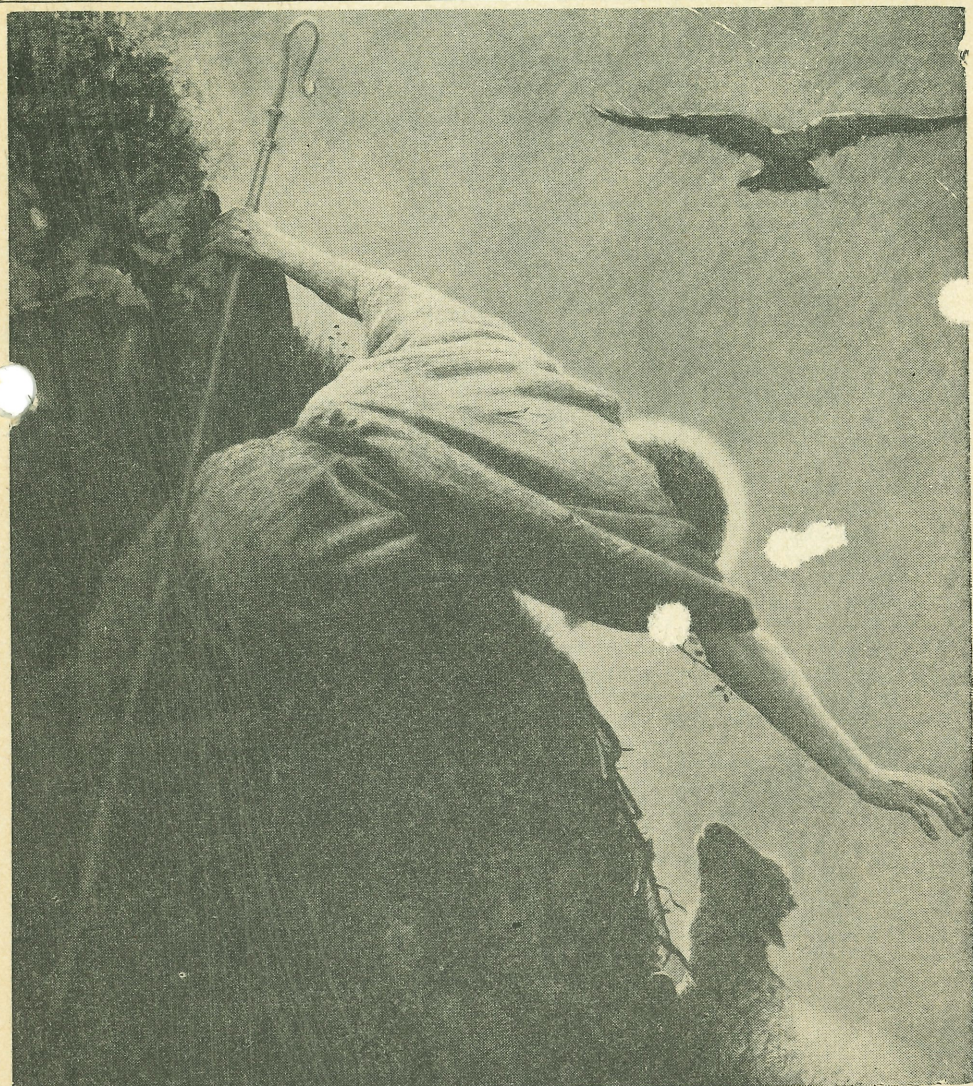


The Deaf Child's Advocate

Volume 1

DECEMBER, 1930

Number 1



"It is not the will of your Father which is in Heaven,
that one of these Little Ones should perish." Matth. 18, 14.

To your home and, please God, to your heart comes the first number of this little paper, "The Deaf Child's Advocate."

The paper is new, but the **Ev. Luth. Deaf-Mute Institute**, which is sponsoring and issuing it, is quite old, having been established in the year 1873, for the purpose of giving the deaf children of the Lutheran Church, and any other deaf children which might want to come, a secular and Christian education in conformity with the unaltered Confessions of our Church.

This little paper is going to be what its name implies, a true advocate of the cause of the deaf child in our midst. It is going to bespeak the cause of the deaf child for its advancement physically, mentally, morally and spiritually.

Since the work on the deaf child will always be a work of Christian love and charity, a work of the Church at large, by this paper we want to warm your hearts for the deaf child and for the work that is to be done on and for it. We want to gain, to a great degree, your interest in the welfare of the deaf child and we want to see it grow year by year, so that, as the years go by and number after number of this little paper appears in your home, you will become more acquainted with the problem before us and, knowing the problem and the dire need of its solution, support more cheerfully and abundantly, the cause this paper represents.

