

THE SCHOOL HELPER

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How We Spent Our Christmas Vacation From the Advanced Department

The pupils in the advanced department had such a good time during the Christmas holidays that they would like for those who read the Helper each month to share some of the fun they had.

I arrived home about 11:45 Saturday night December 18. I got up early next morning and found that I had a cold and would have to remain in bed, but this was not too bad, because I had some good books to read. In a few days I was feeling all right. On Christmas night, I had a good time talking about school and our mutual friends. Mr. and Mrs. Norman Barrett, Jean and Buddy also came to see me during Christmas week. I left home a few days before school opened so that I might have time to visit Evelyn Robinson. During my stay with Evelyn, I also saw Mary Moon and Edna Pope. To me this was a wonderful Christmas vacation in spite of the fact that I was sick the first few days.

—Lois Watkins

Dad and mother came for me on Saturday, December 18. We had a nice trip home, arriving there about three o'clock in the afternoon. The first week, I had a good time going to movies, meeting my friends and riding around in the car. On Christmas Eve, Roscoe Dukes came to spend a few days with me. We rode here, there and everywhere. All my friends liked Roscoe and we had a mighty good time together. After taking Roscoe home I spent most of my time reading "The Three Musketeers." You can not get lonely if you have a good book to read—this is especially true if at inter-

vals, you are called in to enjoy a good Christmas meal that only ones mother knows how to prepare.

—Eugene Whittie

My vacation was spent mostly at home doing everything I could think of doing. I helped my father put up some new posts so that he could fence in a new field, and also went hunting and fishing. Fishing in December does not seem probable, but it is. You can get a very nice catch of "cats" at this time of the year. I had a good time on Christmas Day and I could hardly wait until New Years Eve to celebrate again. I enjoyed every moment of the holidays, but it is also nice to be back at work again knowing that we shall celebrate again in June.

—Thomas Rucker

I was fearful that my Christmas vacation would not be so wonderful, because I was in the hospital for a week and two days just before we went home and had to remain in bed four days after I reached home. My father and mother were both sick during my stay there, and for a while, we thought my mother might have to have an operation. We really felt the Christmas spirit when we found that she would not have to be operated on. We visited some of our relatives and quite a few of our friends and relatives came to see us. I went to Atlanta with my aunt to see the governor's lawn lighted with Christmas lights. It was a beautiful sight with thousands of colored lights outlining every tree and shrub on the grounds. I was so happy to see Lois Watkins and Edna Pope when I returned home. Among the many nice

Christmas presents I received was a lovely piece of baggage from my family. After all I had a very happy vacation.

—Mary Moon

I reached home about seven o'clock on the evening of December 17. I was very tired because it was a long trip from Cave Spring to Bainbridge. I was happy to go to bed early so that I would be ready to get up next morning and go hunting with my father. We went before breakfast and I shot a squirrel and my father shot several doves. As soon as my brother's school was out, we went hunting almost every day. We killed several quails, doves and squirrels, but I missed quite a few shots. One of my uncles and a friend went hunting with us one day and we killed fifteen quails. I enjoyed my vacation because hunting is one of my favorite sports and I especially enjoy it at Christmas time.

—Herbert White

Patsy Baker, Rosemary Smith and I went by bus from Cave Spring to Atlanta and from there we went on the train to Tifton. I was so happy to see members of my family at the station to meet me. For several days I was busy getting ready for Christmas and helping my father in the post office. During my stay at home, we had a lot of company, and we did quite a bit of visiting too. On New Years Day, some of my aunts, uncles and cousins came to spend the day and two of my uncles and an aunt spent the night. I was having such a good time at home that I was sorry when it came time to leave, but I was glad to get back to school and hear about the good times my friends had.

—Sara Crisp

I could hardly wait for Christmas vacation to come. I was thrilled over the long visit at home and eager to see my family and friends. I spent the first few days helping with the Christmas shopping. Quite a few of my relatives met us at my grandfather's home Christmas Eve. We exchanged gifts and had a good time talking with each other. Among the many lovely presents I received were a beautiful white jacket from my grandparents and a watch band and blue raincoat from my parents. We had Christmas dinner at home and went to a movie in the afternoon. On Tuesday after Christmas, my mother and I visited Sara Crisp and her mother. Mother let me drive the car home that afternoon and she said that she thought I was a good driver. I went visiting with my family often during my stay at home and had such a good time that I felt sad when the day came to leave, but I knew that I had to come back to school and I am happy that I had such a pleasant vacation.

—Patsy Baker

When I went home for the holidays, my mother, sister and brother met me in Wadley. I was so glad to see them that I almost cried. When we reached home, my father was sitting in the sewing room and I could hardly wait to get to him and hug him. The next morning I got up early and walked around looking over the farm. That afternoon I went down town to see my old friends. They seemed happy to see me and I know I was happy to see them. On Christmas morning we all went down stairs to the Christmas tree and opened our gifts. I was very happy because all the others were happy too and because I received just the things I had been wanting. I left home on Saturday so that I could celebrate New Year's in Atlanta. I stayed at Ruth Owen's home until Monday when I left for school. Her family did everything they could to make me have a good time and I shall never forget the nice visit I had with them, and the nice vacation I had

at home with my family.

—Fred Powers

My two sisters and my two brothers and I left school Friday night. My teacher came for us and it was late when we reached home. My mother was away from home and we sat up until she came so we could all talk about what we wanted for Christmas. My first job was to cut stove and fire wood. It was my brothers' job to take the wood to the house while my sisters' job was to help my mother cook live cakes and a lot of pies. Eugene Whittle invited me to visit him for a few days and we had a wonderful time going to the movies, playing monopoly and riding around. This was one of the happiest vacations I have ever had.

—Roscoe Dukes

I was surely glad to touch the soil of my home town on the night of December 17. My mother and some of my friends were at the bus station waiting for my brother and me. I spent most of my time going to the movie and visiting friends. On Christmas Eve, Louise Walters, Tomboy Walters and Mary Suggs came to see me. They thought that I was giving a Christmas party and when they found that I was not, they asked my parents to let me go to Louise's sisters with them to spend the night. I had such a good time and the next day her brother-in-law brought Louise and me back to my house and she spent two days with me. We had lots of fun going to the movies and shooting fireworks. I was late getting back to school because of illness in my family, and now I am behind in my classes and will have to work hard to catch up with my work, but I did enjoy my vacation.

—Laura Pope

I had a very happy time at my home during the Christmas holidays. I helped my mother get things ready for Christmas and then visited my aunts, uncles and grandmother. One day my family and I helped my sister move to her new home. I received a great many nice Christmas presents. My mother and father gave me a pair

of gloves and the people of my church gave me a pretty pin some handkerchiefs and a box of candy. I did not open any of my presents until Christmas Day. I think I had a most pleasant vacation and I hope that every one else had one too. The only sad thing that happened at my home was a family of negroes lost their home and all they had in a fire. They were good negroes and often helped my mother around the home. This made me feel very sad.

