrite anything of an important nature?

How often do your pupils rewrite their composition assignments? Do they know what *rewrite* means? May not this be one cause of poor composition?

Our schoolroom schedules are so full, and work has to be turned out so fast, lest something be left out, that I fear our pupils may get the idea that all literature is written in haste. A few years ago an instructor in composition found out that his pupils had no idea of writing a composition more than once. He attempted to impress them with the necessity for rewriting by giving a few personal instances. He told them that he often rewrites a personal letter and that important business letters and letters of application are often written two, three, four, and even five times. He told of a young lady of their acquaintance who, in her college days, had been on the board of editors of the school paper. She reported that anything of her writing which went into the paper had been written at least four or five times.

Our pupils are so in the habit of making errors that they take them for granted. Their classmates make them, their teachers make them, and three or four errors on a page are taken as a matter of course. The idea of a page free of common errors often has not been brought to their attention.

One reason children who are good in drill work may not do well in original composition is that they do not write carefully and do not think it through as they have to do in language drills. They may attempt to go too fast. Children should be taught to write slowly, and carefully, weighing each construction as they make it, and asking about anything of which they are in doubt. In time they will be able to write a page free from ordinary errors.

THE Reverend S. M. Freeman preached to our student body twice on the third Sunday of November, this being his regular monthly visit. Several of the local deaf turned out to his services and all enjoyed and profited by them. The third Sunday is a red-letter Sunday at G. S. D.

THE Reverend Robert C. Fletcher stopped between trains in Cedartown Sunday, November 23, and came to our school and gave our pupils an inspiring sermon. It was his first visit here. He really impressed our pupils very strongly and the following morning a renewed enthusiasm in reading and other lessons was manifest. We appreciate this very much and beg Mr. Fletcher to come as often as possible. We understand Mr. Fletcher is forced to change his itinerary somewhat, and it is sincerely hoped that he will be able to come here at least once a month, and should he be able to come on either Saturday or Sunday evening, we would be the more fortunate, as they are dull evenings for our pupils, though we provide for their entertainment and instruction as best we can.

MR. FLETCHER is sponsoring an Octagon Coupon Shower for the D. A. D. Home for Aged and Infirm Deaf. A million coupons means five thousand dollars in cash, and lesser amounts for smaller numbers. Parents and friends are urged to send the coupons to his home address, 2015 North Sixth Avenue, Birmingham, Alabama.

WE were on the sands of Long Beach watching a swimming race. Twenty-six boys averaging 17 years of age, and prospective candidates for life guards, dived off the Pine Street pier and set out for Belmont landing, three miles away.

Early in the race two boys took the lead and kept far ahead of the others. Later we learned that the winner was a deaf boy named Fred Rathbun whose time was a record for that course. He made it in one hour 10 minutes and 4 seconds. The distance had never before been covered in less than one hour and 26 minutes—*The Iowa Hawk-eye*.

The editor thinks this is the attractive youngster he knew years ago in the Idaho School—the live wire whose hands always were chapped and who seldom had clean stockings, though his mother provided plenty. Can a deaf man obtain employment as a life guard? The editor is too much a landlubber to know.

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

—*The California News*.

FIVE entries of Reds were made at the fair and all were among the winners of ribbons. Our pen of young birds went down to defeat at the hands of Walter Johnson of baseball fame. Our boys feel it no disgrace to take second honors in competition with one of the finest men who ever wore a major league uniform, regardless of what that competition may be.

Walter was there with his congenial smile and a friendly greeting for all who approached him, whether the topic was birds or pennant races. When he comes over to view our flocks, it is just possible that "the big train" will show our boys a few stunts on the diamond.—*The Maryland Bulletin*.

THE statement made in our last issue that the players representing our school on its basketball team during the past two years were, according to the school record, all of the congenitally deaf class, draws from the *Kentucky Standard* the following comment:—

"Our basketball aces this season, and for several seasons past, have been the congenitally deaf. Perhaps the partial loss of equilibrium that follows deafness after the child has heard for a few years, explains this phenomena. The semi-mute can not walk straight in the dark, and is more or less un-

steady on his feet in day time, whereas the born deaf can snap into action as quickly and steadily as normal youths."