That we may gain your interest and, with your interest, your support, this paper is going to make you acquainted with the deaf child and its education.

To this end there will appear articles telling you of the great burden the deaf have to bear, of their dire affliction, of their handicap. Other articles will tell you what is done for the improvement of the deaf, to make life a little more rosy and make them citizens of the kingdom of God on earth and in heaven. To this end articles will appear that will give phases and illustrations of the mode and manner of instruction a little of the history of the deaf child's education, of mechanical instruments in use to improve the instruction, to simplify it, and make it more profitable for the child and less burdensome.

These articles will not be long, but short and to the point, and we hope to make them interesting, so the next number will be looked forward to with anticipation.

In addition to such articles there will appear news items of happenings in and about the Institute and information regarding the progress made in the maintenance of the physical properties of the Institute, in the erection of the new building, which we intended to have in readiness by this time, but could not get ready because almost half of the money needed for the re-establishment on new grounds is still due. Acknowledgment of all gifts received for the Institute will be made in future numbers.

This little paper, "the Deaf Child's Advocate," will be sent without subscription charges to any and all who are friends of our Institution and friends of the deaf child and who prove their friendship by helping us, annually, to maintain this school for our deaf children.

The Deaf Child

In bodily development the deaf child does not stand behind the hearing child. But it is deaf, it lacks hearing, and in that lies a world of misfortune and grief. By not hearing, the deaf child is cut off from the main avenue of learning and education. In sorrow or joys it does not hear the soothing, sympathetic voice of mother or father. It is deprived of the comfort and sympathy which is the wonderful advantage of the hearing child. It sees birds open their mouths in song, and hears not a

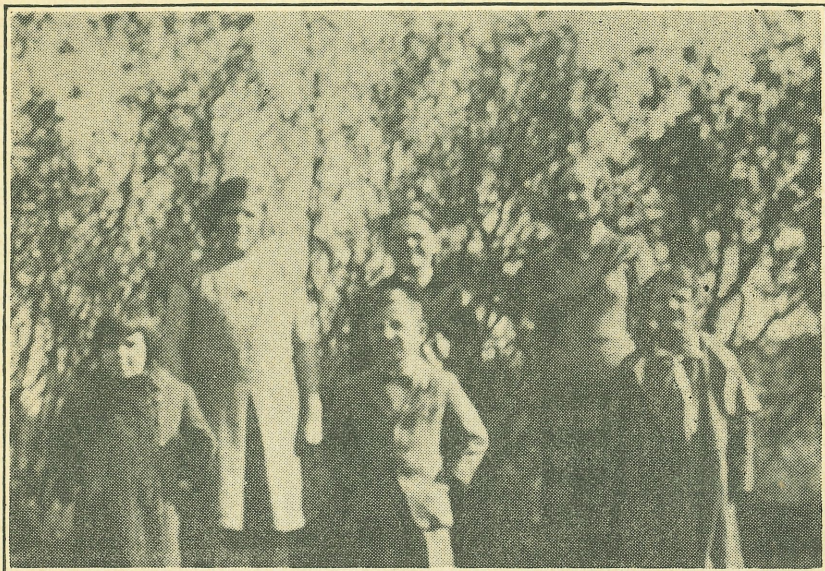
warble; it sees the trees moved by the breeze or blown by the storm, but it hears not their sighing or the storm's roaring; it beholds the fall of the waters, the movement of the rivers, but does not hear the thunder of the falls or the rippling of the brook. The world, which presents itself to the deaf child through the eyes, becomes a moving picture, and the happenings in this world remain a mystery, because there is no one who can explain things to it. The deaf child has impressions by sight,

smell, taste, and feeling, but it has no word or language to express these impressions and to state to others what these impressions mean to it. For that reason the deaf child remains uneducated and is mentally retarded and when such a child enters a school at the age of six or seven, it is far, far below the mental status of the hearing child of the same age.

Morally, the deaf child is in the same condition as the hearing. It is

readily, and the fight between the Old Adam and the New Man is missing almost entirely.