—Maggie McGahee

I did not spend much of my vacation at home, because I went with my parents to Lake Wales, Florida. We had a wonderful time, but I missed being at home. I received some nice Christmas presents. One of the nicest gifts was a billfold from my mother. My vacation seemed very short, but I enjoyed it and now I am happy to be back in school again.

—Billy Hayes

I had a good time just staying at home the first week of my vacation. On Christmas Eve, I went with my family to visit friends and relatives in Moultrie, my old home. We had a flat tire before we reached there which delayed us for some time and made us enjoy the good things my sister had to eat. Laura Pope spent Christmas Day with me, and then I went home with her. The time passed rapidly and I could hardly realize that it was most time to come back to school. I went back to my home in LaGrange and just had enough time to get ready to start school on January 2. When I got to Bremen, I met Evelyn Robinson and Lois Watkins. We had a good time talking about the wonderful vacation we had.

—Louise Walters

Except for a few days visit to my uncle in Madison, Florida, I spent my vacation at my home in Moultrie. My cousin and I had some good times cutting wood to burn and hunting some. We both had good guns and shot quite a few ducks. I have not lived in Moultrie very long, but during the holidays, I met a lot of the young

people and I know I can have some good times when I go back.

—Walter Sinclair

As soon as I got home for the holidays, I went over to see Carlton Huff. He was eager to hear about all his friends here at school. The first Sunday I was at home, Carlton, Mr. Trawick and I drove to Atlanta to hear a fifteen-year-old boy preach. On our way home we saw two cars had been wrecked and there was a lot of blood on the ground. It was so foggy that Mr. Trawick drove very slowly. My brother-in-law helped us kill two big hogs just before Christmas and I was very tired when I got through helping my mother make sausage. I received a lot of presents Christmas morning. Most of them were things to wear. I am still thinking about the good times I had and the many good things to eat.

—W. C. Wooten

When I arrived home for the holidays, the first thing I saw was a beautiful Christmas tree all decorated with lovely ornaments and colored electric lights. It stood in the living room by the window so that people passing could see it all lighted up at night. We were disappointed because my uncle and aunt from Washington, D. C. did not get to visit us. I went to Atlanta with my mother and father one day, but there were so many people on the streets that we could hardly walk and it was difficult to shop any. My brother and his wife and baby came on New Years and spent the weekend. We had a good time opening our gifts. I got a lot of pretty things among them a camera which my sister gave me. We went to church on Christmas Day and then came home and had a big turkey dinner. That night I went to the church to see a Christmas pageant. It was very beautiful I had a mighty good time at home, but I was happy to get back to my classmates and other school friends.

—Edna Pope

I arrived at my home in Augusta at 4:15 in the afternoon. My mother and father met me at the bus station. As soon as we had

finished eating supper, my brother and his wife came to see me. The first Sunday I was at home, Mr. and Mrs. Everett Ryle came to visit me. We rode around town for awhile and then went to see Mr. and Mrs. Lewis Craft. We also saw Vera Reeder. She was quite happy. I was very much surprised on Christmas morning, when I opened my gifts and found that my parents had given me a lovely suitcase and lots of pretty things to wear. The day after Christmas we went to South Carolina to visit my aunt. We took her back home with us and we had a good time talking and eating. My vacation passed by in a hurry but I am still thinking of the good times I had.

—Louise Boyd

I spent the first few days of my vacation at home getting ready for Christmas. My sister and I spent one day in Atlanta shopping for Christmas gifts for the family. We had lots of fun wrapping them up and putting them under the tree. It was so nice to have all our family together and we had such a good time. On New Years Eve, I went to Atlanta to see a lot of my deaf friends. We visited Janie and Raymond Baker in their new home and then we went to the club to dance. I saw a lot of friends that I had not seen for a long time and we had lots of fun together.

—Ruth Owens

My Christmas vacation seemed very short. When I first got home, I helped my mother clean the house and do the Christmas cooking, then we visited some relatives who were going to move to California soon. One Sunday afternoon, my mother, Jaunice and I went to LaGrange to visit one of my aunts who was in the hospital. We left my mother with my aunt and went to spend a little while with Louise Walters. We all had something to eat at the cafe and had a good time telling each other what we had been doing. I received a great many nice presents. My parents gave me a skirt, a sweater, a coat and some shoes. This helped to make my va-

cation a very happy one.

—Jackie Dukes

When school closed for the Christmas holidays, Louise Walters and I went as far as Bremen together. My brother-in-law met me there. I was sorry to leave Louise, but I was happy to have a visit with my family. I had several surprises during the holidays. I saw a great many friends whom I had not seen for a long time and I got some beautiful gifts which I had not expected. My sister gave me a big box which I thought must be clothes. I unwrapped it and found that it was full of newspapers, then I saw that everyone was laughing so I decided to take the paper out and see if something was hidden in the box. Sure enough under all the paper, I found a beautiful watch. I was so thrilled that I ran and hugged her. My other sister gave me a nice suit case which I needed very much. Lois Watkins came to see me on Sunday before school opened and we came to school the next day.

—Evelyn Robinson

I did a lot of visiting among my friends and relatives during the holidays and we also had a lot of company at my home. One night we went to Tifton to see Santa Claus and his deers. The town was beautifully lighted and we enjoyed riding around and seeing the different lights in the homes. While I was at home, we moved to Ocilla. I think that I am going to like my new home. Just before time to come back to school, I went to Douglas to have my glasses changed. I was sorry when my vacation ended, but I am happy back at school with my classmates and other friends.

—Frances Cox

I spent most of my vacation at the home of my aunt. I always have a good time when I visit her. My cousin, Charles Harper, and I went to see some good movies and one afternoon, I met Rosemary Smith down town and I went home with her and had a nice visit with her family. I think I had a very pleasant vacation.

—Vinton Troup

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From the Primary Department

While we were at home during our Christmas vacation, each of us had a jolly visitor. Santa was very nice to us. When we got back in school, it was very hard to "wait our turn." We each wanted to tell our teacher about our different experiences. We also told her about the toys and new clothes that Santa had left for us. She drew pictures of some of them on the blackboard and labeled them with the possessive form of our names. This is our news and is part of our reading lesson. We enjoy our news period because it reminds us of the good times we had while we were at home.

Our sense training exercises help us think and we all enjoy this work for it is play to us. Some of the exercises reminds us of looking through a big picture book. Our teacher places a row of animal pictures along the blackboard ledge; then she gives each of us one picture and we match that picture with one along the ledge.

We all enjoy working with the color charts. It is fun to look at a color in one of our charts, and then find the same one from a mixed group of colors. After we match our two colors, we always look at one another to see if someone is wearing the color we are holding in our hand. When we hold the colors blue or brown, we associate them with one another's eyes. This helps us see the difference between the colors. We are learning to notice the little things as well as the big things.