Our own theory is quite in accord with the above. The sense of balance or of equilibrium, located in the semi-circular canals, without doubt in its nerve structure, is destroyed by the disease that destroys the nerves of the sense of hearing.

Thus semi-mutes really lack two senses, the sense of hearing and the sense of balance, while the congenitally deaf, born with the sense of balance and retaining it, have it as equipment for all its values in serving in physical action.

And, too, it is just possible that the sense, because of its extra usefulness to its possessor, is extra sensitive, just as Helen Keller's remaining sense of touch is extra sensitive, so extra serviceable in its uses by its possessor.—Dr. F. W. Booth in *The Nebraska Journal*.

OUT on the National Road west from the city, is a florist's establishment with four, large green houses and several acres under outside cultivation. Just a florist's establishment which has grown from a small beginning to an extensive place. What makes it of more interest than just that of being a floral establishment is the fact that it was begun, has been built up by, and is still the property of a deaf man, William Hack, now 87 years old.

Throughout his long career of sixty-six years as a florist, Mr. Hack conducted a general florist business, with a sideline specialty of gladioluses. The son William says that one of his early memories is the delivery wagon his father used with the sign on it, "Glads a Specialty." What Mr. Hack has done with floriculture other deaf men could do, but few have done. The papers have recently published an account of a successful deaf florist down in Louisiana. We add the name of Mr. Hack to the list.—*The Silent Hoosier*.

THROUGH the friendship of Governor Murray and Budget Officer Ben. F. Harrison for this school, and the handicapped children it serves, the last legislature appropriated \$85,000 for a new vocational building. The more practical, or bread and butter side of the education of the deaf appealed to our friends at the state capital, as it does to public men generally. We certainly appreciate the handsome treatment the school received in this particular and shall do our best to make our increased facilities for industrial education count, according to the means at our disposal.—*The Deaf Oklahoman*.

THE Illinois school has so many more pupils than usual this year that it has been forced to lease additional quarters to accommodate them. A building nearby capable of housing forty pupils has been leased. This is a better way of solving the problem than by putting up the bars, as is sometimes done when the limit of capacity is reached. The school has an attendance of over six hundred.

—*The Kentucky Standard*.

ACCORDING to present plans a joint convention will be held at this school next summer during the week of June 18-23, 1933, of the following pro-

fessional bodies; the Convention of American Instructors of the Deaf, the American Association to Promote the Teaching of Speech to the Deaf, the Progressive Oral Advocates and the Conference of Executives. Teachers and school officers can go from here to the World's Fair in Chicago.

The program will be so arranged that each body will have one day, and that one day will be reserved for the foreign delegation. The summer school of the Association will begin at Chicago University on June 25th and arrangements will be made to have a special train take the members of the various bodies to the summer school and the World's Fair in Chicago. The program will be of a high order and Trenton and vicinity teem with historic and scenic interest, so that it will pay every teacher of the deaf to plan now for the trip to West Trenton next summer. Trenton is conveniently located half way between New York and Philadelphia, and can be easily reached by rail, automobile, or airplane. The Trenton airport (Mercer Airport) is about a mile from the school campus.

—*New Jersey School News*.

AT the teachers' meeting in June the problem of materials for the teaching of nature topics was brought up. Teachers were unanimous in the opinion that a well-stocked museum would be useful, and steps were taken to provide the materials. Each teacher chose one subject, such as citrus fruits or grains. During the summer the teacher collected all the material possible, and looked up references on the subject. With this type of cooperation we hope to work out a useful list of topics and have materials and references so arranged as to eliminate repetition from one grade to another. The results obtained so far have been most gratifying.

—*The Colorado Index*.

LEO WOLTER, of Osseo, Minnesota, a deaf man, is familiarly known in Minnesota as a "Potato King." In 1930 he made nearly \$10,000 from potatoes alone, but this year the prices are so low it hardly pays to dig them. Regardless of this fact he appears quite prosperous and has everything a modern farmer needs, including an International truck, tractor and a Chrysler car.

—*The Silent Hoosier*.

A BIG step forward has been taken by the medical experts connected with the National Institute for the Deaf, as it has now been found possible as the result of research to place hearing aids on a prescription basis as glasses are for those who are as it may be termed "hard of sight." This development should do much to place hearing aids on a far sounder basis, and we shall watch any further expansion with the greatest sympathy and interest.

