

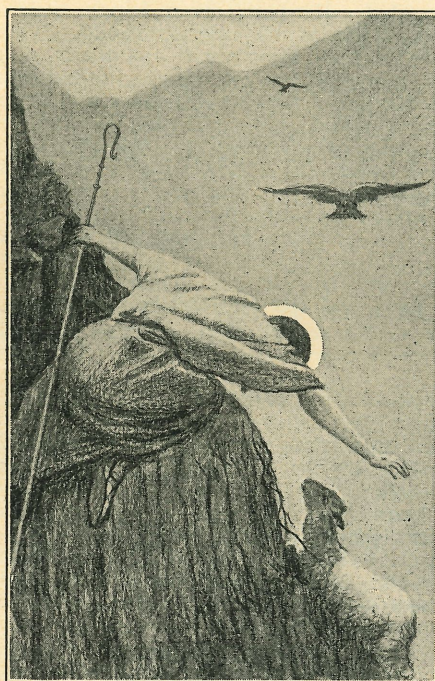
The Deaf Child's Advocate

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"Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." Matt. 25:40.

TEACHING THE LITTLE CHILDREN

By Miss Louise Upham

We are asked frequently the question, "How do you begin to teach the little deaf child?" The initial steps in teaching are not only of interest to visitors, and to the parents and friends of our pupils, but the beginning work is of the greatest importance in the development of the child and his relation to school life. In the early weeks of the child's training at school, we are to lay a foundation—a substantial one and one carefully worked out—for upon this, we must build all of the work that is to follow.

At the beginning of the fall term each year, we admit a new class of pupils. For the most part these children have had no previous school training. They are all keenly alive to the one absorbing thought that they find themselves suddenly placed in a strange environment surrounded by unfamiliar faces, scenes, and conditions. Before bringing their children to us, it has been diffi-

cult, if not altogether impossible, for the parents to make any satisfactory explanation to them for the cause of this separation from home. So they are left in our care—a group of rather bewildered little children—their faces expressing anxious expectancy.

The first days of school arrive. What is uppermost in the teacher's mind as she is confronted by her class of little children, unaccustomed as they are to any companionship except that which the home provides, for most of these children, because of their deafness and their inability to communicate with others, have not formed the habit of making friends readily?

The teacher's first effort is to gain the child's confidence, and indeed little can be accomplished until the confidence is firmly established, and the child accepts her as his true friend and guide. With this in view, the teacher plans her work accordingly. And she is not unmindful of the appearance of her schoolroom. There are in evidence all sorts of gayly-colored materials—pictures, charts, objects, toys, books—not to mention things to work with. These become at once a challenge to every child. Here are things that truly interest him, and he is eager to investigate for himself and to know all about them.

It might be well to mention at this time the question of grading the pupils. In a sense we do not grade them—they grade themselves. Equal opportunity is given each child and no discrimination is shown either for or against a pupil. Within a short time after entrance, the children are grouped in fairly well-graded classes, though we cannot regard this as final, for the individual child must be taken into consideration at all times, and, if we feel that we will be benefited by placing him in another class—a class above, or one below—that change is made.

A few days ago a parent of a little boy in a preparatory class asked us how Jackie was getting along in his studies. Studies—Jackie's studies? The word has a dignified sound for that which we are doing for Jackie at this stage of his development. And this brings us to the question—just what are we teaching these little children their first year in school and how do they spend their school day?

Let us consider for a moment—until the deaf child is placed under instruction, he has no speech, no language, no adequate means of expression. Our aim—the goal toward which we are working—is to give him that training which leads to the understanding and acquisition of language—both spoken and written. Parents are sometimes impatient that their children do not speak at once upon entering our portals. As much as we would like it, we cannot perform miracles, nor do we possess any magic. There is no short-cut for the child who has never spoken to suddenly burst forth into speech. There is work, hard work, and much of it for both teacher and

pupil before Jackie speaks—haltingly—his first word.

Obviously it depends upon the child himself how much work he will be able to accomplish his first year in school, but in the beginning the plan is much the same for all entering pupils. The work of the first year consists of Sense Training Exercises, Lip Reading, Speech (Articulation Drills and Applied Speech), Language Work, writing, Silent Reading (understanding of print) and Occupation Work—and for those pupils with sufficient hearing—Auricular Training.

We shall try to explain each subject—giving some idea of how we begin teaching it—and then we shall invite you to come with us and visit some of the classrooms. You can see what the children are doing and what they have done during the four or five months they have been in school.

SENSE TRAINING

The deaf child, being deprived of one avenue to the brain—the sense of hearing, lacking—must depend upon other senses in receiving his education, and it is the cultivation of the senses—sight and touch—that we emphasize.

This training is given not only as a means of mental development, but it serves also as an introductory measure, and leads directly to the more difficult work that is to follow in teaching lip reading and speech. The object of sense training is to arouse and stimulate the child's interest; to increase his span of attention; to develop his powers of imitation and observation; to



GLORIA and JOYCE
Our Babies (4 yr.)

train his sense of sight to the point where he perceives quickly and accurately; to train his sense of touch until it becomes sensitive to differentiations in vibration; to train his memory to retain visual impressions; and to develop muscular coordination. While this training is being given, the child quite unconsciously is learning to work and play with other children, to respect their rights as well as his own, to become more independent in doing for himself, to gain in self-confidence, to form habits of neatness and order, to respect property, and in a general way to become a good sport.