—Catherine Carnes's Class

We begin our day by standing quietly with our heads bowed. After this attitude of prayer, we have our flag salute.

The next thing is to observe the weather and point to the picture which represents it. We put a drawing of this on our weather calendar and at the same time notice the passing of the days.

We do breathing and blowing exercises which help us very much in our speech. Tongue gymnastics help us, also. After we have fin-

ished these, we are ready to begin work on our voice building exercises and elements in speech. We know about fourteen elements and three of us can give several combinations and words containing these elements.

We try to learn the same things in speech that we learn in speech reading.

We are doing well in our writing. We have begun writing our names on paper, and soon we hope to be able to sign our names to the cards that we send home.

We enjoy getting mail from home and like to have our news printed on the board and illustrated.

We are adding new work each day so we feel that soon we will know many things.

—Doris Brannon's Class

We have had a good time since we came back to school, for we all had so many things that we did at home to tell one another about. It was lots of fun to show all the nice gifts that Santa Claus had brought and presents that we had received from other people, too.

Now that all the excitement is over, we are getting back into our regular school routine. We were quite relieved to find that we had not forgotten all of those nouns that we had learned to read, and we can still do them very nicely when it is time for a lesson in speech-reading, too. We are beginning to do more work than ever on spelling, and we are also learning more about numbers and colors. In fact, we are feeling quite grown-up since we are learning so many different things. Come to see us sometime and let us show you some of the things that we can do.

—Jim Irwin's Class

Recently our class went on a trip to Mr. Montgomery's farm. The object of our trip was to learn new words in reading and speech-reading, emphasize numbers, and have a pleasant outing.

Even though most of the boys and girls live on farms, they enjoyed seeing the animals. Mr. Montgomery was very nice to go with us to the two barns and show us the hogs and little pigs, cows and calves, ducks, lambs, mules, chickens, and goats. He even took some corn and let each of us feed the different animals.

We thanked Mr. Montgomery, waved bye bye, and came away very happy boys and girls.

The real pleasure started when we returned and started recalling the different animals and how many of each we had seen. Our teacher had carried pictures and the printed form of the words so that we would know definitely what we had seen when we got back to the classroom. Our knowledge of numbers goes through five, but we also know the meaning of "many."

When we had finished recalling our experiences, our news read like this:

* * *

We went to the farm Tuesday.
We saw a mule.

We saw five cows and five calves.

We saw two hogs and many pigs.

We saw many lambs.

We saw two goats.

We saw two squirrels.

We gave the lambs and goats some corn.

We had a good time.

Tuesday

* * *

We have laughed and laughed thinking of how funny we must have looked with thirteen boys and girls packed in Mrs. Minter's car, almost like the Old Woman in the Shoe.

—Miriam Minter's Class

Most of the children in our class have been in school one year and four months. We would like for you to know something of what we have learned.

The first prayer expressing love for Mama, Daddy, and God is still being used. We have had two Bible

verses: God is love and God is good. We like to find these in our Bibles. Also being good and happy has been stressed continuously.

Our reading and speech-reading go along together. Briefly we know twenty Who words, seventy What words, twenty-five directions, the numbers through five, four colors, ten verbs, fifteen adjectives, and five Where phrases.

Speech takes much time and work on both the teacher's and children's part, but it is a very satisfying accomplishment when new words and sentences are added to their vocabulary. Twenty-three nouns can be spoken, the numbers through five, see and saw sentences using these words, twenty-one consonants, and thirteen vowels which are used both singly and in combinations.

The language work is new and interesting to all of us. The children understand how to use see and saw correctly with single nouns, possessive phrases, and number phrases. Key-work is fascinating, too. Seven headings have been learned under which the words they know are classified and original lists are made. The headings used are: Who, Whose, How, many, What, Where, Adjectives, and Verbs.

The children, twelve in all, are making satisfactory progress.

—Mabel Fincher's Class

We would like to tell you about some of the things we do during our classroom period. After we have finished our devotional every morning, we check the weather. We indicate in one of the squares set aside for this work what the weather was for the day before. If the sun shone, we draw in yesterday's square a little yellow sun; if it rained, raindrops are indicated with white chalk, and if it was cloudy, clouds are put in with white chalk, also.

After this exercise, the weather report is written at the side of the calendar or under it according to the space left on the blackboard. Sometimes the calendar has more days with sunshine than

with rain and clouds. We like that, for then we can play outside.

When we have finished the weather report for yesterday, we go to the window and look out to see if the sun is shining or if it is cloudy or raining. We get the picture that shows what the weather is outside and with the printed form, put it in the chart to refer to the next day.

We are quite proud of ourselves now that we can do all of this. It was very hard for little people like us for awhile.

—Mae F. Glenn's Class

The boys and girls in our class are keenly competitive. We enjoy most of all listing our vocabulary under the following classifications. Who, Verbs, How many, What color, What, Whose, Adjectives, Pronouns, Where, and When.

Our teacher writes a heading on the blackboard and asks for a given number of words or phrases. Two children of about equal ability are selected at one time and, at a signal, race to see who can finish first. We have to be very careful for a misspelled word or a misplaced capital letter disqualifies our effort. This is a fast and exciting game (evident in our sometimes sprawled handwriting) and is reserved for periods when our more serious work is finished. However, we learn to think quickly, and we do remember our mistake once we have written Thursday under a heading which calls for Where.

Now that we have had such a pleasant Christmas vacation, we are ready to begin using the vocabulary we have been building for so long in connected language.

We are wishing for our families and friends a happy and prosperous New Year.

—Rebecca Crowe's Class

Whenever the children see me go to the closet and get the box of small objects for question work, simultaneously, every hand goes up and almost every child starts saying at the top of his voice,

"Mrs. Casey, may I come?" They know what's coming and really enjoy it; so I'm hoping that you parents may be interested in hearing a little more about the development of question forms.

One of the first we teach is *Have you*—? and is worked up in this manner. I close my eyes, and the box containing small toy objects such as a ball, a top, a dog, etc., is passed around, each child selecting an object and concealing it in his hand or in a pocket. Then, I try to guess what each one has.

In the beginning, I may allow myself as many as five questions or more (later, not so many), and if I don't guess what the child has, the next question will be *What have you?* For instance, the lesson might go like this. I ask, "Have you a top?" "Have you a marble?" "Have you a dog?" If the answer to each question is "No," I give up and say, "What have you?" It's really a game to the children, and they love it when I fail to guess what they have.

We use a similar plan for teaching the question forms, *How many*—? and *What color*—? As you've probably noted, all of this is mostly lip-reading on the part of the child until we advance a little further when the children take turns at being the teacher and themselves ask the questions.

Below is a set of questions and answers we had in today's lesson with two of the children participating:

How many have you?

One.

What color is it?

White.

Have you a dog?

No.

Have you a ball?

No.

Have you a rabbit?

No.

What have you?

