THE UTAH EAGLE

SPECIAL ALUMNI ISSUE

APRIL 1955

UTAH SCHOOLS FOR THE DEAF AND THE BLIND

The Utah Schools for the Deaf and the Blind, 846 - 20th Street, Ogden, Utah, are under the jurisdiction of the State Department of Education and are established for the education of all children in the State of Utah who are too deaf or too blind to be properly educated in the public schools, but who are otherwise normal mentally and physically. We accept children at age five in the School for the Deaf and age six in the School for the Blind.

Board, room, laundry, tuition, and minor medical expenses are free. Parents must provide necessary clothing and a small amount of money for incidental expenses.

We follow a course of study that correlates very closely with that of the State Department of Education and specially adapted to the deaf and visually handicapped. For additional information, application blanks, etc., please contact our superintendent.

HAROLD W. GREEN, *Superintendent*

THE UTAH EAGLE

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KATE FENTON, *Editor* KENNETH C. BURDETT, *Printing Instructor*

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Introduction

This is an unusual issue of The Utah Eagle. This has been written entirely by the Alumni, or the "Old Grads" of the Utah School for the Deaf. As far as we know, the project has never been tried before at this school; and it is to Supt. Harold Green's credit that he is willing, this once at least, to let the products of the school step forth and have their say.

It should be heavily stressed here that the opinions stated in the various articles are those of the individuals who wrote them, and not those of the school administration. In fact, it is quite likely that the school officials might be in sharp opposition; but it is equally true that the entire field of education, and not necessarily that of the deaf alone, is a battleground of conflicting ideas and theories.

The Alumni express in their writing the richness of their individual experiences in the world of work. They are all serious minded people, with a deep concern for the future and present welfare of the deaf children of Utah —a concern born from having "been through the mill." It is hoped that through such experiences, the parents of deaf children may grasp some understanding of the problems facing them, and of how obstacles may be overcome; and come to realize that there are certain basic steps that a deaf youngster must master before he can expect to take a productive place in society. Above all, the lesson to be learned here is the oldest one that man has ever tried to hammer into impatient young heads: There is no quick and easy road to success; the only one is the one which a man builds himself by pure and simple hard work.

The writers herein have three things in common: They are all deaf; they all attended, or were graduated from the Utah School for the Deaf; and they all have fashioned for themselves a measure of successful living in a competitive society.

Robert G. Sanderson, '36
Alumni Issue Editor

Speaking as a Deaf Engineer

By Joseph Burnett

"The root of ambition is in every man; but it riseth not in all; fear keepeth it down in some; in many it is suppressed by modesty." — *Unknown.*

Some years ago I had the burning ambition to become a great track star. I wanted to break the world's record in the mile run. In college I ran hundreds of miles in practice and in competition (college track meets, regional Olympic track tryout), but it did not turn out that way. In the end, I found other ambitions of equal or greater worth.

Between 1937 (graduation from Gallaudet College) and 1942 the pattern of my life had been entangled with fanciful wishes, unatttainable goals, disappointment, apparent alibis, monetary difficulties and fixed ideas about myself — the prevalent idea made by the "educators" of the deaf, advocates of oral methods and "psychologists" that deaf-mutes can't succeed in the professional fields other than teaching because of their inability to speak well and to read lips. During that period I was a teacher of the deaf, deaf boys' supervisor, photo-engraving apprentice, printer, linotypist, fruit picker, farm hand and canning factory employee. I was also unemployed between these jobs. I did not know what I wanted to be.

In the spring of 1942 (World War II) my first break came (I regard it as a stepping stone to my profession as an engineer in later years) and I landed a position as a clerk at Hill Air Force Base with an "assist" from the Military Chief of the Supply Division, who had played in a football game with the Gallaudet College team in his younger days. He hired me on the spot after my application was turned down by the personnel officer. After a year as a Property and Supply clerk, I asked for reassignment as a draftsman and transferred to the Design and Drafting section of the Maintenance Engineering Directorate, after convincing the placement advisor that I had taken a course in drafting at Gallaudet College as well as a refresher course at Weber College. There, I got a promotion every six months until I became a senior draftsman. I learned to associate with the draftsmen and engineers and soon I realized that I had an ambition to become an engineer.

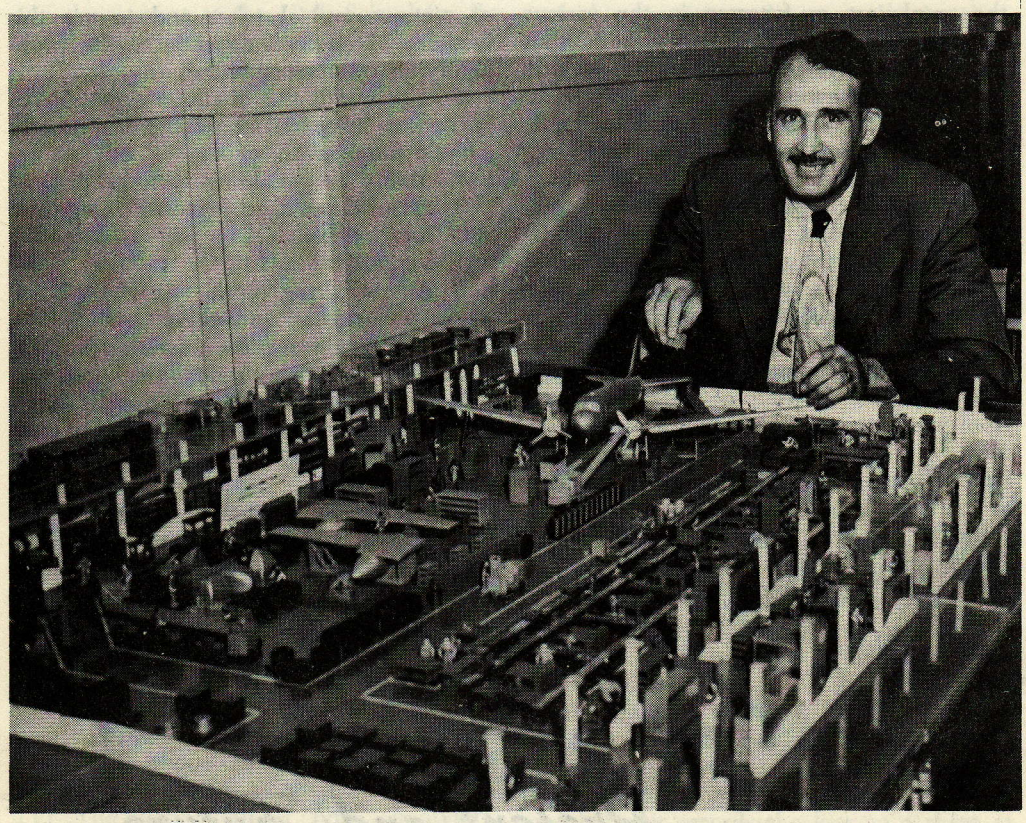
I attended Weber College (night school), taking several courses in engineering. But at the close of the World War II, I was "bumped" from the job because of reduction in force.

