

THE DEAF CHILD'S ADVOCATE

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The Child Handicapped by Deafness

By Dr. Arthur C. Manning

Superintendent, Western Pennsylvania School for the Deaf, Pittsburgh, Pa.

A glimpse of the deaf child before the Christian Era will convince us that, no matter how greatly a deaf child is handicapped today, his handicap compares in no degree to that of the child of olden times possessing the same handicap.

Spartan law consigned deaf children to the great pit in Tayetus as useless to the state.

The Athenians put them to death, according to Herodotus, "without pity, no voice being raised against the monstrous deed."

In Rome they were thrown into the Tiber. Their presence in a family was considered a disgrace and a calamity. Those who escaped death lived in desolate isolation, were considered a burden and were often subject to cruelty and neglect.

Today, in spite of their handicaps, deaf children are educated and enjoy the same privileges as their hearing neighbors.

The deaf child has a defective hearing apparatus, but no defective speech organs, and is not dumb.

The deaf child's handicaps all arise, then, from his hearing defect, his deafness. His handicaps are numerous, but before we consider them let us first look at the different types of deaf children.

First, there is the child born deaf and the child losing his hearing in infancy before he has had a chance to learn to talk or to acquire language or who becomes deaf after a very limited amount of speech and language have been developed, but who becomes deaf so early in life he forgets both before reaching school age.

Second, we have the child who becomes deaf after the development of speech and after the mastery of language, the child who perhaps has made considerable progress in the public schools before he is overtaken by deafness.

A third type is the hard-of-hearing child whose deafness is not detected until he begins to fail in public schools.

Each of these types represent problems of various kinds but all have many handicaps in common.

The average citizen thinks of only the first class which he calls "the deaf and dumb," and to this class he consigns all types of children with hearing defects, supposing his responsibility ends when he thinks

tematically by the school physician and the nurse. The school physician is not a resident officer, usually, but an attending physician, one of the best in the community in which the school is located. He calls daily. The nurse is a graduate nurse of the highest type who lives in the school infirmary, usually a separate building in the school group, and is on duty at all hours of the day and night. A careful record of the deaf child's physical defects being cor-

more otolaryngologists, a dermatologist, a pediatrician, and an optometrist are on the staff. The child's eyes are examined free of charge, and when glasses are necessary, they are provided at a nominal cost.

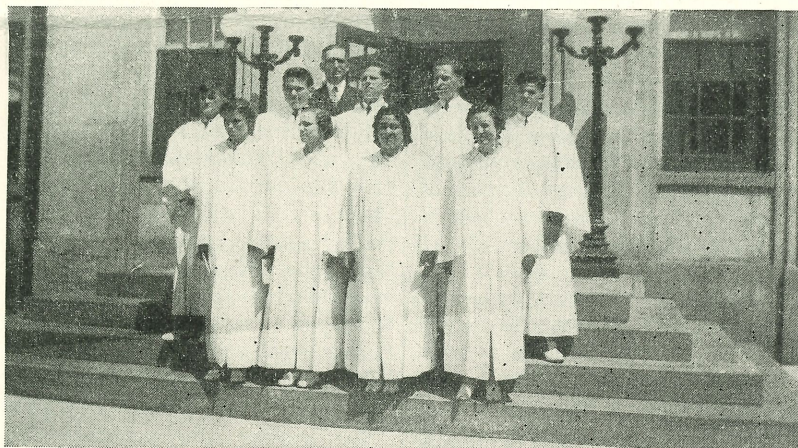
The child is immunized against small pox, scarlet fever, and diphtheria. In case he develops a contagious or communicable disease, he is placed in isolation in the contagious ward of the school infirmary, and a special nurse is placed in charge under the direction of the school nurse and attending physician.

Diseased tonsils are removed by the school specialist in the school infirmary, a minimum charge being made for the operation.

Spacious playgrounds with excellent equipment as well as ventilated playrooms are provided. Instruction in physical education, generally in an up-to-date gymnasium, is given. Sports of a wide variety are scheduled.

Academically the deaf child receives tenth grade education or more if he is mentally able to take it. This training includes, in addition to work done in the regular public schools, special instruction in speech and speech-reading. In other words, oral methods of instruction are pursued except in cases where the child is not able to learn orally. The development of speech in a deaf child who enters school without it is a most difficult task. Fluent natural speech in such cases is exceedingly rare, but understandable, usable speech, though it may be somewhat monotonous, is a valuable asset to any deaf person, and every reasonable effort is made to develop it. In cases where the development of intelligent speech is not possible, manual methods are used.