A cat.

May I see it?

Yes.

—Polly Casey's Class

It is hard to come down to earth
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THE SCHOOL HELPER

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For the promotion of all State-Aided Schools
For the Deaf

1. Improved recognition as educational institutions with control in the hands of educational boards.
2. Sectional and national associations with accrediting authorities and approved measuring rods and standards suited to each association, terminating in the highest requirements for membership in a national association for schools for the deaf.
3. A greater Gallaudet College serving the interests of all the states with special emphasis on research findings openly arrived at and freely disseminated in promoting the educational interests of all the schools.
4. A full utilization of services that can be rendered by the U. S. Office of Education in keeping with the spirit and purpose of its creation.
5. Federal equalization aid for education that will guarantee equal opportunities for deaf boys and girls in all states.
6. Utilization of a full-time state Field Agent and Placement Officer (or both) to locate and enroll deaf children in the State Schools for the Deaf and to work with the Department in job placement and vocational rehabilitation of ex-pupils and graduates.

VOCATIONAL ASSOCIATION OF THE DEAF —A PROGRESSIVE STEP

A news letter from President Fred L. Sparks, Jr.,
carries this information: -

At the Illinois Convention of American Instructors of the Deaf the Vocational Teachers of the Deaf as a section of the Convention elected to formally organize as a section of the convention to be known as the Vocational Association of the Deaf. At that time the following officers were elected:

President: Fred L. Sparks, Jr., Rome, New York
V. Pres. Boys' Section: Glenn Hawkins, West Virginia
V. Pres. Girls' Section: Mrs. Blanche Braham, Missouri
Secretary: Uriel C. Jones, Tennessee
Treasurer: John T. Boatwright, Illinois
Past President, Member of the Executive Committee: W. Lloyd Graunke, Illinois

CONSTITUTION AND BY LAWS: Constitution and By-Laws of the Vocational Association of

the Deaf were adopted at the Illinois Convention, June 1949. Copies may be obtained from Mr. Uriel C. Jones, Secretary.

Resolution sanctioning the Vocational Association of the Deaf as a section of the Convention was passed at the Illinois Convention.

AFFILIATION WITH THE AMERICAN VOCATIONAL ASSOCIATION: At the Illinois Convention a resolution was passed stating the interest of the group to affiliate with the A. V. A.

As a result of votes from the Executive Committee, the matter of affiliation with the American Vocational Association is encouraged and in that many benefits would accrue from membership in the different state vocational associations more than justify joining the A. V. A. affiliation is recommended through the state associations of The American Vocational Association either as individuals or as a group.

As president of the Vocational Association of the Deaf I would like to make an appeal to officers, Committee Members, Superintendents of American Schools for the Deaf and all interested in the education of the deaf for complete consideration of basic issues in Vocational Education of the deaf. I believe the members desire that intensive study committees be undertaken. The work of the Vocational Section of The Convention in the past, Constitution and By-Laws of the Association and the guidance of Superintendents, Vocational Principals, teachers and specialists in the field of the education of the deaf is desired in connection with the work of the study committees.

GIRL SCOUT NEWS

PATROL I

The first patrol, along with Mrs. Brady, discussed cooking and nutrition during our meeting January 11. We have to work hard and fast to earn the other badges that are required to become First Class Scouts.

When our meeting was over, we hiked to the cave and spring and had refreshments. We enjoyed our meeting and hope that we can soon start cooking and nutrition with Mrs. Stepp, the home economics teacher, directing us.

—Sara Crisp, Scribe for Troop 13

PATROL II

Our patrol was organized on January 4. Mrs. Tollefson is our leader. There are 12 girls in this patrol. Some are from the Intermediate Department and some from the Advanced Department. This group is now working hard to win Second Class rank. In order to do this, we must earn a badge from each of 11 different fields of interest. Our Scout birthday party will be held on January 25. We can win our Homemaking badge by decorating the tables and serving refreshments. Last Wednesday we made place-cards for the tables. They were cut in the shape of the Scout pin from green paper and stenciled with yellow crayon. We expect to have several people from the Scout headquarters in Rome

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Superintendent's Corner

WE were having lunch together in the main dining-room of the Federal Security Agency Building at 4th Street and Independence Avenue. We were in attendance a conference on the education of exceptional children, sponsored by the U. S. Office of Education, January 4-6. The three of us were, Dr. Leonard M. Elstad, President of Gallaudet College, Dr. Daniel T. Cloud, Superintendent of the Illinois School for the Deaf, and the writer.

As is usually the case, under such circumstances, when residential school heads get together, we were letting shop talk interfere with what otherwise was a congenial social visit around the luncheon table. Perhaps, such is not a fault but is justified, and even compelled, when so much is crowded into a few days' study that one finds his own special interests just a small thing in the agenda. The special services required in the education and training of all exceptional children, indeed, covers a lot of territory.

Anyway, over the luncheon table, we discussed the problem closest to us. There was some agreement that the current conference had little to offer the proponents of residential schools for the deaf. Now this was, without doubt, a paradoxical situation. After all, wasn't the program all-inclusive in scope, engendered and directed by the nation's educational policy forming agency? And, were not we encouraged to speak our piece concerning the problems of the residential schools?

In this splendid conference there was a reason for our feeling of isolation, and of not belonging. Every other interest present, including the day schools for the deaf, were represented, not only by able workers in their field but, by state directors of special education and other national leaders. They came all the way from California to New York and from Canada to Texas; and they all

spoke the same language. All these other interests of special education fit into the general pattern on both the State and Federal level. The same is not true of the nation's residential schools for the deaf.

We recalled that a majority of the state schools were yet so institutionalized in control that they could furnish no legitimate educational leadership to help map their course in a meeting like this; that they do not fit "snugly" in their state's educational pattern.

Therein lies our troubles.

When shall we wake up?—Are we schools; or, are we not schools? Shall we of our own inertia let die and wholly disappear from the scheme of things some of the finest understanding of the deaf child and the "know-how" as pertains to his education? Must that be the price of selfish isolation? After all, the deaf child is the center of it all, and should and *must* come first in our thinking and planning. To think in terms other than that of synchronizing the machinery of our operation with that of education in general, on both the State and Federal level, is sheer nonsense. More than that, even hesitancy spells danger in the light of a fast developing general education program in America.

Let's measure up to our responsibility, even if it means the remoulding of the Convention and the Conference, in the purposeful building of an organization and plan that works. Common honesty compels us to admit that our old organizations are not geared to meet the crises of today. Neither do the residential schools fit into a pattern that even promises, much less guarantees, safety and progress for the future.



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(Continued on Page 10)

THE SCHOOL HELPER

All communication should be addressed to the School Helper, Cave Spring, Georgia.