It has been necessary to provide a vast amount of material to be used in giving the sense training exercises. We have in our equipment the kindergarten and preschool material, materials based on the Montessori idea, charts and materials made by the teachers of the Primary Department, and objects and materials that suit our needs purchased from various sources—Educational Houses, Toy Departments of our big cities, the Russian Shops, Five and Ten Cent Stores and so on.

The teacher has arranged a program of interesting exercises, using attractive objects and materials that carry direct appeal to children. For each exercise there

is an underlying purpose—some point to the stressed—a lesson conveyed that demands a required response from the child. It is not too soon to expect him, even in the first days of school to begin taking his place in the class—doing his part—to respond when called upon, or to volunteer of his own accord. The teacher creates a pleasing schoolroom atmosphere and puts forth every effort to help the child, and in return she looks to him for cooperation, for the sooner he can make a favorable adjustment to the school environment, the freer and happier he becomes.

There is a definite progression to be followed in the order of presenting the exercises, beginning naturally with simple ones any child of average ability will be able to perform with no great ability on his part. As we go on, the exercises gradually become more difficult. Some of these are presented as individual and some as class exercises. This may be given as a progressive, as a competitive, or as a memory exercise. With the amount of material at hand, it is possible for the teacher to vary materials to demonstrate any lesson or principle. It is essential that we do not use the same material over and over until the children weary of it.

The class we call Preparatory II is a good place to begin our visit. Here are even happy little ones—the youngest of this year's entering group. We find here quite an informal atmosphere and many of the exercises are presented more or less in the nature of games. The teacher has chosen several exercises for us to see—the first of which is for attention and imitation. The children follow the teacher, (a) free movements of the arms and hands, (b) a finger play "All for Baby," (c) movements of the head, lips, tongue (tongue gymnastics).

Then several exercises for matching. Charts with pictures, charts for color, for form, and for form and color, and with each chart, a set of matching cards. The children match (a) pictures. Then match (b) for color, (c) for form, and (d) for form and color.

Exercises for touch. The children are blindfolded, small objects from a bag, (b) geometric solids, (c) flat insets.

The following—a progressive exercise—is a great favorite with the children. The teacher places around the room—on floor and on tables—the Button Mold Box, a Color Box, the Dr. Goddard Form Board, the Dr. Witter Cylinder Board, the Montessori Tower, the Montessori Long Stair, the Montessori Board Stair, a Color and Form Board, a large Preschool Peg Board, the Cylindrical insets, a lacing frame, a typing frame, etc. The teacher gives a signal and the fun begins. Each child chooses one and, as soon as he finishes that, passes on to the next.

To be continued

A FIELD SECRETARY

After years of hopeful waiting, the much discussed plan of our board to engage a field secretary for our Institute for the Deaf has now materialized. This new arrangement fills a long-felt need. Though our Institute has carried on its blessed work for more than a half-century, yet time and again it was found that our school, its purpose, its achievements, and its needs were all too little known and understood in our own circles, the Synodical Conference. In spite of our attempts to bring our cause to the attention of our fellow Lutherans through letters and circulars, we often heard from the lips of those who visited our Institute and its classes the expression: "Why, we had no idea of the work done at this place." And asking those who had the opportunity to see our school in action and observe the results we have gained many warm and—let us hope—lifelong friends for our cause. Many have encouraged us to acquaint our congregations throughout Synod more thoroughly with our Institute and its work, and were assured if our Lutheran fellow Christians can be brought to understand the purpose and work of our school, we should have no difficulty in winning more pupils, and ob-



REV. J. M. KEMPF
Field Secretary

taining the necessary means for the maintenance of our school.

With this object in view, two measures were undertaken by our board. First, a moving picture film entitled "Ephphatha" was prepared to portray the handicap of a deaf child and the painstaking instruction and training to make such a child a useful member of society and, above all, to lead it to the knowledge of salvation. Secondly, a field secretary was engaged who would visit our Lutheran congregations to tell the story. For our Institute for the Deaf is a school which does not only serve the Church in this locality, but the entire Lutheran Church of this country, for it is the only school of its kind in America.

We are glad to report also that an able man has been found and engaged as field secretary, the Rev. John M. Kempf, son of the Rev. J. M. Kempf, Sr., a former missionary in India, but now retired and living in Detroit. Our new field secretary was born in India and at the age of five years came to America. He received his training at Concordia College, Milwaukee, and in 1922 was graduated from our Theological Seminary at St. Louis. After serving in the ministry at Squirrel, Idaho, and at Klickat, Wash., for several years, he temporarily resigned from the active ministry to take up other work. Our board felt that the Rev. J. M. Kempf, due to his training and practice, is a man well-qualified in our work and the welfare of our Institute. He began his work for our Institute on April 1. Our hope and fervent prayer is that the Lord may abundantly bless and prosper the work of our new field secretary in behalf of our Institute for the Deaf for greater service to our Church and its handicapped deaf children.

Ph. B.

FIELD NOTES

"EPHATHA" meaning, "Be Thou Opened."

A Motion Picture—an appealing, stirring picture of the remarkable training and education of the deaf children at our Lutheran Institute for the Deaf.

It is well edited; it has a fine sequence.

Beginning with the sorry plight and helplessness of the deaf child at home, it takes you step by step along the course of wonderful improvement and progress achieved by the physical, mental, and religious education and training received at our school.

Wherever shown, it has been enthusiastically received.