—*British Deaf Times*.

ISTANBUL—Crimson hats and cloaks are to be worn in the future by all the deaf of Istanbul so that they can be easily distinguished, they decided at their annual Congress. There are nearly 1000 deaf people in Istanbul.—*Associated Press*.

The Basic English Vocabulary

The 850 words that make an International Language.

OPERATIONS, etc.

100

Come	After	Of	But	Together
Get	Against	Till	Or	Well
Give	Among	Than	If	Almost
Go	At	A	Though	Enough
Keep	Before	The	While	Even
Let	Between	All	How	Little
Make	By	Any	When	Much
Put	Down	Every	Where	Not
Seem	From	No	Why	Only
Take	In	Other	Again	Quite
Be	Off	Some	Ever	So
Do	On	Such	Far	Very
Have	Over	That	Forward	Tomorrow
Say	Through	This	Here	Yesterday
See	To	I	Near	North
Send	Under	He	Now	South
May	Up	You	Out	East
Will	With	Who	Still	West
About	As	And	Then	Please
Across	For	Because	There	Yes

THINGS

400 General

Account	Cook	Father	Land	Order
Act	Copper	Fear	Language	Organization
Addition	Copy	Feeling	Laugh	Ornament
Adjustment	Cork	Fiction	Law	Owner
Advertisement	Cotton	Field	Lead	Page
Agreement	Cough	Fight	Learning	Paint
Air	Country	Fire	Leather	Pain
Amount	Cover	Flame	Letter	Paper
Amusement	Crack	Flight	Level	Part
Animal	Credit	Flower	Lift	Paste
Answer	Crime	Fold	Light	Payment
Apparatus	Crush	Food	Limit	Peace
Approval	Cry	Force	Linen	Person
Argument	Current	Form	Liquid	Place
Art	Curve	Friend	List	Plant
Attack	Damage	Front	Look	Play
Attempt	Danger	Fruit	Loss	Pleasure
Attention	Daughter	Glass	Love	Point
Attraction	Day	Gold	Machine	Poison
Authority	Death	Government	Man	Polish
Back	Debt	Grain	Manager	Porter
Balance	Decision	Grass	Mark	Position
Base	Degree	Grip	Market	Powder
Behaviour	Design	Group	Mass	Power
Belief	Desire	Growth	Meal	Price
Birth	Destruction	Guide	Measure	Print
Bit	Detail	Harbour	Meat	Process
Bite	Development	Harmony	Meeting	Produce
Blood	Digestion	Hate	Memory	Profit
Blow	Direction	Hearing	Metal	Property
Body	Discovery	Heat	Middle	Prose
Brass	Discussion	Help	Milk	Protest
Bread	Disease	History	Mind	Pull
Breath	Disgust	Hole	Mine	Punishment
Brother	Distance	Hope	Minute	Purpose
Building	Distribution	Hour	Mist	Push
Burn	Division	Humour	Money	Quality
Burst	Doubt	Ice	Month	Question
Business	Drink	Idea	Morning	Rain
Butter	Driving	Impulse	Mother	Range
Canvas	Dust	Increase	Motion	Rate
Care	Earth	Industry	Mountain	Ray
Cause	Edge	Ink	Move	Reaction
Chalk	Education	Insect	Music	Reading
Chance	Effect	Instrument	Name	Reason
Change	End	Insurance	Nation	Record
Cloth	Error	Interest	Need	Regret
Coal	Event	Invention	News	Relation
Colour	Example	Iron	Night	Religion
Comfort	Exchange	Jelly	Noise	Representative
Committee	Existence	Join	Note	Request
Company	Expansion	Journey	Number	Respect
Comparison	Experience	Judge	Observation	Rest
Competition	Expert	Jump	Offer	Reward
Condition	Fact	Kick	Oil	Rhythm
Connection	Fall	Kiss	Opinion	Rice
Control	Family	Knowledge	Operation	River