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JOHN L. CAPLE Editor
KATHARINE CASEY Associate Editor
MARIE KENNARD Associate Editor
C. G. TURNER Printing Instructor

VOLUME 50 JANUARY, 1950 NO. 4

For the promotion of all State-Aided Schools
For the Deaf

1. Improved recognition as educational institutions with control in the hands of educational boards.
2. Sectional and national associations with accrediting authorities and approved measuring rods and standards suited to each association, terminating in the highest requirements for membership in a national association for schools for the deaf.
3. A greater Gallaudet College serving the interests of all the states with special emphasis on research findings openly arrived at and freely disseminated in promoting the educational interests of all the schools.
4. A full utilization of services that can be rendered by the U. S. Office of Education in keeping with the spirit and purpose of its creation.
5. Federal equalization aid for education that will guarantee equal opportunities for deaf boys and girls in all states.
6. Utilization of a full-time state Field Agent and Placement Officer (or both) to locate and enroll deaf children in the State Schools for the Deaf and to work with the Department in job placement and vocational rehabilitation of ex-pupils and graduates.

VOCATIONAL ASSOCIATION OF THE DEAF —A PROGRESSIVE STEP

A news letter from President Fred L. Sparks, Jr., carries this information:

At the Illinois Convention of American Instructors of the Deaf the Vocational Teachers of the Deaf as a section of the Convention elected to formally organize as a section of the convention to be known as the Vocational Association of the Deaf. At that time the following officers were elected:

President: Fred L. Sparks, Jr., Rome, New York
V. Pres. Boys' Section: Glenn Hawkins, West Virginia
V. Pres. Girls' Section: Mrs. Blanche Braham, Missouri
Secretary: Uriel C. Jones, Tennessee
Treasurer: John T. Boatwright, Illinois
Past President, Member of the Executive Committee: W. Lloyd Graunke, Illinois

CONSTITUTION AND BY LAWS: Constitution and By-Laws of the Vocational Association of

the Deaf were adopted at the Illinois Convention, June 1949. Copies may be obtained from Mr. Uriel C. Jones, Secretary.

Resolution sanctioning the Vocational Association of the Deaf as a section of the Convention was passed at the Illinois Convention.

AFFILIATION WITH THE AMERICAN VOCATIONAL ASSOCIATION: At the Illinois Convention a resolution was passed stating the interest of the group to affiliate with the A. V. A.

As a result of votes from the Executive Committee, the matter of affiliation with the American Vocational Association is encouraged and in that many benefits would accrue from membership in the different state vocational associations more than justify joining the A. V. A. affiliation is recommended through the state associations of The American Vocational Association either as individuals or as a group.

As president of the Vocational Association of the Deaf I would like to make an appeal to officers, Committee Members, Superintendents of American Schools for the Deaf and all interested in the education of the deaf for complete consideration of basic issues in Vocational Education of the deaf. I believe the members desire that intensive study committees be undertaken. The work of the Vocational Section of The Convention in the past, Constitution and By-Laws of the Association and the guidance of Superintendents, Vocational Principals, teachers and specialists in the field of the education of the deaf is desired in connection with the work of the study committees.

GIRL SCOUT NEWS

PATROL I

The first patrol, along with Mrs. Brady, discussed cooking and nutrition during our meeting January 11. We have to work hard and fast to earn the other badges that are required to become First Class Scouts.

When our meeting was over, we hiked to the cave and spring and had refreshments. We enjoyed our meeting and hope that we can soon start cooking and nutrition with Mrs. Stepp, the home economics teacher, directing us.

—Sara Crisp, Scribe for Troop 13

PATROL II

Our patrol was organized on January 4. Mrs. Tollefson is our leader. There are 12 girls in this patrol. Some are from the Intermediate Department and some from the Advanced Department. This group is now working hard to win Second Class rank. In order to do this, we must earn a badge from each of 11 different fields of interest. Our Scout birthday party will be held on January 25. We can win our Homemaking badge by decorating the tables and serving refreshments. Last Wednesday we made place-cards for the tables. They were cut in the shape of the Scout pin from green paper and stenciled with yellow crayon. We expect to have several people from the Scout headquarters in Rome

(Continued on Page 11)

Superintendent's Corner

WE were having lunch together in the main dining-room of the Federal Security Agency Building at 4th Street

On the Situation and Independence Avenue. We were in attendance a

conference on the education of exceptional children, sponsored by the U. S. Office of Education, January 4-6. The three of us were, Dr. Leonard M. Elstad, President of Gallaudet College, Dr. Daniel T. Cloud, Superintendent of the Illinois School for the Deaf, and the writer.

As is usually the case, under such circumstances, when residential school heads get together, we were letting shop talk interfere with what otherwise was a congenial social visit around the luncheon table. Perhaps, such is not a fault but is justified, and even compelled, when so much is crowded into a few days' study that one finds his own special interests just a small thing in the agenda. The special services required in the education and training of all exceptional children, indeed, covers a lot of territory.

Anyway, over the luncheon table, we discussed the problem closest to us. There was some agreement that the current conference had little to offer the proponents of residential schools for the deaf. Now this was, without doubt, a paradoxical situation. After all, wasn't the program all-inclusive in scope, engendered and directed by the nation's educational policy forming agency? And, were not we encouraged to speak our piece concerning the problems of the residential schools?

In this splendid conference there was a reason for our feeling of isolation, and of not belonging. Every other interest present, including the day schools for the deaf, were represented, not only by able workers in their field but, by state directors of special education and other national leaders. They came all the way from California to New York and from Canada to Texas; and they all

spoke the same language. All these other interests of special education fit into the general pattern on both the State and Federal level. The same is not true of the nation's residential schools for the deaf.

We recalled that a majority of the state schools were yet so institutionalized in control that they could furnish no legitimate educational leadership to help map their course in a meeting like this; that they do not fit "snugly" in their state's educational pattern.

Therein lies our troubles.

When shall we wake up?—Are we schools; or, are we not schools? Shall we of our own inertia let die and wholly disappear from the scheme of things some of the finest understanding of the deaf child and the "know-how" as pertains to his education? Must that be the price of selfish isolation? After all, the deaf child is the center of it all, and should and *must* come first in our thinking and planning. To think in terms other than that of synchronizing the machinery of our operation with that of education in general, on both the State and Federal level, is sheer nonsense. More than that, even hesitancy spells danger in the light of a fast developing general education program in America.

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(Continued on Page 10)

From the Intermediate Department

HEALTH, SCIENCE, READING, SPEECH AND HEARING AID

A CLASS

The four intermediate classes usually have health one period a week. The health workbooks were late in coming so these classes have been making up for lost time.

Last year the A class finished the first half of the book, *Aiding Our Health*. This year they have just completed a unit of work on clothes and shoes. They have learned: why we need clothing, why we should have well-fitting clothes and shoes, and why we should care for our clothing. Some of the class discussions have covered: the best kind of play clothes, the things to look for in buying new clothes, and the harm that tight clothing can do to the body. The class members were pleased to learn that their parents and the school had been training them in good habits of clothing and shoe care. They decided that they would continue to develop these good habits.