Expressions such as these are heard: "Best picture ever shown in our circles." "Every Christian ought to see it." "Had no idea it was so wonderful," etc.

The undersigned as Field Secretary will devote all his time to the showing of this picture to congregations of the Synodical Conference.

If you wish to have the picture shown in your midst,

please communicate with us through your pastor, addressing your request to the Ev. Luth. Institute for the Deaf, 6861 Nevada Ave., Detroit, Mich.

"Our Deaf Child Friends' Club"

No doubt you have often felt the urge of your Christian heart to do something whether much or little, for these unfortunate and sadly afflicted deaf children.

To give you and many other Christians the opportunity systematically to express your sincere love and friendship for these handicapped children by an annual contribution, we have formed the above named club.

Upon your request we will gladly mail you a Membership Card. Your membership contribution may be whatever your heart dictates—a dollar or more a year.

Your membership entitles you also to a free subscription to our quarterly periodical—"The Deaf Child's Advocate."

The following have recently become new members:

Detroit, Michigan: Elizabeth Kempf.

Ionia, Michigan, St. John: Mrs. R. Rook, Martin W. Succop, Henry Storsh, H. J. Tafel, Herman Priehs, Selma Warnke, Hedwig Kosbar, Minnie Rubach, Mary Gierman, Helma Miller, Beulah Shipper, Fred W. Tafel, Herman Smith, Paul H. Schipper, Milda Seeliger, Otto Ruehs, Jr., Margaret Tafel Johanna M. Buelow; Whitaker, Michigan, St. Paul, W. C. Mason, Gust. Haft, John Henning, Anna Stadler; Toledo, Ohio, Immanuel: Rev. Karl R. Trautmann, Herman F. Schultz, Carl M. Horst, Mrs. Theo. Horst, Mrs. Albert Durham, Mrs. H. W. Loehrke, Mrs. Mark J. Bell, Ferd. Obst, J. H. Twietmeyer, W. C. Loerke, Hy. Stallbaum, Fred Suhrweir, Oscar H. Herman, Julius Kontab, Mr. and Mrs. W. J. Stallbaum, Edwin M. Zorn.

Jno. M. Kempf, Field Secretary.

WE VISIT THE INSTITUTE

With eighteen members of our Junior Walther League I sat in the living room of our Lutheran Institute for the Deaf, Detroit.

Mr. Klein, the superintendent of the Institute, had invited us some days before to visit the classes and learn how deaf and mute children are taught to talk, and after having learned a language, how they are brought to the knowledge of Jesus Christ, their Savior.

The living room, in which we sat, was a large, sunny, home-like room with a table in the center, easy chairs about, and book cases running along the far wall. Here, we later learned, the girls studied their lessons in the evenings, played during rainy weather, and lounged during their spare time.

Mr. Klein appeared. With him we went to the chapel where he was on that day to conduct his class in religion.

"What is a Catechism" was the first question. The class read his lips. The answer came in a deep, unaccented, uninflected voice. "A book of instruction, composed of questions and answers." A girl was talking. She could not hear what she was saying, but she knew what it was, and we could all understand her.

Rapidly came the questions; rapidly came the answers. Not merely simple surface-skimming questions, these went right down to the depth of the matter and showed us that these children had painstakingly acquired a vast fund of religious knowledge.

Then we visited the other class rooms.

In the Kindergarten room we saw a group of children sitting on small chairs in a semicircle around their teacher. They were learning to imitate her actions, to understand and execute simple commands, such as "Jump!" "Turn around!", and to make the forty-one sounds which compose our English language. We heard one boy "moo" like a cow and another "baaaa" like a sheep.

In the next class room we heard the teacher tell a short story. Up went the hands. One girl went to the black board to write the story. Another told it. "How can they remember all that?" the boy sitting next to me

asked. The teacher heard him and smiled proudly, and well she might, for we noticed that each word written on the blackboard was correctly spelled, and some of them were quite difficult, too.

In the next room we heard several boys and girls run swiftly and accurately through the multiplication tables. The teacher was speaking into a microphone, and some of the children were listening through ear phones. The teacher explained to us that the hearing of these children was not completely destroyed. With the aid of the ear phones they were able to hear a little. By listening to the teacher's voice and then to their own, they were able to improve their own speaking.

Then we heard the "Rythm Band." Ten children with drums, tambourines, and other instruments beat out the rhythm to the tune which the teacher was playing on the piano—not only in one part, but several parts. They had felt the rhythm when touching the piano and remembered it when the piece was played.

From there we went to the highest class. Geography was being taught. "Name the capitals of five states," was the question. We looked foolishly at each other. The answer given was correct.

Hearing the children of this class talking clearly and fluently, we marveled as we thought of the immeasurable amount of patience, careful drill, untiring labor which lay behind each word spoken.

The school day was over. The children went out to play. We passed into the dining room where the matron had prepared a lunch for us. Our thoughts were those expressed by our pastor, the Rev. H. E. Olsen, in his prayer at the close of the lunch. "We thank thee, Lord God, for all Thy gifts, for our reason, and all our senses. . . ."

As we drove away we were filled with gratitude toward Him who also today is making the deaf to understand and the dumb to speak; and we asked Him to bless the school in which hundreds of His deaf children have had the chance to learn the story of their Savior's love and to be comforted by a knowledge of His abiding presence.

Armin Ulbrich, Vicar of Christ Church.