In the spring of 1946, I obtained employment with the Ogden City Engineering department as a draftsman and learned about municipal engineering under the tutelage of Mr. Ned C. Wheeler. (Many thanks, Ned!) I stayed in this department till the fall of 1947.

My second and best break came when I received a telegram from the U. S. Bureau of Mines, Oil Shale Experimental Station, Rifle, Colorado, stating that my application for a position as engineering draftsman had been accepted. My jaws dropped when I checked the Atlas. The population of Rifle was only 2000 and Rifle is 200 miles west of Denver out in the mountains. What about social life? I had a hunch that it would lead to something of greater worth. My wife and I decided to pull up stakes, and we moved to Rifle.

In 1944 Congress passed the Synthetic Liquid Fuels Act, which provided funds to start a search for petroleum substitutes. Bureau of Mines got the job and one of its first steps was to start a systematic study of Colorado oil shales. This oil shale project offered excellent opportunities for the scientists, chemists, draftsmen, and engineers (mining, chemical, civil and mechanical) who came to Rifle from all parts of the U. S.

Could shales be mined cheaply enough to make oil extraction economically attractive? Could retorts be designed which would cook oil out of the shale on a continuous, trouble-free basis? Would the heavy, black viscous oil derived from shales be more difficult to refine than natural petroleum? The chief engineer found it necessary to test the stability of his organization by assigning engineers, chemists, and draftsmen to un-



Joseph B. Burnett attended the Utah School for the Deaf, and later was graduated from Gallaudet College. He is presently employed as an industrial engineer at Hill Air Force Base.

familiar work from time to time. This "sink or swim" method enabled me to gain progressive experience in technical engineering which showed an understanding of engineering comparable to that which would have been gained through successful completion of a full four year college engineering curriculum. I finally attained my ambition when I was promoted to the position of mechanical engineer and was re-assigned to the Design Section. In that capacity I continued for 2½ years.

In the spring fo 1952 I sent in my application of a promotion as well as a transfer. Fortunately I got both and returned to my old stamping ground – Hill Air Force Base.

My present position at this base is Industrial engineer in the Plant Engineering Division; and my duties and responsibilities are as follows:

a. Develop, adapt, evaluate and install in the maintenance shops, production routines, methods, tools, equipment and layouts for the purpose of improving shop efficiency and eliminating excess costs, hazards, poor workmanship and failures to meet production schedules.

b. Set up progressive overhead lines.

c. Determine location of assembly lines and equipment according to the flow of work through the shop and to submit sketches to the Plant Services personnel and also sketches for drawings and layouts to the Design and Drafting branch.

d. Research to determine availability of newer tools and up-to-date equipment for future use in shops and to keep up with the progress of a newer type of jet aircraft.

Because of the nature of the work engaged by the Plant Engineering Division, maximum of freedom is allowed in accomplishing work assignments, subject to the Chief Engineer.

You may ask me how I do these jobs when I do not speak well and am not adept at lip reading. How do I communicate with

the employees or foremen in the various shops? My policy is to let them know that I am deaf and to place a pencil and memo pad into their hands. The more I associate with them, the better they understand me. I get all the facts on paper and even keep some of them in my file to prevent any misunderstanding that may arise later.

My second best method of communication is a "sketching method." I am an amateur cartoonist as well as illustrator and I am adept at making quick sketches. A sketch can convey to the foremen, designers, draftsmen and maintenance people a picture of an idea or group of correlated ideas, from which they are able to grasp the main idea. A well-worded treatise and verbal or written conversation might convey the idea or part of it but the people might have difficulty in interpreting the phraseology. "A picture is worth a thousand words." Most of the people understand the language of pictures and sketches and to use this medium of engineering reduces the probability of misunderstanding.

To my mind, the qualities necessary to become a successful deaf engineer usually include these seven:

1. Ability to get along with people.
2. Personal and professional integrity.
3. Imagination.
4. Initiative.
5. An inquiring mind — why? how? where? who? what? and when?
6. Willingness to make a decision promptly. Decisiveness comes only with experience.
7. Willingness to give attention to tough technical problems over long periods of time and to accept any "dirty work" shunned by other engineers.

Let us remember that it is not deafness but one's attiude towards it that can limit our success in work and our enjoyment of life.

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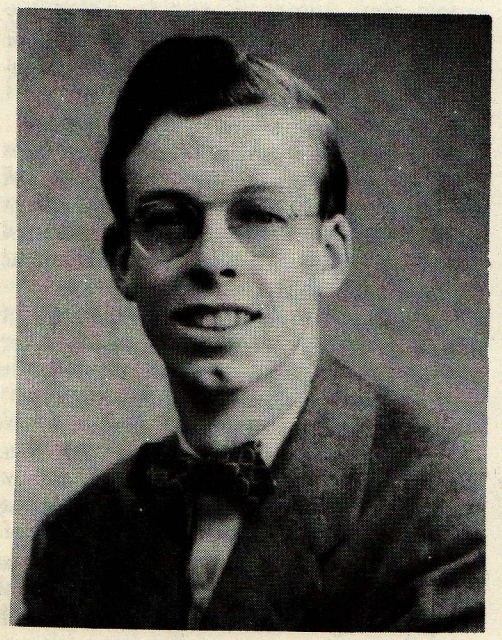
The Deaf in Printing -- Present and Future

By Robert J. Welsh



Since World War II more and more shop owners have given employment to deaf printers. Why? These businesses realize that the deaf are well-trained and are capable of handling hard work without complaining. The credit goes to the printing departments of the Schools for the Deaf throughout the nation and to their instructors.