Road	Sign	Stage	Tendency	Voice
Roll	Silk	Start	Teaching	Walk
Room	Silver	Statement	Test	War
Rub	Sister	Steam	Theory	Wash
Rule	Size	Steel	Thing	Waste
Run	Sky	Step	Thought	Water
Salt	Sleep	Stitch	Thunder	Wave
Sand	Slip	Stone	Time	Wax
Scale	Slope	Stop	Tin	Way
Science	Smash	Story	Top	Weather
Sea	Smell	Stretch	Touch	Weak
Seat	Smile	Structure	Trade	Weight
Secretary	Smoke	Substance	Transport	Wind
Selection	Sneeze	Sugar	Trick	Wine
Self	Snow	Suggestion	Trouble	Winter
Sense	Soap	Summer	Turn	Woman
Servant	Society	Support	Twist	Wood
Sex	Son	Surprise	Unit	Wool
Shade	Song	Swim	Use	Word
Shake	Sort	System	Value	Work
Shame	Sound	Talk	Verse	Wound
Shock	Soup	Taste	Vessel	Writing
Side	Space	Tax	View	Year

200 Picturable

Angle	Carriage	Garden	Nose	Sock
Ant	Cat	Girl	Nut	Spade
Apple	Chain	Glove	Office	Sponge
Arch	Cheese	Goat	Orange	Spoon
Arm	Chest	Gun	Oven	Spring
Army	Chin	Hair	Parcel	Square
Baby	Church	Hammer	Pen	Stamp
Bag	Circle	Hand	Pencil	Star
Ball	Clock	Hat	Picture	Station
Band	Cloud	Head	Pig	Stem
Basin	Coat	Heart	Pin	Stick
Basket	Collar	Hook	Pipe	Stocking
Bath	Comb	Horn	Plane	Stomach
Bed	Cord	Horse	Plate	Store
Bell	Cow	Hospital	Plough	Street
Bee	Cup	House	Pocket	Sun
Berry	Curtain	Island	Pot	Table
Bird	Cushion	Jewel	Potato	Tail
Blade	Dog	Kettle	Prison	Thread
Board	Door	Key	Pump	Throat
Boat	Drain	Knee	Rail	Thumb
Bone	Drawer	Knife	Rat	Ticket
Book	Dress	Knot	Receipt	Toe
Boot	Drop	Leaf	Ring	Tongue
Bottle	Ear	Leg	Rod	Tooth
Box	Egg	Library	Roof	Town
Boy	Engine	Line	Root	Train
Brain	Eye	Lip	Sail	Tray
Brake	Face	Lock	School	Tree
Branch	Farm	Map	Scissors	Trousers
Brick	Feather	Match	Screw	Umbrella
Bridge	Finger	Monkey	Seed	Wall
Brush	Fish	Moon	Sheep	Watch
Bucket	Flag	Mouth	Shelf	Wheel
Bulb	Floor	Muscle	Ship	Whip
Button	Fly	Nail	Shirt	Whistle
Cake	Foet	Neck	Shoe	Window
Camera	Fork	Needle	Skin	Wing
Card	Fowl	Nerve	Skirt	Wire
Cart	Frame	Net	Snake	Worm

QUALITIES

Able	Clean	Fertile	Hard	100 General	Possible	Second	Tight
Acid	Clear	First	Hardy	Medical	Present	Separate	Tired
Angry	Common	Fixed	High	Military	Private	Serious	True
Automatic	Complex	Flat	Hollow	Natural	Probable	Sharp	Violent
Beautiful	Conscious	Free	Important	necessary	Quick	Smooth	Waiting
Black	Cut	Frequent	Kind	New	Quiet	Sticky	Warm
Boiling	Deep	Full	Like	Normal	Ready	Stiff	Wet
Bright	dependent	General	Living	Open	Red	Straight	Wide
Broken	Early	Good	Long	Parallel	Regular	Strong	Wise
Brown	Elastic	Great	Male	Physical	Responsible	Sudden	Yellow
Cheap	Electric	Grey	Married	Past	Right	Sweet	Young
Chief	Equal	Hanging	Material	Political	Round	Tall	
Chemical	Fat	Happy		Poor	Same	Thick	

50 Opposites

Awake	Complete	Different	Foolish	Left	Old	Short	Safe
Bad	Cruel	Dirty	Future	Loose	Opposite	Shut	Solid
Bent	Dark	Dry	Green	Loud	Public	Simple	Special
Bitter	Dead	False	Ill	Lixed	Rough	Slow	Strange
Blue	Dear	Feeble	Last	Mixed	Sad	Small	White
Certain	Delicate	Female	Late	Narrow	Secret	Soft	Wrong
Cold							

THE INDUSTRIAL DEPARTMENT

The Printing Department

BY BARTON CLARK, *Instructor*

This short description of the work in our Printing Department is written with the hope of acquainting the parents of some of our boys with the procedure our students follow in acquiring the printer's trade.