TO PARENTS OF DEAF CHILDREN

To bring to the attention of parents the importance of a Christian education and training for their deaf children, we here quote in part the article written by the Rev. R. Korn of Lewiston, Minn., entitled "Why Deny Your Child the Best" which appeared in the Lutheran Witness of April 20th. "There are some parents who are not at all concerned about their children, neither in the things pertaining to their bodily welfare, nor to those pertaining to the soul. Others again do all they possibly can to give their children a thorough secular education in order to make them useful and honorable citizens of their country, but permit them to grow up like heathen, without baptism or religious instruction. Again, there are others who realize the importance and value of a Christian education, but are satisfied to give their children just enough religious training to prepare them for confirmation and communicant membership in a congregation. . . ."

A basic reason for the neglect of a thorough Christian education is that such parents have not themselves experienced the seriousness of true Christianity. Their Christianity is on the surface only, and therefore they believe it sufficient to provide their children with confirmation instruction as a sort of veneer. . . . To give their children the richest measure of heavenly wisdom to safeguard them against false doctrine and temptations does not seem to enter their mind. . . ."

We are living in perilous times, described by the Bible as days when many false prophets will arise and deceive many, when many will deny the faith and the love of their Savior, and many will wax cold. Can we afford to fit our children with the least possible equipment to enter this spiritual warfare? Do not present day conditions compel us to give them the best at our disposal and command?"

To this we will add the following few remarks. If it is of vital importance for the hearing child to be thoroughly indoctrinated before confirmation, it is of far greater importance that the deaf child, handicapped as he is, to receive regular and systematic instruction in the saving Bible truths in a Christian institution. However, it is a sad fact that many many deaf children of Lutheran parents are not sent to our Lutheran Institute for the Deaf, the only Christian school for such children in our country, but are placed in the Christless state schools where the saving gospel of Christ may not be taught nor a Christian spirit prevails. It is true that our faithful missionaries to the deaf make all possible efforts to reach such Lutheran children in the various state schools, but the most that these consecrated men can do is to give these children a very limited number of hours of instruction during the school term lasting about nine months. How much do you suppose a child, handicapped by the loss of hearing and consequently also by a very limited command of language can learn and retain of heavenly truths when he receives instructions but once or twice a month? Parents should realize that deaf children require ever so much more painstaking instruction than do hearing children, and should therefore place such children into our Lutheran school in which their children daily are brought in contact with their Savior through Bible history and catechism instruction, daily devotions and where they are constantly living with children, teachers, and attendants of their own faith, and in a truly Christian environment.

"For what is man profited, if he shall gain the whole world, and lose his own soul? Or what shall a man give in exchange for his soul?" Matt. 16, 26.

"Train up a CHILD in the way he should go, and when he is old, he will not depart from it." Prov. 22, 6.

J. A. K.

PREPARING TO ENTER COLLEGE

Three of our recent graduates are preparing to take college entrance examinations. They are Clarence Schulz, John Olesko, and Chrystal Erdman. All three hope to enter Gallandet College at Washington, D. C. Clarence Schulz and John Olesko are now completing their last year of High School in the State School at Flint, Michigan, and Chrystal will be graduated from the High School Department in the School for the Deaf at Jacksonville, Illinois. But few deaf students each year are capable of passing the difficult examinations required for entrance to Gallandet College. We, therefore, are proud of the fact that three of our former pupils are preparing themselves to take the examinations. We are confident that all three will succeed in their ambitions and wish them God's blessings in their endeavors. J. A. K.

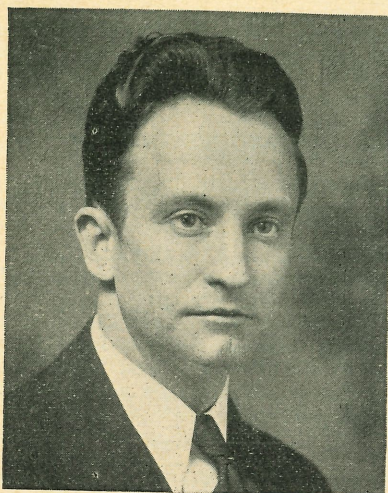
INSTALLATION AND RECEPTION

April 11th was a very happy occasion for the members of Our Savior (Deaf) Congregation in Detroit for on that day the Rev. N. E. Borchardt was installed as their new pastor. The service was held in the evening of April 11th in beautiful Epiphany Church. The Rev. E. T. Bernthal, pastor of Epiphany congregation, preached the sermon and, assisted by ten other pastors, installed the Rev. Borchardt. The Rev. E. Scheibert, former pastor of Our Savior Congregation in Detroit and now pastor of Our Savior (Deaf) Congregation in Chicago, was present to interpret the service for the deaf. Besides the members of Our Savior Congregation, there were present in the service all the children of our Institute and a host of friends from the many hearing congregations in Detroit. Epiphany choir rendered several appropriate anthems.

On Sunday, April 18th, the Rev. Borchardt preached his initial sermon in our institute chapel to a large and appreciative congregation. After the service the congregation entertained the Rev. and Mrs. Borchardt with a dinner and surprised them with a grocery shower. A very pleasant afternoon was spent by the pastor and congregation members in visiting and getting acquaint-

ed. Our Savior Congregation and we are happy again to have a shepherd for our flock and wish Pastor Borchardt the Lord's richest blessings in his new field of activity.