I believe that those parents who have a son taking the printing course at the Utah School for the Deaf, are fortunate. There are only two printing schools in Utah. One is at the West High in Salt Lake City, but is limited to adults and lacks a linotype, which is a typesetting machine. The print-

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Robert J. Welsh graduated from the Utah School for the Deaf and immediately got into the printing trade. He is presently employed by the Newspaper Agency Corporation in Salt Lake City, Utah.

ing department at the Utah School for the Deaf is complete and considered the best in the state and, if I may say so, in the West. That is where I got my first training.

I'm a compositor by trade and am employed by the Newspaper Agency Corporation, publisher of the Salt Lake Tribune and Deseret News. There are five other deaf printers working with me. There are, however, countless other deaf printers scattered throughout the nation, working in both newspaper and commercial printing plants.

There are two different classes of printing, as mentioned above: (1) Newspaper publishing and (2) Commercial printing, better known as Job printing. Newspaper work is well paid, but, requires six years of printing experience and admission into the International Typographical Union, a printer's organization for highly skilled printers. Commercial printing is a job of odds and ends such as letterheads, cards, announcements, etc. Although anyone can enter Commercial printing as long as he has had the necessary training, crashing into a newspaper job requires skill, speed and determination.

As in all processes of printing, there are two main operations in letterpress printing: (1) The setting up of type (linotype), reading, making up the type and blocks into pages, imposition and locking up. This embraces the work of a compositor and is done in the composing room. (2) Printing, which includes the fixing of the form on the presses, making ready, getting position on the sheet, inking and the printing of the sheets. This work is done by the pressman.

The present process of printing uses hot molten lead for typecasting. This process has been going on for years, ever since the invention of linotypes. It is better known as the Hot-Lead Process. It is my belief that this process will become obsolete in the near future--how near in the future, I do not know. A new system using films, contact papers and etching chemicals will completely eliminate the hot-lead process. This new system is called the Photo-Composing Process.

Development of a commercial process that would eliminate metal type would close the last link in a chain of photo-printing process. Photo offset and other photographic printing processes already make it unnecessary to use metal types to make the actual impression on the paper. For instance, the Linotype coughs up metal slugs which a compositor puts into page forms. He hands the form to the pressman, who runs off a few master copies. The best of these are photographed and negatives are used to make the final printing plate. All that is needed to make the plate actually is the single copy of the printed page.

Photon is an electronic typesetter, not a mechanical unit like the Linotype, and it contains hundred of electronic tubes. It is no longer than a regular office desk. It has four basic parts: (1) a specially designed electric typewriter, (2) a memory unit, (3) a justifier and (4) a photographic unit.

As the operator touches the keys of the typewriter, each character is coded and stored in the Photon's memory unit, much like that of an electronic calculating machine. The justifier, in the meantime, is taking account of the space required for each letter (in printing terminology, to "justify" means to make the line stretch exactly to both margins).

The operator finishes the first line and goes on to the next. While he is typing, the control system spaces the characters in the first line so that it justifies. Then the photographic unit records the line on a sheet of film. When the operator starts typing the third line, the justifier goes to work on the second line and so on.

An expert Photon operator can run the machine at a rate of 12,000 characters an hour. This is two to three times as fast as the operating speed of a Linotype. This is where a girl can get into printing—operating the Photon.

Fortunately, the printing department at the Utah School for the Deaf has courses in photography and offset printing which is the father of the new Photo-Composing Process.

I have a hunch that newspaper plants and offset printing plants will slowly turn to the photo-composing process but it will be many, many years before commercial plants will accept this new process. A few newspaper and magazine plants, mostly in the east, have already taken over the new process and the operators and compositors became adjusted to it after a few weeks of training in their own shops. So the outlook for the deaf in printing is still bright.

There is a printing plant in Salt Lake

City that uses the new photo-composing system. It is operated at the Western Newspaper Union by Twin-Typo Co. A visit to this plant would prove educational.

To those students who wish to follow the printing trade, I would advise that they place less emphasis on Linotype operation and acquire a more diversified training in the trade by taking courses in standard typewriting, photography and offset printing. It is a field in which the deaf can excel. It is also likely that your school can render this great service to you vocationally.

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Post-School Athletic Activities for the Deaf

By Leon Curtis

How do the alumni and the older deaf occupy their spare time and leisure hours? I would say that, on the whole, a good many of them indulge in sports.

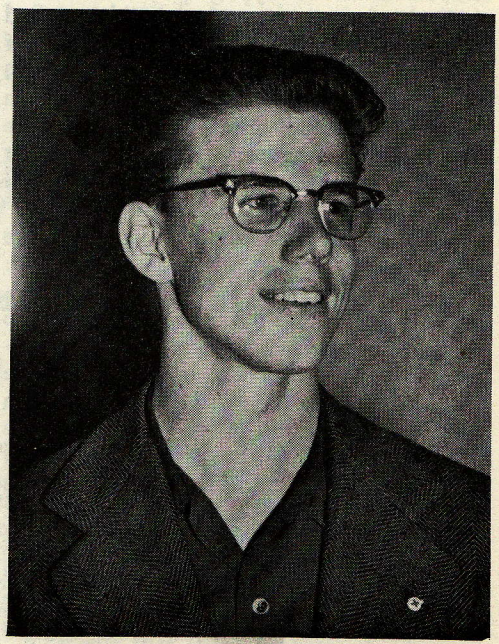
I believe that there are as many varieties of sports in which the deaf can participate as there are for the hearing. Deafness is seldom a handicap. Since I am hard-of-hearing, and associate with both the deaf and the hearing, I am in a position to observe. I have found that the only difference between the deaf and the hearing, in active participating sports, is that the deaf, when they are excited, windmill their arms, whereas the hearing both holler and windmill their arms!

Sports such as basketball (my favorite), bowling, softball, golf, ping-pong, and volleyball are enjoyed by practically all of the deaf, either as participants or spectators, regardless to their ability to hear. In fact, the deaf frequently take a more active interest in such sports to compensate for their lack of ability to enjoy the "parlor sport" of music.

Basketball, especially, appeals to me because of the excitement of the game and because it brings out the stamina, health, and alertness of each and every player.