(By way of parenthesis let me say



The 1941 Confirmation Class

of his neighbors "deaf and dumb" child as being sent off somewhere to a "mute school" or to "a deaf and dumb asylum," where the child learns to talk with his hands.

In reality the child in a residential school for the deaf is in a modern school where he is receiving advantages equal to or perhaps far superior to those enjoyed by his hearing brothers and sisters at home.

Physically this child is getting the best of care, for the school has an up-to-date health program. His food is well selected, well prepared and served regularly. He has regular hours of sleep and enough of them. He is examined regularly and sys-

rected in so far as possible. The child is weighed carefully each month and a record of his weight is kept from the day he enters school until his graduation. If at any time his weight shows him too much below par, he is given another physical examination, a tonic is prescribed and he is given a special diet with an hour's rest in the middle of the day.

A first class dental clinic is maintained in the school with an expert dentist in charge, every child in the school having his teeth put in one-hundred per cent perfect condition once a year.

A highly trained group of specialists, including a surgeon, one or

that the majority of the deaf people whom you see going along the street manualizing to each other have been taught orally and possess usable speech. Their talking on their hands simply means they are going the way of least resistance, for it is easier for them to converse in this manner than it is to talk orally and to read each other's lips. In conversation with hearing strangers they will very probably resort to pad and pencil. At home among their friends as well as at work many of them use oral speech. In their clubs, and religious meetings, which will be discussed later, they use principally manual methods, because in large groups speech and speech-reading are not practicable.

Returning to the problem of the deaf child's education, please note that in every residential school there are many children who have some residual hearing. The hearing of each child is tested accurately by means of an audiometer. Those children, then, who have usable hearing are given instruction through their ears by means of a multiple amplifying instrument. This is called auricular instruction.

The residential schools do the best they can for the slightly deaf child, exercising his hearing, correcting his speech and straightening his language, eventually returning him to public schools when possible.

The aim of the deaf child's education is to enable him to take his place beside his hearing brothers and sisters in the industrial world, a self respecting, God-fearing citizen.

Among Friends

Only one life, 'twill soon be past,
Only what's done for Christ will last.
"For me to live is Christ."

Phil. 1,21.

These lines and verse I found hanging on a wall above the desk in the vestry of one of our pastors of Northern Illinois. It so accurately expresses the attitude and purpose of your life which you so clearly manifested and declared by espousing the cause of little deaf children that I am passing it on to you, dear friends.

GROWING

The number of friends of our children of the land of silence is growing steadily. Christian men and women are showing a sympathetic understanding and are opening their hearts to these forgotten little children. They are, even as you, dear friends, compassionate and grateful. They needed only to be told. They want to help. They consider it a privilege.

Again and again we hear such remarks as,

"If we had only known before,"—"Why weren't we told of these things long ago?"—"We didn't understand."—"It's marvelous work."—"I wouldn't have believed, that so much could be done for these unfortunate children."—"What a noble, worthy cause."—"These children need our support."—"Of course, we'll help, how could anyone refuse."

Impressions from Picture and Lecture.

A father speaking: "I came to give a dime; but I gave all I had—a dollar and a dime. If I had had more with me I'd have given that too. My eyes were moist and my heart was filled with gratitude to God. How could I feel differently? Look!"—And lovingly and tenderly he motioned with a calloused, toil-worn hand in the direction of his healthy, happy little ones.

ONWARD

In the last two months I've visited congregations in Chicago, Northern and Central Illinois. It's been my privilege by sermon, lectures, and pictures to acquaint members of many of our congregations with the blessed work and results of your Institute for the Deaf, our Church's only school where deaf children from tender youth can be brought to their Savior Jesus.

Cheerful recognition and sincere thanks is due our pastors for their whole-hearted Christian co-operation. Upon the request of many of them, I shall, D.v., be back again in these two districts next year.

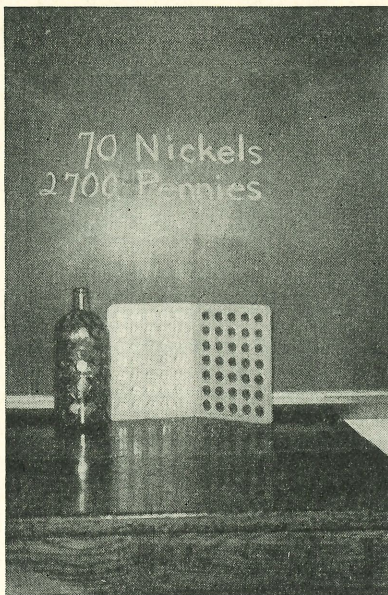
God bless and keep you!