B CLASS

The B class have already completed the first half of the book, *Health in Action*. Now they are learning about the work of the lungs and heart. Howard Ledford drew some fine charts of the parts of the body for the class to use. The class have studied the parts of the breathing system and the need of the body for air. They have learned how unhealthy adenoids and tonsils can keep air from reaching the lungs.

C CLASS

Health in Action is the book which the C class are beginning this year. They have had all the signs of good health. Now they are studying how to build each step on the road to health. The first step, they learned, was eating the right kinds of food. They found that there are three main kinds of foods: body-building foods, fuel foods, and foods which help the body do its work. The last lesson which the class had was

how important milk is in the diet and how necessary clean germ-free milk is.

D CLASS

The D class have just begun the book, *Health All the Year*. The importance of sunshine is the first topic in the book. They have learned about the need for sunshine indoors as well as outdoors. They know now that all things must have sunshine to live and grow strong. They have also studied about sunshine in foods, and something about vitamins in food. They have learned about vitamin D.

All four classes hope that they will grow healthier as they learn how to take better care of their bodies.

—E.D.M.

Reading, Speech, and Hearing Aid

During the past two months the intermediate classes in Miss Casey's room have spent a great deal of time in outside reading, working with the hearing-aid, learning Christmas carols, and in studying the *Weekly Readers*.

The A class has enjoyed a trip each month to the bookmobile which stops in Cave Spring. These visits have been an excellent stimulation for outside reading to every pupil. Our thanks go to Miss Ann Kraus and Miss Mildred Barton, who operate the bookmobile, for their gracious assistance in helping our students select books. Some of the comments the pupils have written about the books are printed below:

I checked out two books about horses, *The Black Stallion* and *The Prairie Colt*. Walter Farley wrote one, and Stephen Holt wrote the other. The Black Stallion was taller and more beautiful than the other horses. I liked this story best.

—Eugene Baggett

The book from the bookmobile that I liked best was about George Washington Carver. It was about a little Negro boy who became a famous man. Augusto Stephenson wrote it. It was a good book and I liked it. There was a story about

Buffalo Bill that was interesting.

—Franklin Bagley

I like to read and I got five books from the bookmobile. I liked Jack London's *Call of the Wild* best. I liked the story of *Rufus the Hawk*, too.

—Jack Watkins

The B class enjoyed the hearing-aid during the month of December. They liked the Christmas carols and learned to recognize "Jingle Bells," "The First Noel," "Silent Night," "O Come All Ye Faithful," "Up On the Housetop," "Deck The Halls With Boughs of Holly," "Little Town of Bethlehem," and "Twas the Night Before Christmas."

Some of the poems and carols were correlated with speech work and the pupils learned to say some of them. Other speech work was on vocabulary relating to the holiday season and drills on final, initial and medial s combinations.

The members of the C class studied *The Weekly Readers* a great deal during the past few weeks. This class gets edition number four, but they also read clippings and topics from the third and fifth editions which are used in other classes. Each clipping or topic is mounted on a sheet of cardboard, with questions, or some type of reading check-up at the bottom of the page. The clippings or topics are grouped in units. Each pupil selects a unit and writes the answers or reading check-up exercises, on a separate piece of paper. The work is corrected when the unit is finished. The teacher keeps a record of the units each child has completed and when he has finished, the work is rotated to another pupil.

There are many advantages of this system: it provides for individual work and progress, the material can be accumulated and used again and again.

The D class participated in the Christmas program in December. They joined Mrs. Ware's class in giving "Christmas Around the World." Each pupil was dressed to represent a different country and

told of the Christmas custom in that country.

Brooks Blankenship represented England and carried a plum pudding. Carol Smith was dressed like a little Dutch girl and carried some wooden shoes that came from Holland. Saint Nicholas puts gifts in the wooden shoes in the land of the Dutch. Mary Ann Durrance was dressed like a girl from Finland, where small children often sleep on straw-covered floors at Christmas-time. Andrew Lee Harrison, representing Norway and Sweden, carried a tree for the birds. Betty Sizemore was dressed like a French girl and carried some pretty shoes. Katie Mae Rogers, was Lucy, Santa's wife, who brings presents to good girls in Switzerland. Claude Butler was a dashing troubadour from Spain. Shelva Jean White told of the custom in Germany of placing a lighted candle in the window on Christmas night, to light the way for an angel from Jesus. Daniel Reagin told us that Santa's ride probably originated from the cold land of Russia. Wayne Edwards, Ronnie Herrington, and Willie Joe Knott were pilgrims to the birthplace of Jesus in Bethlehem.

K. C.

SCIENCE

Every Friday, in the intermediate department, we have science instead of arithmetic. The A class is studying the seventh grade book this year and seem to enjoy it very much, especially Jack Watkins. I think he had rather have science four days a week and arithmetic one.

They have been studying about pond life—what animals live in the water. They learned how to make an aquarium and take care of it.

They learned about salamanders. A lot of the children had never heard of one. Mr. Caple helped us in this study by finding a red salamander on the golf course. We kept it about two days and then let it go because we had no insects to feed it.

Our two lessons have been on the different kinds of rocks and

stones and the different kinds of minerals in the earth.

In the B class they are using the fifth grade book. They have been studying about the sun—what causes night and day, and how hot the sun is. It was hard for some of the children to realize how big and hot the sun really is.

Next they studied about heat—how fire was discovered, how it changes things and about the heat from the sun.

They have just finished studying about the plants and animals through the different seasons.

The C class is studying the fourth grade book. They have learned about the earth—that it is a planet, how old it is, about time and why all parts of the United States do not have the same time, and about gravity.

They learned that there are three parts of the earth—solid, liquid, and gaseous parts.

They studied about the air—how it is a mixture of gases, the many ways to use air and air pressure.

For the past few weeks they have been studying about bees, ants and beavers. All of these are social animals. They have learned how they live and their living habits.

This is the first year the D class has studied science. They are using the third grade book.

They first studied about the day sky and night sky—the sun, and the moon, how the moon changes every month and what it is made of.

Next, they studied about how some animals live and grow—the box turtle, how a caterpillar changes into a beautiful butterfly, the sunfish, the song sparrow and cougars. They studied how these animals protect themselves from their enemies and how and where they build their homes.

They all seem to enjoy learning about these different animals.

D. F. B.

SOCIAL STUDIES

A CLASS

The A class has been studying

the West North Central States and in spite of maps, pictures, and stories of the West I sometimes wonder if they really understood that there are people in other parts of our great country just as there are here in Georgia. And yet, they do know that some of their friends and relatives live in different parts of the United States and enjoy finding these places on the map.

Along with the study of the United States there have been lessons on some of the inventions that have caused our country to grow and those that have linked its parts together. They have studied about the cotton gin and its effect on the cotton production. Also the railways, telegraph, and telephone that have connected the entire boundaries.