The deaf have a well-organized program in basketball, under the guidance of the American Athletic Association of the Deaf, which, in turn, is subdivided into regional groups. The Utah Athletic Association of the Deaf, newly constituted, belongs to the regional group known as the Far West Athletic Association of the Deaf.

Each year, six team—the Utah Club, the Los Angeles Club for the Deaf, the Hollywood Club for the Deaf, the Long Beach Club for the Deaf, the Arizona Club for the



Leon Curtis spent one year at the Utah School for the Deaf, was graduated from Ogden High School, and later completed one year of study at the University of Utah before enrolling Southern School of Printing at Nashville, Tenn. He is presently employed at the Steven-Wallis Printing Company in Salt Lake City, Utah.

Deaf, and the Unision Club for the Deaf—under the auspices of the Far West Athletic Association for the Deaf, hold a tournament to determine the best team of the year. The winners are given an expense-paid trip to the national championship tournament held by the American Athletic Association for the Deaf. Competition is very keen, and it takes a good team, well coached, to reach the finals.

This year, the Utah Club, after a shaky start, came back strongly to win the consolation championship, or third place in the tournament, and brought home five trophies from the F.W.A.A.D. tournament held in Tucson, Arizona. The host team, Arizona, took the championship and will represent the F.W.A.A.D. in the national tournament to be held in Los Angeles, California.

In 1956, the F.W.A.A.D. tournament will be held in Hollywood, California, and in 1957 will come to either Ogden or Salt Lake City, Utah.

As can be seen, organized deaf athletics provide the opportunity to meet and compete with players from all over the United States.

Bowling is another sport, nearly as popular as basketball, enjoyed by the deaf. In both Ogden and Salt Lake, groups meet frequently for casual play, and occasionally for tournament competition. Deaf teams frequently enter regular league play with "normal hearing" teams, and give a very good account of themselves.

And then there is the "All-American Sport" —baseball. There is nothing like it to relax some cautious picknickers, since most everyone, with a little urging, is willing to prove that he is really another Babe Ruth (just a little out of practice, to be sure.)

Golf is interesting more and more participants each year among the deaf. However, due to the rather high initial cost of equipment, and the limited number of public courses, I believe that this sport is not as popular among the deaf as it might be.

I hope I have given you assurance that there need never be a dull moment as far as sports activity is concerned in the "deaf world." Certainly, with so many different sports, there is little reason for the deaf to form the T.V. habit.

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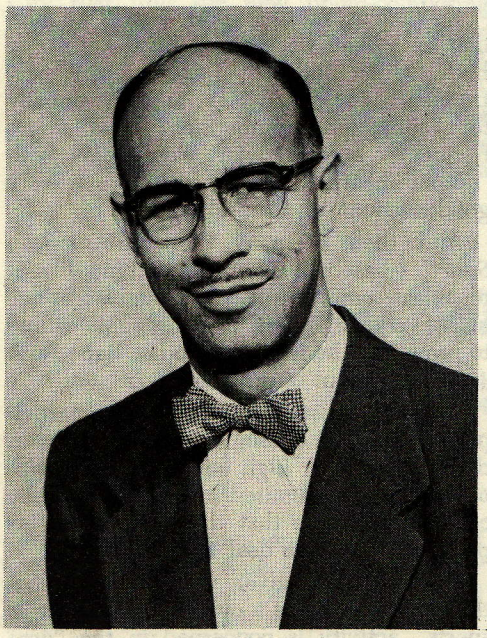
Mathematic Opportunity for the Deaf

By Rodney Walker

Mathematics, being an essential part of education and every day life, is used in different degrees from home budget-balancing to atomic research work, and is enjoyed in its simplicity by some, while others like it in its complicated forms. The progress of civilization goes hand in hand, not only with language and mathematics, but also with literature, chemistry, medicine and many other fields of learning. Although mathematics is a basic thing in scientific fields, it also helps to bring theories into facts. It helps open new fields of science even as Einstein's theory led to making of the atomic bomb. To mention a few others, mathematics helped to discover oxygen and establish Mendelejeff's periodic table, Charles' law and Dalton's law in Chemistry and formulae for electricity, gravity, sound and light in Physics.

Deafness is not a handicap in the world of mathematics if adequate knowledge is properly acquired for the different kinds of professions. Deafness, or any other kind of handicap, is a driving force in disguise. Thomas A. Edison was injured and his hearing was impaired. He found it an aid so that he could concentrate more and thus brought many benefits to mankind through his ingenious inventions.

Arithmetic, Algebra, Geometry and Trigonometry are always found in the required curriculum of public schools and are required courses for those who plan to attend



Rodney Walker graduated from the Utah School for the Deaf and from Gallaudet College. He is presently employed as Data Integrator at the Department of Agricultural Research of the American Smelting and Refining Company, Salt Lake City, Utah.

colleges and universities to study higher mathematics, physics, engineering or other fields that call for mathematics. High school mathematics help in getting graduates started in the world, but limits them to certain branches of careers which can be broadened only with more courses in mathematics such as Calculus, Stiochemistry or mathematics in scientific fields. This higher level of mathematics enables one to become Surveyor, Draftsman, Chemist, Physicist, Meteorologist, Statistician, Engineer in mechanics, building, electronic, nucleonic, or other fields, or specialist in other mathematical professions.

As a rule of probability all students in a class cannot master all subjects they are supposed to learn in public schools. The majority will stagger along in one or more subjects with difficulty and only a few really succeed. Some are found to have weakness in mathematics, others in English, and so on. Still even those who did not master all subjects may build a good life for themselves. Those with simple mathematics can build houses or become printers, photographers, bookkeepers, storekeepers, farmers, politicans and many others.

A reliable source indicates that two deaf employees at an aircraft factory, have access directly to the analogue computer, (an electronic brain), which with their knowledge of mathematics and in the operation of this machine, solve equations of true take-offs or flights of airplanes of any kind or guided missiles. Without this kind of computer it might take 100 men 10 years to figure out the equation. This machine yields an answer in a matter of minutes or hours with the work of one or two operators.

In the Navy department, a graduate from Gallaudet College recently won a much coveted award plus a raise in salary for the fine service he had given in statistical work during the World War II. Besides this he had some helpers with normal hearing working under his direction.

I would go to my limit to urge those lovers of mathematics at the Utah School for the Deaf to take up Geometry, both plane and solid, if available and to learn the use of the slide rule at night school, college or Gallaudet College, in order to complete the foundation of their desired professions.