J. A. K.



REV. N. E. BORCHARDT
Missionary to the Deaf

NEWS FROM THE OFFICE

When this issue of the Advocate reaches our readers the present school year will almost be at an end. June 13th is the closing date. On that day we shall, as always, have our outdoor festival to which we most cordially invite all our readers and friends. There will be services in the morning and in the afternoon. We pray for pleasant weather for this annual happy event.

All parents should notify us in time as to how they want their children sent home. If parents cannot come to get their children, we recommend sending them home by train. Train fare is almost as low as bus fare and train transportation is much more comfortable than bus.

This year's graduation class will be confirmed on May 23rd in Grace Church, Detroit, of which the Rev. F. A. Kolch is the pastor. The class consists of five children, two boys and three girls. They are Sarah Jones, originally from Oklahoma, Veronica Yourgelatis of Detroit, Evelyn Thæte of Kansas, Percival Blumhorst of Missouri, and Earl Burgess, originally from Minnesota. After the usual examination, these children will be confirmed by the Rev. N. Borchardt, missionary to the deaf.

We herewith again wish to thank most heartily all the dear friends who so kindly responded to our plea for aid. All your gifts of money and quilts, towels, pillowcases and bed sheets were much needed and greatly appreciated. May our dear Lord bless you abundantly for all you have done for these afflicted little ones and may He keep your hearts ever warm for their cause.

Our Institute will be host to the Lutheran Deaconess Convention July 15th to 17th. On July 18th the International Walther League Convention will convene in Detroit. We cordially invite all Walther Leaguers and their friends to visit our Institute during the time of their stay in Detroit. You will be more than welcome.

On May 26th the writer will be in Charlotte, Iowa, to show the motion picture film "Ephphatha" to an association of Ladies' Aid Societies and to tell them of the work of our Institute.

On the 11th of May one of our teachers, Miss Born, will speak on the work of our school at a Mother and Daughter Banquet in Jackson, Michigan.

Any group wishing to see our very interesting motion

picture should write to us at an early date for a booking. We are now also accepting dates for fall and winter showings.

Ladies' Aid Societies and Young Peoples' Clubs visit our school from time to time. We are always happy to welcome such visitors. If your society wishes to visit us, all you need to do is to let us know the afternoon you intend to come and the approximate number in your group.

In the Michigan Mirror, the publication of the Michigan School for the Deaf, we read that the Turner Hall Club elected John Olesko president, and Clarence Schultz vice-president. Both boys are graduates of our school.

The "Mirror" also brings the following humorous items concerning our boys. "It is rumored that Clarence Schultz is studying so hard that he keeps on studying in his sleep. We do not doubt he will be able to pass his college entrance examinations. Hard work wins."

"Harold Lakosky asked John Olesko what degree he would get at college. John, who has been studying science, promptly replied 212 degrees F."

Two of our teachers, Miss Lundwall and Miss Born are planning to attend summer school during the vacation period. Miss Forsberg will be tutoring a deaf child at a summer camp in Vermont. The rest of the teaching staff will be kept more or less busy at the school.

On Sunday afternoon, April 11th, our Institute Ladies' Aid Society held its anniversary service in St. Marks church of which the Rev. O. Marohn is pastor. Pastors Marohn and G. Otte preached inspiring sermons, the first in the English language and the latter in German. St. Marks senior and junior choirs helped to beautify the well-attended service with appropriate anthems.

After the church service, the whole congregation was invited into the basement auditorium where the good ladies of St. Marks had prepared a fine meal which they served without charge. The collections raised, \$201.21, were given to our Ladies' Aid to be used for the Institute.

On Tuesday, May 4th, our Ladies' Aid for the Deaf and the Macomb County Branch of this society held a joint meeting at the Institute. After enjoying a noonday luncheon a meeting was held in our basement chapel at which the needs of our home and school were discussed.

J. A. K.

FROM THE CLASSROOMS

Language

Vivian fell. She ran. Bernice laughed. Jimmy bowed. He hopped. Buddy and I jumped and marched.

Irene Kelley, Kindergarten.

Dictation

A purple shoe. A brown fish. A yellow top. A gray mouse. A blue fan. Some yellow paper.

Jimmy Cornett, Kindergarten.

Lip Reading

A boy spun a top. It was blue. Teacher: Who spun a top? Mary: A Boy. T: What color was it? M: Blue. T: What did a boy do? M: He spun a top. T: How many tops did he spin? M: One. T: What did he spin? M: A top.

MaryAnn Oetting, 1st Grade.

Adjective Drill

A baby yawned. It was *sleepy*. The sun is not shining. It is *cloudy* and *cool*. A rabbit has *long* ears. A woman cried. She was *unhappy*. Pigs are *fat*. A boy ate a *big* apple pie. He was *hungry*. A pig has a *short curly* tail. A girl laughed. She was *happy*. Carl hit a girl. He was *impolite*.

Alice Helberg, 1st Grade.

A Picture Description

I see a girl. She has brown hair and blue eyes. She has rosy cheeks and red lips. She has on a white, red, and blue dress, and a red apron. She has on white socks and black shoes. She has a red ribbon in her hair. She

is standing on a blue stool. She is washing a white and blue dish.

Kathryn Bowers, 1st Grade.

The Dentist

A dentist pulls, fills, and cleans people's teeth. He has an office. He has a large chair. Dr. Rueger is our dentist. He comes every Thursday morning. He is very kind to us. We like him very much.

Flora Kinney, 2nd Grade.

A Nurse

A nurse takes care of sick people. She wears a white dress and cap. She gives medicine to sick people. Miss Pfund is our nurse. She lives here. She takes care of the boys.