*Rev. J. M. Kempf,
Field Secretary*

NICKELS AND PENNIES

The continuance of the blessed work of our school depends entirely on the offering of our many friends from far and near. The manner in which such gifts are collected are at times quite unique. The picture on this page shows us a bottle of pennies and a card of Jefferson nickels.

The pennies were collected and presented to us by Mrs. Walter McLean. On the picture we read that there were 2700 pennies in the jar. However, an accurate count disclosed that there were 2814 pennies in it. The bottle was indeed a big one, but Mrs. McLean, being a determined person, completed the job of filling it "up to the neck." The card of nickels, all new and shining, reached us by express and was the



gift of Mrs. C. Troike of Chicago. Many thanks to both Mrs. McLean and Mrs. Troike.

Other friends of our school may have other interesting ways of raising funds for our cause. If so, we would be interested in hearing about them.

SUMMER ACTIVITIES

The Vacation Days are here.

The entire staff of the Institute as well as the children are enjoying the days of freedom from duty. Various activities were scheduled at the Institute during these summer months. The annual festival was held on June 8th. It was attended by thousands of friends from far and near. Perfect weather conditions prevailed and at the end of the day our hard working festival committee under the capable management of Messrs. Elmer Engel and Ervin Misch, although tired and worn out, looked back on a job well done.

The pastors who preached the three inspiring festival sermons were Adam Fahling, Executive Secretary of the Detroit Lutheran Center, A. W. Born of Holy Cross Church and Erwin C. Beyer of Pilgrim Church. The Rev. N. E. Borchardt interpreted all sermons in the sign language for the benefit of the many adult deaf visitors.

On July 4-5-6 the Slovak Luther League held its convention here. Representatives and delegates from all parts of the United States attended.

August 1-5 the Ephphatha Conference will hold its annual convention at the Institute.

From August 18-22 the Detroit Teachers, will conduct an Institute at our school. Prof. Eifrig, of River Forest, has been engaged to lead the

group in the study of science and Mr. Aug. Stellhorn, Executive Secretary of the Board of Christian Education of the Missouri Synod, will lead in the discussion of curriculum building.

During the course of the summer the entire boys' dormitory will be redecorated and made fresh and shining for the coming school term. This dormitory was the first unit of our new Institute to be built and was completed in 1936.

If you are planning a trip to Detroit this summer don't forget to visit your Institute for the Deaf. It should be on your *MUST SEE* list.

CONFIRMATION

On May 25th, a class of nine boys and girls renewed their baptismal vow in our beautiful Gloria Dei chapel. The confirmands were Vita Fontana, Norma Burns, Dorothy Ohlberg, Lorraine Schoenberg, Robert Harris, Robert Butler, Richard Holle, Elmer Burgess, and Robert Merritt. After the service the newly confirmed, their parents, and the Institute staff enjoyed a well-prepared dinner. The afternoon was spent in conversation and taking of kodak pictures.

The confirmed pupils left our school in June, some to continue their education in the high schools in the state schools of their respective states, the others to seek employment. Regardless of where they may go, it is our earnest prayer that the Holy Spirit may keep them in the faith and active members of the Church.

"SUFFER LITTLE CHILDREN TO COME UNTO ME"

Five Children Baptized

On Sunday, March 16th and May 4th, five of our little tots, three boys and two girls, were baptized by the Rev. N. E. Borchardt in our Gloria Dei chapel. They were Donald Webster, Melvin Maudlin, Albert Hill, Zelona Hotchkiss and Roberta Clawson. Deaconesses Marie Twenhafel, Marie Bleifnich, Margaret Fish, Misses Bertha Tessman, Loretta Kling, Mr. D. Whitehead, Mr. A. Braun, Mrs. W. Reiher and Clarence Schultz were the sponsors. Thus you, dear readers, through your Lutheran Institute, have led five more souls to Christ and heaven.—"And they brought young children to him that he should touch (bless) them." Dear friends, let us continue to bring deaf children to Christ in our Lutheran Institute.

ANNUAL MEETING ELECTS NEW OFFICERS

The Annual meeting of our Institute was held on June 11th. Pastors and delegates from practically all the forty-three congregations belonging to the association were present. Many interesting reports were presented and much other important business transacted.

Three of our faithful board members either resigned or refused reelection on account of ill health or the pressure of congregational work. They were the Pastors E. C. Fackler, W. O. Leitz, C. Engelder and Ph. Bohn. The Rev. E. C. Fackler and Ph. Bohn had been members of our Board for more than twenty-five years, the former as President of the Association and the latter as Chairman of our School Board.