B Class

The B class seems to go to extremes. For awhile, they studied about the hot jungles of the Amazon Valley and from there they went to the Arctic regions where the Eskimos and Lapps live.

They seemed to enjoy studying about how these people live in the Far North. Their manner of life is so entirely different from anything we know that they seem more like story book people than real. The lessons tell about a boy and girl who live in these cold lands and it seems to impress the children in the B class that these children in the far away land do not have to go to school.

Besides the lessons in geography the class is studying about the beginnings of French explorations in the New World. So far, they have only had about why the French began making explorations and about Verrazano, the first explorer sent out by France.

C Class

The C class spent the past month studying the life of the Indians in different parts of America and why they lived in different ways.

Betty Pharr objected to studying about Indians because she said that she was afraid of them and it

(Continued on Page 12)

Faculty Notes

Mrs. Forbes enjoyed having all of her family together for the Christmas holidays.

* * *

Mr. and Mrs. Ware and Robby went to Newnan on Christmas day.

* * *

Mr. and Mrs. Dillard spent a few days in Atlanta during the Christmas holidays. They visited Mr. Dillard's sister in Dalton on Christmas day.

* * *

Mrs. Stepp had a most wonderful Christmas vacation, the most important event was her wedding December 24th.

* * *

Mr. Stout spent the holidays visiting his parents in West Virginia and friends in Washington, D. C.

* * *

Mr. and Mrs. Williamson had a quiet Christmas at home. They were guests of Mr. and Mrs. Watson for Christmas dinner.

* * *

Mr. and Mrs. Caple spent the holidays visiting relatives in Arkansas. Mrs. Caple's sister, Mrs. L. C. Kerr and son Rickey, of Jonesville, South Carolina, spent a few days in Cave Spring.

* * *

Miss Mary Forbes and Miss Mildred Forbes who are members of the training class of the Western Pennsylvania School for the Deaf, spent the holidays with their parents in Cave Spring.

* * *

Lieutenant C. W. Hollingsworth of Quantico, Virginia, MCS spent the Christmas holidays with Supt. and Mrs. Hollingsworth. Mrs. Hollingsworth made the return trip with him and reported a very enjoyable time.

* * *

Miss Annie McDaniel, R. W. Baker and Dan Huckaby went to Alto, Ga. to bring her sister, Miss Edna McDaniel home for the Christmas holiday. It was a very enjoyable trip through the coun-

try. The buildings at Alto Medical Center are beautiful.

* * *

C. G. Turner spent the Christmas holidays visiting his family and friends in McCaysville, Ga.

* * *

Mrs. Turner spent the holidays in Atlanta with her son and daughter, Mr. and Mrs. Kenion Edwards.

* * *

Miss Katharine Casey was the hostess for her family's annual Christmas party during the holidays. Sixty members of the Ellis and Casey families were guests for Christmas dinner.

* * *

Christmas bells were not the only bells ringing around our campus during the holidays-Dan Cupid was busy ringing wedding bells-

On December 19th Miss Forbes, became the bride of Mr. Jack W. Brady, of Waycross at a quiet home ceremony.

The wedding of Miss Gevena Chapman and Mr. Hubert Stepp was solemnized Christmas Eve in the Baptist church of Cave Spring.

* * *

Mrs. Highnote and Mrs. Jones had as their guests during the holidays, Mr. Tudor Jones of Columbus, Ga. and Miss Margaret Jones who attends the University of Ga. Mr. John Jones and Miss Laura Jones of Atlanta also visited them during the holidays.

* * *

Miss Brannon enjoyed being at home most of the holidays and seeing some of her classmates. She spent Christmas day with friends **and relatives in Alabama.**

* * *

Mrs. Irwin visited her cousin in Rockmart during the holidays.

* * *

Miss Carnes is still enjoying her Christmas presents. She received a canasta set and she and some of her friends have been having fun playing the game.

* * *

Mrs. Minter had visitors during

the holidays from Barnesville and Columbus.

* * *

Mr. and Mrs. Kennard spent Christmas day with Mrs. Turner and Mrs. West at their home and were joined by Mr. and Mrs. Kenion Edwards of Atlanta.

* * *

Mrs. Rebecca Crowe enjoyed having her brother, Floyd Spencer, of Philadelphia, visit home during the holidays.

* * *

Friends and former pupils of Miss Marion Harned, who taught here some years ago, will be interested in knowing that Mrs. Casey hears from her every Christmas. Miss Harned gave up teaching several years ago and is now farming, which she says she's really enjoying.

* * *

Mrs. Fincher and her family spent an enjoyable Christmas day with her brother, Howard Lipham, and his family in Atlanta.

* * *

Mrs. Glenn spent the holidays very pleasantly with her family, Mr. and Mrs. Leo Stines, and two children in Decatur, Illinois.

Supt's. Corner—Continued

out for those good kernels in the chaff. It is true that it is a bad admixture occasioned by an isolation policy. But, there are good seed there nevertheless.

Finally, make a study of the educated deaf themselves, both the Deaf and the Hard of Hearing variety. Find out what makes them "tick like they do." They can bear witness to much that is good, and withal very pertinent, despite discovered faults in their education to the contrary.

We quote ourselves (as if there weren't someone better)—"As we figuratively gaze in the crystal ball and try to read the future of the education of the deaf in America, the brightest star in the firmament, transcending all else, is the Greater Gallaudet College now in the making."

From the Colored Department

We are happy to be back in school after our Christmas holidays. We had a good time at home and didn't forget our classroom work.

We are all full of smiles, for we are dressed up in the new clothes that we got for Christmas and have many interesting things to talk about.

We have made one New Year's resolution and that is to work hard and cooperate with our teacher so that 1950 will be the best year we have ever had. We feel that it is going to be a successful year because we are going off to such a good start.

—Inez Hughes's Class

There were only eleven pupils in our class the day school opened. Now everybody's here except Patricia, Isaiah, and Henry.

Everybody enjoyed the Christmas holidays and we are happy to be back in school. The children are now ready to start to work again.

McKinley got a drum for Christmas; Curtis got a cap pistol; and Frances got a cow-girl's outfit.

Janie being our youngest and smallest girl was the only one to get a doll.

—Helen Jones's Class

We are glad to be back in school again after having such a wonderful time during the holidays.

Everyone has returned but Mary Massey and Magdelene Stephens. Lueretha Camp was a day late and brought many nice gifts with her.

It seems that Santa was very nice to everyone. Among the most important gifts, he brought Hartwell Rhone a pair of skates and a football; Louvenia Edwards, a watch and a necklace; Geraldine Vickers a doll; Sara Ann Williams some dishes and a ball; Leon Pittman two pairs of long pants; Marian Smith a necklace and a doll; Bobby Watkins a football; Don-

ald Parker some skates and two cap pistols; and Lueretha Camp a doll and a watch. Of course, there were other gifts, but these seemed to be the most important.