Composition

Bees

Bees are insects. Their houses are called bee hives. Many bees live in a hive. Bees have six legs, four wings and a stinger. Some bees work. They are called the workers. Other bees do not work. They are called drones. The worker bees gather honey from flowers. They carry it into their hive. They save the honey and eat it in the winter-time. The queen bee does not work. She lays eggs. My father has fifty bee hives.

Donald Neitzel, 4th Grade.

Every week the "Weekly Reader" brings articles and stories of educational value to our pupils. After adequate study and explanation of the subject matter, the following resumes or "tests" were written by the pupils.

Uncle Ben in Mongolia

Mongolia is about one-half as big as the United States. Much of Mongolia is a sandy desert, known as Gobi Desert. The Gobi is at the eastern end of the great desert which spreads across Asia.

The Mongolian people have dark yellow skins and small black eyes, which slant like those of the Chinese. A Mongolian has high cheek bones, a small, flat nose, and his hair is straight and coarse. The people are friendly when they know that you have come to do them no harm. There are many robbers in that part of the world and the people are always on the lookout for them.

Much of the clothing is made of camel's hair. Last night, Uncle Ben and Jim slept under warm blankets made of camel's hair. A camel sheds his heavy winter coat in the spring. Great strips of hair a yard or more in length come off. A camel that is shedding his hair looks like a moth-eaten rug.

For breakfast, Uncle Ben and Jim had camel's milk, cheese, lamb chops, and tea. Like people of China and Japan, the Mongolians drink a great deal of tea. They get their food from their sheep, cattle, camels, and goats.

Uncle Ben's letters are always interesting and I learn many new things about other countries and people.

Jerry Jordan, 5th Grade.

A New Machine

Mr. Matthew J. Stacom has invented a new machine. He has found a cheap way to make cellulose out of waste vegetable matter. He wants to save the country much money. The new machine is called the Stacom machine.

In past years, the farmers have been wasting corn-stalks, the stalks of sugar cane, soybeans, cotton, bananas, pineapples, and many other plants. These can now be used to make cellulose. Cellulose is what is left after all the water or juice is pressed out of the stalks. Much cellulose is used today for making paper, rayon, or silky cloth and other things.

Last year a Dr. Herty found that there was fat in slash pine trees. He said that this fat could be used for making soap if a cheap way could be found to take it from the pine wood. He also said that without the fat, the wood of the slash pine could be used to make a good grade of paper. The new Stacom machine will be able to do this work and bring new wealth to the South.

If the Stacom machine works well, it will not only

be used in our country, but also in countries across the sea. Only three weeks ago a company was started in Japan to make the stems of soybeans into rayon yarn. The Stacom machine may be used to help the Japanese in this work.

I think that it is a very good idea. It will save the counties much money and also stop the waste of stalks and stems.

Roberta Lewis, 7th Grade.

A SUGGESTION

Any kind friend of our Institute for the Deaf willing to remember our Institute in his last will and testament, which we beg and appreciate, may use the following—

Form of Bequest To Our Institute

I give, devise and bequeath to the Evangelical Lutheran Institute for the Deaf, a corporation duly organized and existing under the laws of the State of Michigan, and located at 6861 Nevada Avenue, in the city of Detroit, the sum of _____ and the receipt of the cashier of said corporation shall be a sufficient discharge to my executor for same.

DEAF-BLIND MEN IDENTIFY SOUND AND POSITION BY MEANS OF NEW DEVICE

A person deaf and blind can get a sense of the direction of a person talking to him, even though the person can neither see nor hear the speaker, Dr. Robert H. Gault, of the American Institute for the Deaf-Blind at Northwestern University, reports at the recent meeting of the Acoustical Society of America. The speech was conveyed to the deaf-blind person through a vibro-tactile device. The deaf-blind person places his index finger on his vibrator and learns to identify sounds by their vibration.

Dr. Gault used two microphones, separated by a distance. A vibro-tactile device was connected to each microphone and the blind-deaf person placed the finger of the left hand on one and of the right hand on the other. He was supplied with a pointing device which he could turn in the direction from which the "voice" seemed to come. As Dr. Gault moved his position with respect to the microphones the blind-deaf man moved the pointer in directions which correspond with the positions. This gave a clear indication that the blind-deaf man could not truly "hear" what was spoken to him, but could "see" the speaker's position.

ACKNOWLEDGEMENT OF RECEIPTS

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INDIANA—Auburn, Trinity L. A., \$5; Avilla, Imm. L. A., \$5.25; Crown Point, Mrs. Fred A. Hack, \$5; Trinity League, \$5; Evansville, Trinity, \$60; Fort Wayne, Concordia, \$10; Emmanuel, \$28; Emmaus, \$10; St. Paul's L. A., \$50; St. Peter's, \$25; Tabea Soc., \$5; Zion School Children, \$10; Gary, Emma E. Claus, \$25; Indianapolis, Emmaus, \$10; N. N., \$2; St. Paul's, \$5; St. Peter's School Children, \$3.50; Jonesville, St. Paul's, \$19.88; La Crosse, St. John's L. A., \$7.50; Lafayette, St. James, \$20; St. James L. A., \$15; Lanesville, St. John's, \$10.55; La Porte, St. John's School, \$12.81; Logansport, St. James Bible Class, \$5.62; Peru, St. John's S. S., \$10; Terre Haute, Imm., \$1.65.