Mathematics, at any school for the deaf, should not be treated lightly as being a minor subject by students for it will become, eventually, an important asset to their success in the world. Mathematics, itself, is precise and is an excellent field for deaf people.

Writing is the main means of communication between me, the director, and my fellow workers.

SALENA D. REYNOLDS

Word has been received that Mrs. Salena D. Reynolds passed away March 29, 1955 in St. Joseph, Missouri after an extended illness.

Mrs. Reynolds was housemother of the intermediate boys for over fifteen years. She retired in May, 1941.

Mrs. Reynolds with her sister, Miss Gertrude DeVorss, came to their cottage in Ogden Canyon every summer.

Many of the alumni will remember her as a gracious, friendly housemother. Long after she left the Utah School for the Deaf she was anxious to hear news of her "boys".

How I Became a Linotype Operator

By Eugene Petersen

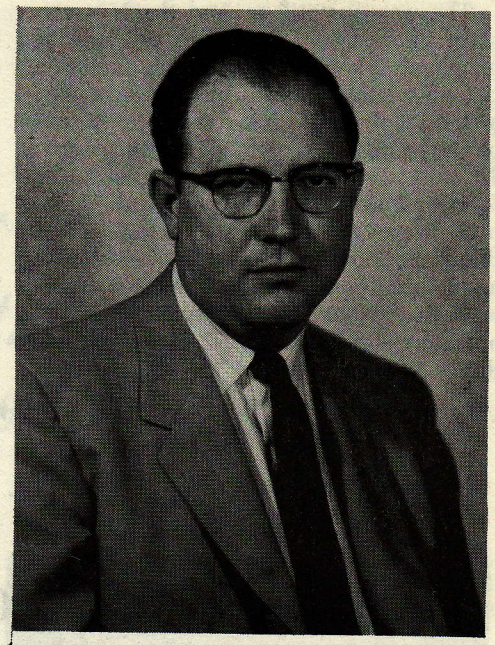
Printing has long been an attractive career for the deaf. It is an occupation that minimizes their handicap while utilizing a wide variety of skills and provides stable, remunerative employment. As a result there are probably more deaf people working in the graphic arts industry today than in any other field.

In some branches of printing deafness might even be considered an asset. Linotype operating, for example, which places a premium on the ability to achieve a "relaxed concentration" amid noisy, distracting surroundings, is one of these. In, addition, since the Utah School for the Deaf is the only school in Utah offering instruction on the linotype, students here have a golden oportunity to master the fundamentals.

I became an operator in a more roundabout way. West High School in Salt Lake City has a class in printing which is long on oral lectures but short on opportunities for practice. I did learn enough to become interested in the trade and after graduation signed up for additional work under the state's vocational rehabilitation service. This was some what better since at that time the board of education had considerable printing done at the West High shop. I understand, however, that since then, due to objections from commercial printers, this practice has been largely abandoned.

After over a year of this I became restless. I asked the director if he knew of any openings. He said they had heard of some but didn't feel they would be suitable for me.

Finally I decided to try and find something by myself. It was a discouraging search. I tried just about every shop in town but there seemed to be no room for an inexperienced person, especially one who was deaf. But I kept on asking and finally heard of a small shop that needed a platen press feeder to help out temporarily. The pay was 30 cents an hour. I jumped at the chance and presently had a full-time job that lasted until the war came and the owner closed his shop to enter the service.



Eugene Peterson attended the Utah School for the Deaf for one year, and later was graduated from West High School in Salt Lake City. He is presently employed by the Newspaper Agency Corporation in Salt Lake City.

An apprenticeship in a small shop really gives you an all around education in printing. From just feeding the platen press, I quickly advanced to doing my own makeready, then to the automatic presses, composition, bindery work and figuring and cuting stock. In between I ran errands, distributed type, swept out the shop and washed the presses thousands of times. Although I didn't think of it then, I was gaining an invaluable insight into the problems and methods of the departments that handle the Linotype's finished product.

There followed a spell in a combination weekly newspaper and job shop where I first became curious about linotypes. I never did get a chance to practice on the keyboard there, but learned something

about newspaper makeup. Eventually, the partners in that shop split up and I found a job in a paper box factory feeding the huge cutting and creasing presses. Three weeks of that was enough! I heard of an opening in the Deseret News Press job press department and accepted it on the spot.

The war was still on and the News was short handed so I kept very busy. I had imagined I knew all about job presswork, but at the News I learned much more. I learned how to handle books covers, die-cutting and embossing, jobs with gangs of 16 and 24 numbering machines in one form and even process color work. It was interesting work and I was doing well. At the same time, however, I was thinking more and more about Linotypes. There were five machines up there and one of the operators also was deaf. He explained many things to me.

One day I asked the foreman if I could come early each day and practice on the keyboard. He readily assented and armed with a copy of the linotype company's book on keyboard fingering, I set out to become an operator.

I practiced for a half hour or so nearly every morning for about six months. Then my chance came. They were very busy on the linotypes. The foreman had a new book to be set up and asked if I'd like to tackle it evenings. I really put my heart into that job. When I was about half way through one of the regular operators left to open his own shop, and, over the objections of the job press foreman who said I was worth more to them over there, I found myself a full-time linotype operator.

I have been an operator ever since,

(*Continue on page* 16)

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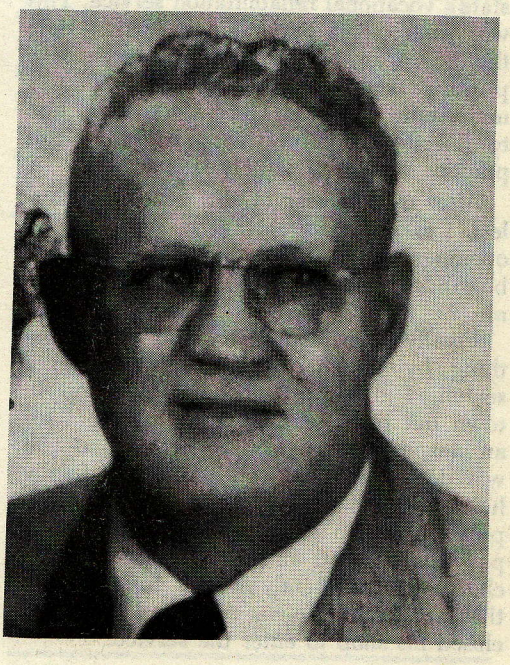
A Man the Deaf Can Be Proud of--

Milo Cutler

By D. Hart Wenger

During the past 25 years the Utah Original Woolen Mills at Murray, Utah, has come to depend heavily upon a foreman who is an expert in the operation and maintenance of all the complicated machines at the plant. The foreman is Milo Cutler, a former student of the Utah School for the Deaf. At present in charge of the carding and spinning department, he has nine people working under his supervision, all of whom, except his wife, possess normal hearing. There have been during shortages of experienced help when the management solved the problem by making Mr. Culter foreman of the whole plant, involving the strenuous job of training new workers, breaking in new foreman, keeping machines in running order, and working long hours until the situation improved.