We hope that everyone spent a happy holiday season and plans to make the new year a bigger and better year.

—Ruby L. Jackson's Class

We're glad to be back in school after the nice long Christmas holidays. Santa Claus was good to all of us. We were all back on time except Elise and Willie. Elise's mother brought her back Wednesday afternoon. Willie is the only one who hasn't returned yet.

We enjoyed talking about what we did and the things we got for Christmas. Minnie came back with new red shoes. Virginia delights in showing off her new dress. Elise is proud of her new skirt. Marie, Corrine, and Claude got new shoes. Rayford has a new ring. Mary has a new hat. Felton has a new sweater.

We were very busy the first day we were back in school for we had plenty to do getting our classroom in order. The second day we were sufficiently organized to do quite a bit of reviewing.

Now that we are entering the new year we are working hard to accomplish more in 1950 than in 1949.

—Mattie D. Sam's Class

We enjoyed every minute of the Christmas holidays and yet we were ready to come back to school.

Everyone was back on time with the exception of Eather Carson. We hope that she will soon come back.

We did not get many toys this Christmas. Most of us got nice things to wear. Jennie Lou, Jo Ann, and Catherine got skates along with their other nice things.

Our class, as a whole, feels that

we made a little progress during the year 1949 and we sincerely hope that in the near future others will be able to feel as we do. We further hope that 1950 will be the most prosperous year that we have ever had.

—Hattie Menifee's Class

Welcome 1950. We feel that the new year has good things in store for us and we want to take advantage of all the opportunities that come our way. We are hoping to accomplish more than we ever have before.

Since coming back to school we have talked and written about the Christmas holidays.

We have been reviewing. A few things have been forgotten during the long vacation, that makes us realize how important it is for each of us to be in school.

We missed Milton Hendricks and James Stevenson coming on the bus with us. Their mothers brought them to school in cars.

—Lucille McCullough's Class

Girl Scout News—Continued
as our guests at our party.

—Lois Watkins, Patrol Leader

PATROLS III AND IV

Mrs. Nathanson and Mrs. Dillard are our leaders. We have been learning the Girl Scout promise and Laws. We meet every Wednesday afternoon. We are studying for the Tenderfoot rank. Soon we will have our investiture.

Wednesday afternoon we took turns digging up the soil in our garden and then we planted sweet peas. Afterward, we played games. We had fun. Mrs. Nathanson told us about Juliette Low, who founded the Girl Scout organization in 1912 in Savannah, Georgia. It was interesting.

—Jean Barrett and Carole Smith, Patrol Leaders

Intermediate Dept.—*Continued*
made her have bad dreams to study about them. But in spite of her objections, she made one of the highest marks on the test.

The class is also studying about the Spanish explorers and they have just finished lessons on Cortez and his conquest of Mexico.
D Class

Food is considered to be the first great need of man and there is much to learn about it. The D class has spent some time studying about the different foods and how they are obtained.

The study of fruits as food requires a knowledge of where they grow and the places are looked up on the map. The ways of shipping fruits and of preserving them are interesting and the children have done good work on these lessons.

During the Thanksgiving season they studied about the Pilgrims and the first Thanksgiving. They also studied about Captain Miles Standish, Priscilla, and John Alden.
R. F.
MRS. WARE'S CLASS

We had an interesting Christmas program. It was about "Christmas Around The World, and symbols of Christmas. Each member of the non-rotating classes had a part in it.

Jeanette Atkinson carried a candle. The candle symbolized enlightenment, since Jesus is the Light of the World.

Diann Barber carried a poinsettia. The poinsettia comes from Spain, and is called the flower of "Good Night".

Marcus Kemp, Claude Fuqua, and Edwin Aldridge represented Christmas carols. We sing carols at Christmas in memory of the angels in Bethlehem the night Christ was born.

Clara Stapler carried holly. The holly is used as a Christmas decoration because it is a sign of eternal life.

Mary Lee Johnson carried different Christmas cards. The first one was made by an English artist, W. C. Dobson, in 1845.

Shirley Clements was dressed

like a girl from India. There Christians get up before dawn and carry torchlights to the churches for prayers.

Betty Ruth was dressed like a Chinese and carried fireworks and a lantern. These light the way to midnight mass for Christmas in China.

Wynona Stockton represented Japan. There Santa carries a pack of toys on his back, and is pictured with eyes in the back of his head, so that he can watch all children.

Bobby Davis and Lennie Moon represented Australia. They carried picnic baskets. Christmas dinner is usually a picnic at one of the beaches, as Christmas comes there, during summer vacation.

Louise Hunt was dressed like a Hawaiian girl. Santa comes by boat in Hawaii.
S. F. W.

MR. DILLARD'S CLASS

Marshall Harper enjoyed spending the Christmas holidays at home.

Rowena Heath stayed at home on Christmas Day.

Jean Rentz visited her aunt and uncle. They had a big dinner Christmas.

James Faulk got a new suitcase, a wristwatch, a billfold and a jacket from Santa Claus. He is proud of them.

Louise Smith's mother was sick during Christmas, Louise washed dishes for her.

James Pope, Essie Mae Taylor and Barbara Hobbs did not come back to school after the Christmas holidays. We hope that they will come back soon.

Clarence Rainwater is proud of a new sweater. His mother sent it to him for Christmas.
C. D.

Advanced Dept.—*Continued*

I helped my father in his office, made a trip to Atlanta, went to quite a few movies, had a good time with my brother and enjoyed being with my mother and father during the holidays. I always have a good time when I go home, but at Christmas I have the

best time of all.

—Bob Pennington

I think I had a mighty good time Christmas. I worked around the house most of the time, but I got to see a lot of my old friends. I went to church nine times while I was there. I enjoy going to Sunday School and church.

—Artis Allen

Primary Dept.—*Continued*

at times, especially after the Christmas holidays. We are still talking about the good times we had and the nice gifts we received.

As 1950 rolls around, we are busy making our New Year's resolutions. We have all resolved to work hard and to be good boys and girls. We want to be polite to everyone, to obey the teachers and supervisors, to be kind and sweet to everyone all the time, to pay attention to our teacher, and to be good to the boys and girls.

We, as a class, resolve to continue to work happily together and to progress as rapidly as possible.

We would like to wish our parents, families, and friends a very, very happy New Year.

—Jessie F. Jones's Class

This time last month we were all thinking, talking, and writing about Christmas. We enjoyed studying the wonderful Christmas story and looking at all the beautiful pictures that tell of the birth of Jesus. We had had the story for the past two years, but each year a little bit more had been added to the story, and we could never tire of hearing it again and again. We learned several Christmas songs, but "The Cradle Hymn" was our favorite.

We had a grand time at home with our families and friends. Oh! Santa was pretty good to us all. We would like to thank everyone who had a part in making our Christmas so merry and to wish everyone a "Happy New Year!"

—Emmalee Highnote's Class

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