IOWA—Aurelia, Imm., \$10; Boone, Trinity L. A., \$10; Trinity, \$10; Charter Oak, Gertrude Brase, \$1; East Ema, F. C. D., \$1; Hampton, Mrs. Hy. Berghoefter, \$3; Keystone, for Alice Helberg, \$5; Knierm, Trinity L. A., \$5; Lakewood, Bethlehem L. A., \$5; Rock Rapids, Peace L. A., \$2.50; Paullina, Zion, \$2; St. Ansgar, Imm., \$1; Waterloo, Ernest Venter, \$1; Iowa Dist. East. (Not Itemized) \$42.40.

KANSAS—Downs, Mr. and Mrs. Hy. Thaele, \$1; Herkimer, Mr. and Mrs. Fritz Dierking's Sr. Wedding Anniversary Collection; \$5; Sylvan Grove, C. J. Brandhorst, \$2; Kansas Dist. (Not Itemized) \$85.67.

KENTUCKY—Ashland, St. Paul's, \$14.80; Louisville, L. H. Rullman, \$1.

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Zion, School, \$11; Galena Twp., Imm., \$3; Long Prairie, Trinity, \$12.25; Minneapolis, Mt. Olive L. A., \$5; Monson Twp., Imm., \$5; Mountville, St. John's, \$9; North Effington, Zion, \$5; Ortonville, Trinity, \$5; Ottertail, St. John's, \$10; Parkers Prairie, Imm., \$5; Rochester, Redeemer, \$4.43; Round Lake and Sauk Valley, \$2.50; Sack Center, Zion, \$5; Sheridan, Rev. G. Schuetze's Congr., \$7.11; Stewartville, St. John's, \$7.57; Town Moltke, St. Peter's \$18; Waterville, St. Peter's School, \$6.06; Norwegian Synod (Not Itemized), \$29.80.

MISSOURI—Cape Girardeau, Trinity, \$33.75; Carrollton, "N.N." from Rev. Otto Graebner's Congr., \$2.50; Friedheim, Trinity, \$5.00; Harvester, St. John's, \$3; Norborne, Trinity, \$13.50; Rosebud, Imm., \$1; St. Charles, Luth. Congr., \$11.98.

NEBRASKA—Clatonia, Rev. E. Monhardt's Congr., \$15; Deshler, St. Peter's, L. A., \$5; Jansen, Zion L. A., \$2; North Nebraska Dist. (Not Itemized), \$42.80.

NEW JERSEY—Hasbrouck Heights, \$1; Paterson, St. Paul's, \$7.50.

NEW YORK—Buffalo, Calvary S. S., \$10; Imm., \$5; Salem S. S., \$13.30; Cuba, Fr. Kleinbach, \$1; Kingston, Imm., \$5; Lockport, Trinity, \$10; New York, Trinity, \$10; No. Tonawanda, St. Matthews L. A., \$2; Springville, Salem, \$12.50; Tonawanda, Imm., \$5.

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OKLAHOMA—Oklahoma Dist. (Not Itemized) \$37.22.

OREGON—Oregon and Wash. Dist. (Not Itemized) \$18.44.

PENNSYLVANIA—Punxsutawney, M. Luther Congr., \$3.72; Scranton, Imm., \$8.

RHODE ISLAND—Pawtucket, St. Matthew's Sewing Circles, \$15; Providence, St. Paul's, \$5.

SOUTH DAKOTA—Clear Lake, Trinity, \$1; Havana Twp. St. Paul's, \$6.33; Rapid City, Philip Stade, \$5; Ward, Imm., \$5. Southern Dist., (Not Itemized) \$10.

TEXAS—Amarillo, Trinity, \$3.29; Copperrass Cove, Rosenkranz-Lehman Wedding, \$6.80; Cypress, Luth. Congr., \$10.36; Dallas, Zion L. A., \$5; Rose Hill, Luth. Congr., \$2.50; Serbin, J. Mierstechn, 40th Wedding Anniversary, \$2.43; The Grove, \$5.72; Westfield, \$5.31.

VIRGINIA—Richmond, Bethlehem, \$10.

WASHINGTON—Puyallup, Imm. S. S., \$4.50; White Bluffs, St. Paul's S. S., \$2.50.

WISCONSIN—Athens, Mrs. Minna Teicht, \$1; Beaverdam, St. Stephen's Mission Aide, \$10; Breed, Imm., \$8.88; Butternut, St. Paul's, \$3; Caledonia Twp., St. John's, \$3.91; Cumberland, Mr. and Mrs. R. Hermann, \$1; Forestville, St. Peter's, \$23; Hamburg, St. John's L. A., \$5; Salem L. A., \$10; Helenville, Rev. C. Friedrich's Congr., \$1.80; Hewitt, Imm. \$8.94; Iron Ridge, St. Matthew's, \$8.10; Jefferson, Rev. A. Bergmann, \$1; Junction City, St. Paul's L. A., \$5; Kirchhayn, David Stern Congr., \$7.10; La Crosse, Mother's Club of Luth. School, \$2; Larsen, Children's Christmas Collection, \$4.20; Lebanon, St. Peter's \$20.28; Manitowoc, "N.N.", \$2; St. John's Luth. School, \$6.82; Mauston, St. Paul's L. A., \$5; Mayville, Imm. Congr., \$15; Imm. Luth. School, \$2.35; Maple Valley, Luth. Congr., \$14.46; Mennonie, Mrs. A. F. Schoenoff, \$1; Milwaukee, Bethlehem, \$21.50; Imm. School, \$42.09; Hildegrade Kollakowsky, \$1; Mt. Calvary, \$17.15; Miss Anna Skobis, \$1; Trinity L. A., \$25; Oshkosh, Trinity, \$10; Pensaukee, L. A. Grace Church, \$2; Pittsville, L. A., \$2; Quincy, Luth. Congr., \$4; Racine, St. John's, \$29.48; Readfield, Zion, \$5.55; Sheboygan, A. K., \$5; Bethlehem L. A., \$15; Bethlehem School, \$19; Trinity L. A., \$5.50; Trinity School, \$10; Stevens Point, St. Paul's, \$12; Suring, Luth. Congr., \$12.42; St. John's, \$34.25; Twp. Albany (Mondovi R.F.D.) Rev. Huebner's Congr., \$5.50; Underhill, Christ, L. A., \$5; Watertown, Della Klingman, \$2; Wausau, Zion, \$18.84; Wautoma, Trinity, \$3.95. Ontario Dist. (Not Itemized) \$6.