What the deaf child needs is, first of all, and above all, the language of man, that the child be enabled to tell of the impressions it gets through the senses it still has and to learn the why, wherefore, and purpose of the things surrounding it. This is done by writing, by teaching the child to speak, or by spelling to it



This is a picture of the new enrollment of this year. Three of these entered the beginning class, and three entered advanced classes. They come from Detroit, the state of Mich., Kans., Iowa. The pupils in the school now come as far away as North Dakota. Other states furnishing pupils are Wis., Ill., Ind., Missouri, Minn. The enrollment, which is 31, an average number, ought to be larger and would be larger if parents having deaf children would realize that their deaf children need the instruction in the Word of God for years and in those years every day and that they are not getting this instruction in the state schools. With the help of the Deaf Child's Advocate we also hope to increase the enrollment. The larger the enrollment is, the better the classes can be arranged and the more successful the teaching can become.

flesh born of flesh, has the same evil heart and tendencies the hearing have. If left to itself it will be as hopelessly lost as those who have hearing. But—, because the deaf child lacks hearing and the language of man, it cannot be restrained by teaching and admonition. For this reason, there is no moral development in the deaf child; it makes little, if any, distinction between right or wrong, between good and evil, and is inclined to do just what enters its mind, and follows the tempter very

the words on the fingers of one hand. THIS is the foundation work of the work among the deaf, for upon it rests all other teaching and education. The deaf child needs above all the teaching of the word of God from the earliest possible period in its life and the bringing up according to the word of the Lord. This teaching however and bringing up is impossible until the child has a foundation in language. A hearing child six years old and younger can be brought up in the nurture and admonition of

the Lord, a deaf child of that age cannot. St. Paul gives it as a rule that faith comes by hearing, which means that the word of salvation must enter the mind of man, upon which the Holy Ghost steps in and uses this word which the mind has apprehended to bring it to faith and holiness. If this word, which is the medium of faith, does not enter the mind, faith cannot be generated. And that is the saddest plight of the deaf. Should the deaf child believe and become a member of the body of Christ, the word of the Lord must be brought into its mind. And this can be done successfully only by the language in which we have the word of God. For its moral and spiritual life, the deaf child must learn the language of man. The less ability it has to learn this, the less one will be able to teach it. The better it understands the language of man, the better one can make it acquainted with the heavenly truths. The deaf child must learn language in order that it may acquire secular knowledge, that it may acquire spiritual knowledge.

The deaf child cannot be taught by its parents secular and spiritual knowledge, because the child has not the ear and the language—the only way parents can teach their children. The school of the congregation cannot teach the deaf child, for the same reasons. The common church school is attuned to the teaching of hearing children, children having language. For that reason it is not in the position to take care of the deaf child in the congregation.

The deaf child needs a school of its own, a school adapted to its special needs.

Our Ev. Luth. Deaf-Mute Institute is such a school. It was founded for the purpose of teaching the deaf, of leading them to Christ and the Church, of keeping them with Christ and His Church. It has been true to its purpose for fifty-seven years and will, by the grace of God, continue to do so.

The parents of a child and the congregation of such a child, even a number of them together, cannot maintain this school for the deaf children, on account of the great expense connected with it.

The Church at large must help the parents and congregations having deaf children give them this school.

The Church has helped most gen-

erously to maintain this school for its deaf children.

ONE of the Church are YOU. May we ask you to continue to be an advocate of the deaf child by helping, with word and deed, to maintain this school for them?

SOME FACTS ABOUT THE WORK AMONG THE DEAF

The first school for the deaf in this country was founded in 1817, at Hartford, Conn., by the Rev. Thomas Gallaudet, an Episcopalian. This school started as a silent method school, using spelling and the sign language.

The first oral school for the deaf was founded in the year 1867 in the state of Massachusetts. The oral method teaches the children to speak, to read lips, and teaches by the use of the spoken language. However, not all the deaf can be successfully taught by the oral method.

The oral method, after it once demonstrated its possibilities and value, spread rapidly throughout the country, until to-day there are many exclusively oral schools and almost every school in the country has an oral department.

Our Lutheran Deaf-Mute Institute was the second oral school in this country and remained such till about 1896. In that year Synod officially entered upon the mission among the adult deaf and the silent method of teaching the deaf was introduced and used in connection with the oral method. Later on, the oral method again became the predominating method in the classroom.

The Lutheran Church has but one school in the country. The Catholic Church has at least eight.

THE DEAF CHILD'S ADVOCATE

Published Quarterly at Berne, Indiana, in the interest of deaf Lutheran children, by the Evangelical Lutheran Deaf-Mute Institute, 6861 Nevada Avenue, Detroit, Michigan.

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