The following new candidates were elected to fill the vacated offices: The Pastors E. T. Bernthal, H. R. Wacker, H. J. Riethmeier, and L. Koehler, Mr. B. Schumacher and Mr. Walter Maul were re-elected. Subsequently the Board organized itself as follows: President, Mr. Fred Auch; Vice-President, The Rev. H. J. Riethmeier; Secretary, Mr. Walter Maul; Treasurer, Mr. Werner Knack; Cashier, Mr. Elmer Engel; Financial Secretary, Mr. Louis Knorr.

The Rev. G. M. Krach is the chairman of the School Board. Pastors N. E. Borchardt, and L. Koehler are the other members on this board.

ANNOUNCING SIXTY-NINTH SCHOOL YEAR

School Opens September 2nd

The new school year of our Institute will begin on Tuesday, September 2nd. All out of town pupils should arrive on Tuesday, and if they come by train or bus should so notify us in order that we may meet them at the station. Detroit pupils and such as come by auto may come on Wednesday, September 3rd.

EIGHT GRADES TAUGHT

The school is open to all deaf and hard of hearing children whose parents desire for them a truly Christian training and education. In addition to religious education it offers thorough courses in all the secular subjects commonly taught in similar schools.

ORAL METHOD USED

The classes are small and are in charge of specially trained teachers. The oral method by which the children are taught to speak and read



The Little Tots' Flag Drill

lips is employed. Children from the age of three years and up are accepted.

ASK FOR APPLICATION BLANKS

We invite all parents having deaf or hard of hearing children to send them to our Lutheran School and so afford them the same Christian training and education which their hearing brothers and sisters receive in the home congregation.

Application blanks, an illustrated catalog, and further information may be obtained by writing to Director J. A. Klein, 6861 Nevada Ave., Detroit, Mich.

BELLE ISLE PICNIC

May 29th was a happy day for all the children. We went to Belle Isle for our school picnic.

We rode to the island on busses. When we got there, some of the children played on the swings, slides, merry-go-round, and teeter-tooters. Others went to see the fish, flowers, elephants, monkeys, bears, and birds.

Many children watched the big boats go down the river. Some of them were carrying iron ore to the steel mills.

For dinner we had sandwiches, eggs, hot dogs, salad, cookies, fruit,

and lemonade. It was fun to eat outdoors.

After we came back to the school, a few children went home because we had no school on Friday. It was Memorial Day. I went to my sister Lorine's home.

—Dorothy Meyer, 6th Grade

SERVICE CLUBS LEND HELP

Baseball—and who is it that doesn't enjoy a good baseball game. The older boys here at the Institute have often watched hearing people listen to the game over radio and anxiously awaited the close of an inning for a brief résumé from the listener and then sit back during the next inning and dream of some day seeing a big-league ball game.

On June 3rd that dream came true when members of The Northeast Detroit Kiwanis Club took them to the Tiger-Yankee game at Briggs Stadium. What a day—free box seats, free hot dogs and ice cream, free transportation, FREE EVERYTHING. It was a never-to-be-forgotten afternoon. Their eyes told them a story that the "listener" never could fully explain. The game included everything from home runs to strike outs, plus plenty of thrills, winding up with a Tiger win.



A Colonial Hoop Drill

Last May the Kiwanians were the luncheon guests of the Institute on which occasion they donated \$55.25 for much needed gymnasium equipment.

Another group of friends, the North Detroit Exchange Club, which also has a very warm heart for our children, donated \$25.00, which is also to be used for gym mats and other such equipment.

The Institute and the pupils deeply appreciate the many kindnesses rendered by these two clubs, who have taken so great an interest in the welfare of the deaf child.

FROM THE CLASS ROOMS

A Deaf Child's Version of Little Red Riding Hood

By Ralph Reedy (3rd grade)

Little Red Riding Hood's mother made a red coat and a red cap for her. One day Little Red Riding Hood went far away in the woods to see her Grandmother. She carried a basket. She picked some flowers for her Grandmother.

A big wolf came to her and said, "Where are you going?" Little Red Riding Hood pointed her finger and said, "I am going to my Grandmother. She is sick." The wolf ran fast to Grandmother's house. He knocked at the door. The Grandmother opened it. She saw the wolf and ran away.

Then Little Red Riding Hood came. The wolf was dressed up like her Grandmother. Red Riding Hood knocked at the door. The wolf said "Come in." She came and looked at the wolf. He had big ears, big eyes, and sharp teeth. She ran and called, "Help." A man heard it and shot the wolf. Grandmother came back. Little Red Riding Hood was not naughty again.

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