Jt. Synod of Wis. (Mich. Dist.) \$5.41.

Legacy Forging—From Brockmeier Legacy, \$91.44; From Heinz Legacy, \$58.50; From Schroeder Legacy, \$84.37. Fred J. Auch, Cashier, 3646 Mt. Elliott Ave., Detroit, Mich.

THE DEAF CHILD'S ADVOCATE

Published Quarterly at Berne, Indiana, 153 So. Jefferson St., in the interest of the deaf child by the Evangelical Lutheran Institute for the Deaf, 6861 E. Nevada Avenue, Detroit, Michigan.

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All communications regarding the editing must be sent to the managing editor. All communications pertaining to changes of addresses must be sent to Arthur J. Keller, 153 S. Jefferson St., Berne, Ind. "Entered as second-class matter December 13, 1930, at the post-office at Berne, Indiana, under the act of August 24, 1912."

is standing on a blue stool. She is washing a white and blue dish.

Kathryn Bowers, 1st Grade.

The Dentist

A dentist pulls, fills, and cleans people's teeth. He has an office. He has a large chair. Dr. Rueger is our dentist. He comes every Thursday morning. He is very kind to us. We like him very much.

Flora Kinney, 2nd Grade.

A Nurse

A nurse takes care of sick people. She wears a white dress and cap. She gives medicine to sick people. Miss Pfund is our nurse. She lives here. She takes care of the boys.

Composition

Bees

Bees are insects. Their houses are called bee hives. Many bees live in a hive. Bees have six legs, four wings and a stinger. Some bees work. They are called the workers. Other bees do not work. They are called drones. The worker bees gather honey from flowers. They carry it into their hive. They save the honey and eat it in the winter-time. The queen bee does not work. She lays eggs. My father has fifty bee hives.

Donald Neitzel, 4th Grade.

Every week the "Weekly Reader" brings articles and stories of educational value to our pupils. After adequate study and explanation of the subject matter, the following resumes or "tests" were written by the pupils.

Uncle Ben in Mongolia

Mongolia is about one-half as big as the United States. Much of Mongolia is a sandy desert, known as Gobi Desert. The Gobi is at the eastern end of the great desert which spreads across Asia.

The Mongolian people have dark yellow skins and small black eyes, which slant like those of the Chinese. A Mongolian has high cheek bones, a small, flat nose, and his hair is straight and coarse. The people are friendly when they know that you have come to do them no harm. There are many robbers in that part of the world and the people are always on the lookout for them.

Much of the clothing is made of camel's hair. Last night, Uncle Ben and Jim slept under warm blankets made of camel's hair. A camel sheds his heavy winter coat in the spring. Great strips of hair a yard or more in length come off. A camel that is shedding his hair looks like a moth-eaten rug.

For breakfast, Uncle Ben and Jim had camel's milk, cheese, lamb chops, and tea. Like people of China and Japan, the Mongolians drink a great deal of tea. They get their food from their sheep, cattle, camels, and goats.

Uncle Ben's letters are always interesting and I learn many new things about other countries and people.

Jerry Jordan, 5th Grade.

A New Machine

Mr. Matthew J. Stacom has invented a new machine. He has found a cheap way to make cellulose out of waste vegetable matter. He wants to save the country much money. The new machine is called the Stacom machine.

In past years, the farmers have been wasting corn-stalks, the stalks of sugar cane, soybeans, cotton, bananas, pineapples, and many other plants. These can now be used to make cellulose. Cellulose is what is left after all the water or juice is pressed out of the stalks. Much cellulose is used today for making paper, rayon, or silky cloth and other things.

Last year a Dr. Herty found that there was fat in slash pine trees. He said that this fat could be used for making soap if a cheap way could be found to take it from the pine wood. He also said that without the fat, the wood of the slash pine could be used to make a good grade of paper. The new Stacom machine will be able to do this work and bring new wealth to the South.

If the Stacom machine works well, it will not only

be used in our country, but also in countries across the sea. Only three weeks ago a company was started in Japan to make the stems of soybeans into rayon yarn. The Stacom machine may be used to help the Japanese in this work.

I think that it is a very good idea. It will save the counties much money and also stop the waste of stalks and stems.

Roberta Lewis, 7th Grade.

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Any kind friend of our Institute for the Deaf willing to remember our Institute in his last will and testament, which we beg and appreciate, may use the following—

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