Milo Cutler attended school here until 1917, when he left at the end of the second year of high school. He obtained employment at the Amalagamated Sugar Company

plant in Lewiston, and later at another sugar factory in Spanish Fork, Utah. Because this work was using only seasonal, he applied for permanent work at the Knight Woolen Mills in Provo, Utah.

At first Mr. Knight was hesitant because of Culter's deafness, but after some months he gave in to the young man's persistence and started him at the bottom. He stayed with the company until it closed in 1929. He then joined the Utah Wollen Mills in Murray. In 1933 Culter was made foreman of the carding and spinning department, which position he has held for 22 years. He uses speech and lip-reading as far as his limited abilities will go; beyond that he resorts to pad and pencil. He has managed to get along very well with people and also has maintained very good safety record in spite of having to work with some dangerous machinery.

Mr. Culter's wife Ada Young, was also a former pupil of this school. She is a direct descendant of Brigham Young. The couple now lived in a brand new, luxurious 45-foot trailer in a court in which they find life much easier than it was while living in the big house which they used to own.

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The Role of the Alumni in a School for the Deaf

By Robert G. Sanderson

It is easy to understand that the teachers and administrators of a school for the deaf are naturally resentful when alumni of their school, no matter how sincerely motivated, in later years return and "try to tell them how to do things." The usual reaction is "Well, we did a pretty good job on you, so why should you kick?" Forthwith, the discussion is closed.

Yet it is worthy of note that there is a singular uniformity of opinion among the alumni of the Utah School for the Deaf, in particular, that there is a time when the wealth of experience acquired by the alumni in their workaday world should be used by the school. This stored experience is readily available, and gladly given, for there is nothing so dear to the heart of an adult deaf person than to be of help to deaf children.

Yet this writer has never heard of a single instance in which the school for the deaf has requested the assistance or advice of any non-teaching alumnus on any matter whatever – educational, vocational, or athletic. This, in spite of the fact that there have been available, for several years past, a number of men who have made for themselves successful careers in business, industry

Robert G. Sanderson graduated from the Utah School for the Deaf and from Gallaudet College. He is presently employed as a platman, or draftsman, by the County Recorder of Weber County, Utah.

and the professions. There are engineers, chemists, draftsmen, public and civil servants, clerks, statisticans, and even welders, to mention but a few – a variety which is truly amazing when one reflects that the two chief vocations taught at the school for the deaf were, for many years, printing and carpentry. But this is not so much to list the many occupations in which the deaf have found success as it is to point out that the benefit of their individual experiences might be utilized profitably in the field of vocational guidance.

The role of the alumni in a school for the deaf should not stop merely with the passive course of "being available when needed." The alumni can and should watch for instances in which deaf children, unknown to the State or to the authorities at the School for the Deaf, are being sent to unqualified "special schools" in the vain hope by their misinformed parents that they will progress as rapidly and as satisfactorily as in a normal public school. In fact, this writer knows of one current case in which an alumnus has tried to persuade the parents of a young deaf girl to send her to the Utah School for the Deaf, with no success because of the refusal of the father even to listen. Whether or not the girl is getting any education at all is doubtful, because she failed to respond either to carefully spoken words or to the manual alphabet and sign language. It is to the alumnis credit that they tried, and are still trying.

In short, every single alumni should be a good-will representative of the Utah School for the Deaf, and furnish by their own example a picture of a well-adjusted deaf person for the parents of young deaf children to judge.

The alumni can play a strong role in the field of industry. For instance, it is a well-known fact that once an employer has had a satisfactory experience with a deaf worker, he is willing to consider other deaf persons when the opportunity occurs. Hence, an active alumnus is nearly always in a position to know what jobs are opening up, and can inform the school administration of the opportunity. There must be cooperative effort, however, between the alumnus and the school. Once it is determined that the school vocational department can furnish a person who is ready for a job—a mature young man or woman of reasonable steadiness and intelligence – the alumnus can break the ice with the employer. Sometimes, however, the effort of an alumnus are not enough; it is then that the school should send an aggressive personal representative, armed with a ready fund of knowledge about the fine record of deaf workers in industry, to give a final push.

Of course, it is recognized that it is not the primary responsibility of the School for the Deaf to find jobs for its graduating students. It is, however, good public relations, and good vocational guidance, to follow up opportunities when offered.

The alumni can be of distinct aid to the school in handling the problem of higher education for students about to be graduated. Time and again the school, and the parents, must give serious consideration to the question of whether to send a student to college or not – and if to college, which college? It is very normal for parents to expect the best of their children, and to look around at the nearby colleges such as Weber College, University of Utah, Utah State, and Brigham Young University. But it is much more practical to ask a *deaf* man who has attended these colleges what his experiences were; and to ask, also, graduates of Gallaudet College what their experiences were. The comparison should be quite illuminating.

In still another way, the alumni can be of direct aid in education. There are, for example, occasional field trips that certain of the advanced classes at the school undertake in order to see at first hand the operation of various industries. Some of these trips could be arranged to take advantage of the fact that deaf alumni are available to explain, better than any instructor could do, the operation of the business in which they are employed.

To give a specific illustration: There are, right here in Ogden, two deaf men who are fully qualified to explain, respectively, the complex operations of the city Engineering Department and the recording and taxation system of Weber County. A tour through these city and county offices could be a very educational extension of classes in civics and government, or even classes in arithmetic and algebra to show how they are applied in daily work. Or even the subject of the history of Ogden City and Weber County could get added meaning by a close look at the priceless records in the

vault of the Weber County Recorder.