The printing department is equipped to sufficient extent to enable us to publish a school periodical, the *School Helper*, and to do printing jobs for our school. It also possesses most of the materials required for practical and efficient educational purposes.

To provide a good start for a student who begins the printing trade, our course requires first that he learn the names of materials and tools. The pupil is then started out setting type, taking proofs, correcting errors, and distributing type. After this he is advanced to press work, where he is taught locking up forms. There he must be impressed with the importance of the principles of stone work. He must become thoroughly familiar with the names of all tools, equipment, and other things involved therein.

Job composition follows press work. Here the student learns to think and decide problems of his own. He learns also to set letterheads, envelopes, billheads, statements, etc. Commercial papers have characteristics of their own; for instance, billheads usually use copper plate type faces and business cards Old English or Script.

The above requires a long time to learn and to know well. Inasmuch as the student spends but two hours every day here, it takes at least five years for him to master the fundamentals and the basic principles of composition as it relates to printing. Having learned this, it is up to the student to progress mentally if he wants to succeed. The student must have acquired a very good education. He should understand colloquial phrases and idiomatic constructions as well as all the rules of grammar.

If he shows good adaptability to do linotype work, the student will devote much time to learning the names of linotype parts, the functions of each, and keyboard fingering. The linotype course taught here is much along the same lines as that used in the Mergenthaler Linotype School at New Orleans, Louisiana. If the student lacks English and grammar, he is advised against taking up this rather complicated but yet delicate course.

In our plan, a student when through school will have learned job composition, stone work, job press work, and operating the Linotype. He may select as his vocation any of them he thinks he is best capable of performing successfully.

Instructions are not given as a matter of routine, but vary with the individual. Some students are apt and quick whereas others are slow. When one does not advance beyond a certain point we retrace and rehearse the various fundamental essentials, so as to try to make results practical to him.

We do not guarantee to make him a proficient printer but we trust that with what he has learned

here he can hold a good position outside of the school. Our policy is to encourage him in learning and understanding the trade, provided he puts his full co-operation into the work assigned him here; otherwise our efforts will fail. If he wants to succeed, he must first have a real interest in his trade, for if he has it, he is most likely to achieve success.



We have an enrollement of fifteen boys in the printing office this year. We have been very busy since we came. We have printed the weight records, letterheads, Schoolroom reports, flash cards, *The School Helper*, and other jobs.

Our boys in this office are divided into three groups, according to the type of work we are doing: beginners, press work, and linotype.

Our beginners are learning typesetting which is used in any up-to-date printing office.

Mr. Barton Clark is our foreman. He is a fine fellow and a good teacher. He always gives us plenty of work. We never rest a minute. We like that. We are glad to have Mr. Clark because he is strict.

Mr. Clark says that I am the best presser. I hope I can keep that title.

I set the type for the tax statement of the city of Cave Spring. It was the first time I had done this.

When we have finished *The School Helper* this month, Mr. Clark want us to clean the cases, the type, and other things so we shall have a nice looking shop.—*Horace Taylor*.

What Vocational Education Means

Leaders in vocational education, among other things, believe:

1. That the sponsors do not and will not attempt to divorce type of training from other essential forms usually spoken of and understood as academic or cultural.

2. That each person who desires to live as worthily as he should, must acquire certain *skills* which come from participating experiences and these skills must be grounded in habit.

3. That real wealth is created by the application of both the ideals of the mind and the skill of the hand. The civilization of any people can rise no higher than the ability of the people to pay for the necessities and luxuries with wealth earned largely by the skill of the hand, either directly or indirectly.

—G. W. REAVIS, *Mo. Industrial News Letter*.

"I judge people by what they might be, not are, nor will be."—*Robert Browning*.

The Cover

The cover design this month is the work of Connor Dillard. This is the first time he has succeeded in making an acceptable drawing for the *Helper* cover and we know he is very proud of it. Again the boys beat the girls!