The Park Literary Society at the school furnishes an excellent opportunity for exploitation. The alumni would be very happy to participate in the Society meetings as guest speakers. Some of the alumni are fine story-tellers, with a wide knowledge of literature and the arts. Obviously, the student-members of the Society would learn by example; and certainly they would be entertained. They would, also, undoubtedly welcome a little variety – which is, after all, the spice of life.

In athletics the alumni can play an important part in the future of the student – which may be a surprise to some who have not given serious thought to the matter. Through athletic competition between the alumni and the school, for example, the students learn that there are other styles, other methods and systems of play, different from those which they have been taught; and that they must develop themselves to meet such different challenges to their ability. The students further learn that they need not give up the game they love when they leave school, when alumni teams await them with open arms. And who can deny that athletics play a primary role in the prevention of deliquency? In that critical period between freedom from school and the responsibilities of adulthood, active participation in alumni-directed athletics may play a strong hand in keeping juveniles out of mischief.

Hence, it seems clear that there should be increased competition between the school and the alumni athletic teams; and such competition should be rigorously required to observe good sportsmanship, win or lose, from the coach down to the smallest bench-warmer.

Whatever the past has been, whatever personal feelings were ruffled, the future remains to us unblemished, clean, and full of opportunity for mutual cooperation and the benefits to be derived therefrom. Shall we get to work – or shall we drift on aimlessly as we have been doing?

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A DEAF PHOTOGRAPHER--

Rufus Elben

"Handicapped Photographer Gets Expert Results In War Work"

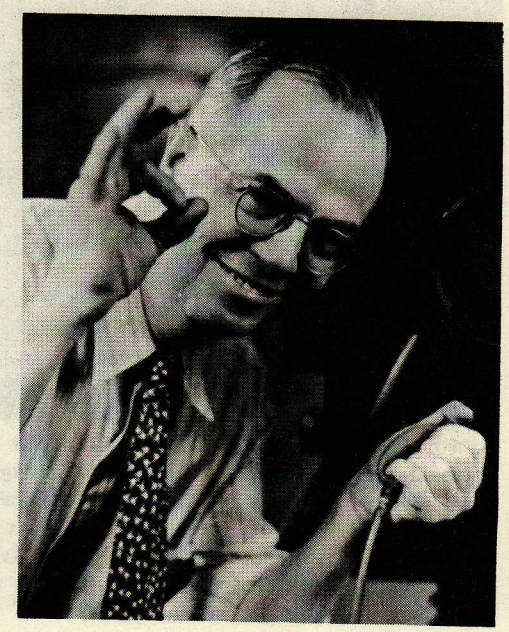
Rufus Elben—the photographer who can make an army identification photo look like a portrait—is one of the outstanding war workers at Fort Douglas. The Signal Corps photo lab employe has made himself into a photography expert despite an illness which left him a deaf-mute when he was a boy.

Conversing with pad pencil, Mr. Elden, said "I like to show what deaf persons can do in the war—we're as good as 'hearing' people."

Mr. Elden, expert with studio portraiture, does every type of work at the photo lab—coping, printing, miscellaneous technical work—except actual news shots.

His identification photos, instead of looking like typical passport pictures, actually bring requests from his subjects for additional copies to send to friends!

Described by fellow employees as "one



of the leading retouchers in Utah," Mr. Elben has had 25 years experience in the business, including 10 years' operation of a professional studio, up to 1954.

While Mr. Elben said only that "It's pretty hard to speak, but I know how to manage my hands," his fellow workers said, "As a studio man his abilities to handle customers is remarkable; he has better technique than most photographers."

Mr. Elben and his wife live in Salt Lake City, at 131 Kelsey Avenue, where they bought their own home. Their three daughters are married.

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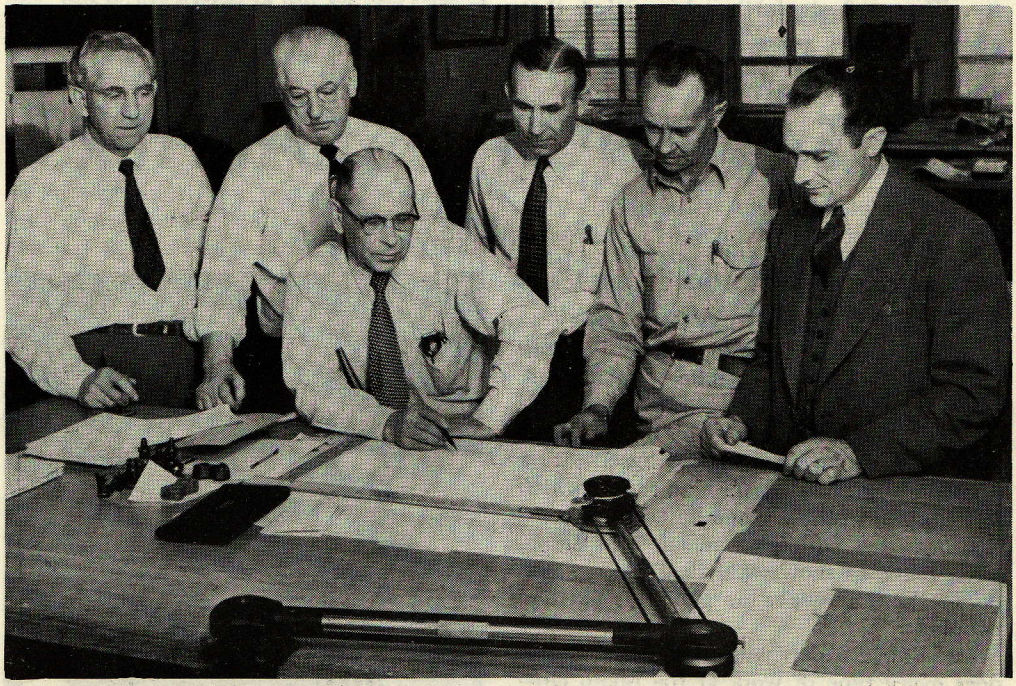
Opportunities for the Deaf in the Field of Engineering

By Ned C. Wheeler

The field of Engineering offers many opportunities for the deaf people and should be given careful consideration by all students and student counselors in the determination of a career or course of study to be followed in High School and College.

It is my purpose here to point out a few of the opportunities and requirements for



Ned Wheeler (at right) graduated from Utah School for the Deaf in 1933, completed two years at Gallaudet College, Extension courses in Engineering from University of Utah, and a course in Surveying from International Correspondence School. Started work in Engineering with U. S. Forest Service, worked two years for Weber County Recorder as plateman. Started with Ogden City as Draftsman in 1940. Now holds position of Design Engineer. Has also maintained a private engineering practice for the past seven years.

employment in the various engineering fields.

The opening wedge to the engineering profession is employment as a draftsman. Drafting is usualy broken up into the various fields of engineering such as Mechanical, Civil, Architectural and Electrical. Drafting is comprised of the conversion of creative ideas into drawings which are readily understood by the builders, the machinist, the manufacturer and the large field of other workers whose job it is to produce almost all things we use in our daily lives.

Most draftsmen start as tracers, whose work consists of the finishing of drawings already laid out by more experienced draftsmen. This is an ideal field for the advanced high school or college student to obtain work in during the summer months and not only gives him needed spending money but will also give him much experience in working with other engineers to supplement his education. The primary requirement for employment as a tracer is only a certain degree of aptitude with drafting instruments and the ability to read and understand scales and drawing symbols. These are the things that most students receive in their Mechanical drafting course in High School. The next step is to learn to lay out drawings and convert ideas into drawings. This work will require some understanding of mathematics such as arithmetic, elementary algebra and geometry. It is especially important to have an understanding of angles and their functions as all advancements in engineering work from here on will require a progressive amount of triangulation work. There are many openings for employment at this stage of development with public offices and with private concerns. At this stage a student will be faced with the decision as to which field of engineering he wishes to follow. He will then be required to obtain more technical knowledge (such as hydraulics, stresses, sewage and water design in the civil engineering field) which will enable him to advance from draftsman to design work and thence to engineering as his knowledge of the subject increases.

As we are more familiar with the civil engineering field we shall suppose that field has been chosen and give a brief outline of the work that would be required for the laying out of the average housing development tract.

The engineer will first make a boundary survey from the legal description of the property to be developed to determine any conflicts between recorded title and actual property in possession. The next step will be to make a detailed survey of all physical improvements on the property and take elevations over the entire tract from which the draftsman will make a contour map. From the contour map the engineer can visualize the direction the property slopes to help him in working out a road pattern so that all streets will have enough slope for proper drainage, yet not be too steep to be readily passable to motor vehicle traffic during winter months. The engineer will then have new elevations taken along all streets and he will establish a street grade so that curbs, sidewalks, sewers and water lines will be laid at proper depth and grade to insure satisfactory service to all homes in the area. These grades and road plans are passed on to an architect or builder who will determine the size he requires for the various building lots. It is then up to the engineer to calculate exact distances and bearings for each building tract. These are then drawn on a plat which is filed with the recording officials of the city and county to become a part of their permanent files so that any home owner in the future may see them and readily determine the exact size, location and shape of the property on which his home is built.

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(*Continue from page* 10)

How I Become A Linotype Operator

although I later shifted to the newspaper side and moved to the Newspaper Agency Corporation, after the consolidation of mechanical operations with The Tribune.

Things I have found helpful in my work, aside from my apprenticeship as an all-around printer, are a good command of English and an appetite for reading. Extensive reading is almost a must for a good operator. I depend mostly on oral speech partial hearing and lipreading for communication on the job and try to handle my end so the foreman seldom finds it necessary to ask about things. Arithmetic comes into use every day, and a knowledge of the mechanical side of linotypes can be invalu-

able, especially in small shops. I have never had much apptitude along that line myself, though, and am glad to leave that side to the mechanics.

Typewriting could be a useful skill for an operator to master. Many substitute processes are entering the field, some of which use an expanded version of a regular typewriter keyboard. There are many women doing this work, and also quite a few operating regular linotypes.

While there are many deaf employed as printers there will always be room or competent, industrious newcomers, and conversely, as competition grows more and more intense and standards become higher and higher, the fellow who is unwilling to take time and trouble needed to master the trade or too lazy or impatient to endure the hard work and drudgery that falls the lot of every apprentice, will never go far.

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The Deaf Pre-School Child

By John W. Glassett

There are certain events in one's life over which one has no control whatsoever, and being deafened is one of them, whether occasionned by illness, accident, or birth. Once one has definitely become deaf, the fact should be immediately recognized; the upon the excuse that "hearing may return at any time by treatment or by divine circumstance", may delay the education of the child so long that irreparable damage to its future may result.

Although the child who is born deaf or loses the ability to hear at an early age starts life at certain disadvantage, it is my belief that this may be largely overcame by intelligent parents who will admit the state of deafness and immediately begin to apply the special technique of patience and personal attention in teaching even the simplest of things to the child.

It is to be remembered that the child's mind develops mostly rapidly from the time of birth until it is about six years of age, and it is during this period that what is learned or what is not learned may most strongly affect the future course of his education and even his life. My object here is to give a few pointers which I hope may be of help to parents going through this critical period.

The parent's duty is twofold. First, both the mother and the father should try to grasp the idea of the inability to hear—which may be impressed upon them by having the television receiver turned on with the picture showing, but the sound off. The effort required to understand what is going on should make the parent realize what the child will be up against for the rest of his life.

Once the parents realize how difficult it is for the deaf child to understand anything, the second duty of the parents becomes clear: To be patient far beyond the call of duty. The child may be totally deaf, and totally mute except for the abality to cry—but most certainly the child is not "dumb." The ability to learn through the eyes, if anything, is even sharper than that of a normal hearing child, and given the patience, the opportunity, and the necessary attention, there is no reason why the deaf child cannot learn virtually everything that a normal child would learn, excepting, of course, the recognition of sounds, music, and the ability to reproduce similar ones. Of course, the extent of his knowledge will be governed wholly by the amount he is taught. The child who is taught nothing learns little if anything.

When the child finally reaches school age, I believe that he should be sent to the Utah School for the Deaf. No special school or clinic can offer the full course of study, nor the trained instructors and fine atmosphere, and the companionship of other deaf children which are to be found there.

Ed. Note: John Glassett graduated from the Utah School for the Deaf and attended Gallaudett College.

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