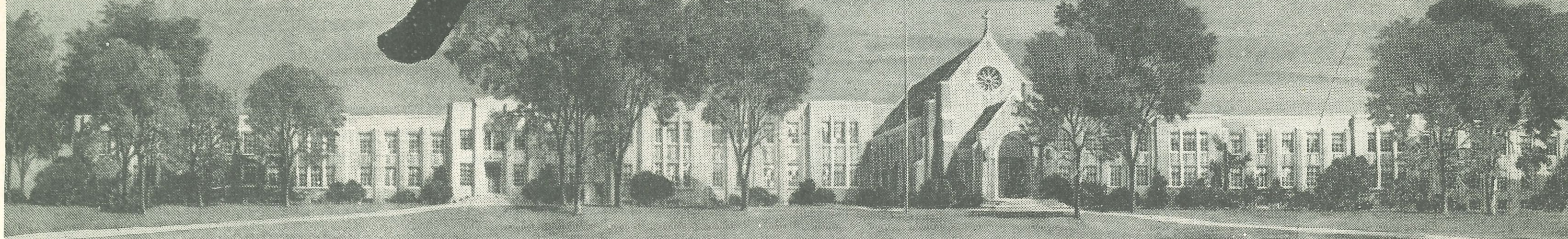


The
deaf
child's

ADVOCATE



Vol. 27

APRIL, 1957

No. 3

Incidentally Yours. . .

The Easter vacation being past, everyone is leaning into the collar and straining at the traces for that last short but hard pull which will bring all to the much coveted goal, the annual festival and summer vacation.

Palm Sunday brought great joy to ten of our pupils and their parents, because it marked the achievement of the real goal for which these children were sent to the Lutheran School.

The plans for a new refectory with modern appliances and a home economic kitchen in which to teach cooking to our older girls are completed and building operations will be under way by the time this Advocate reaches its readers. Monies received through legacies from saints who are already enjoying heavenly bliss in the presence of their Savior, will pay for this costly but necessary addition to our School.

Income for our operating fund has dwindled down to a mere trickle. If some of our dear readers still have our remittance envelopes lying around won't you, please, make us happy by sending them back to us with an enclosure? Every offering large or small is needed and appreciated.

Due to good coaching on the part of Messrs. Robert Tegeder and Donald Ravell, our boys basketball team ended 2nd place in the league and 1st in the invitational tournament.

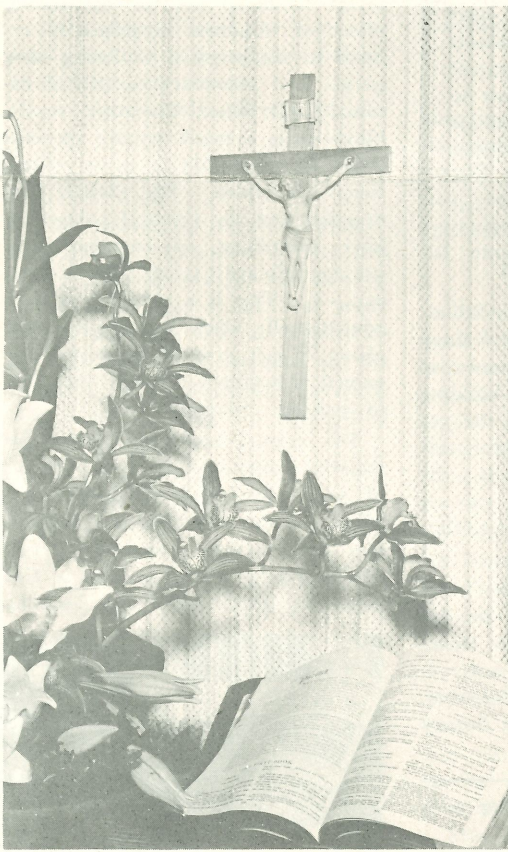
The Ladies Auxiliary of our Institute celebrated its 83rd anniversary in a divine service held in our Institute's Gloria Dei Memorial Chapel on Tuesday, April 2nd. The Rev. Ihno Janssen was the festival speaker.

Following were some of the recent treats our pupils enjoyed:

(Continued on Page Two)

EASTER IS PAST -- NOW WHAT?

Men must indeed be dead not to sense the power of Easter! It is no accident that brings millions of people to their houses of worship on that day. We go to church and millions of others like us in all parts of the world do likewise on that day because the message of Easter has a very special meaning.



The resurrection of Jesus gives back to us what sin has taken away. It brings us a message of hope. Whatever the burdens of our heart may be, whatever guilt we may feel in our soul, this day's message frees us from these burdens, eases our conscience and brings us back to God. No longer need we feel that we have been cut loose, that we are adrift, that we are lost. Rather can we feel that we are tied back to God in Christ.

Now if you and I know this and if we believe it, then pray God that by His Holy Spirit

we may learn how to use it. It is one thing to have a theoretical knowledge of the living Christ. It is quite another thing to know how to use it, to apply this truth and to be able to draw from it the strength and power we need for daily life and service.

The world today is crying for an intensive program of missions and charities. The extent to which that need is met depends upon the response of the Lord's workman. . . .

It isn't enough for us to go to church, make our contribution in money, and feel that we have done our duty by God, ourselves and human society. We must give ourselves. If we do that we will take the lighted torch handed us by our resurrected Lord, and one day be able to speak from our own experience "thanks be to God which giveth us the victory through our Lord Jesus Christ." -- *Charity Thermostat*

Volunteer of Week

For most homemakers, chores in one's own home are time-consuming and exacting enough without taking on added homemaking tasks. A noteworthy exception, however, is Mrs. Emily Engel, who volunteers her homemaking skills to the Lutheran Institute for the Deaf. Mrs. Engel and others of the Ladies Auxiliary group expend not only an amazing amount of time but also ingenious effort to bring many comforts of home to our deaf children.

Being a busy housekeeper, mother of three sons and a devoted grandmother, has not prevented Mrs. Engel's increased interest and participation in the community. Through her activities at Redemption Lutheran Church, she was first introduced to the Lutheran Institute for the Deaf some ten years ago.

During her years of service Mrs. Engel has taken on a variety of duties. Until a few months ago, she was chairman of a group of twelve women who convene each Wednesday morning to mend all the little garments used by the young residents of the home. Within a single year, these diligent community workers repair nearly 8,000 items of apparel.

Our Volunteer-of-the-Week has also been extremely helpful at canning time, devoting several full days each fall to this unglamorous assignment. Upon numerous occasions she assisted at serving dinners for out-of-town groups who come to see how the Lutheran School teaches its deaf children.

In recognition of her valuable service to the Lutheran Institute for the Deaf, Mrs. Emily Engel was chosen The Volunteer of the Week and selected to receive the Com-



MRS. ENGEL
Press Pic. Serv.

(Continued on Page Two)

Deafness and Its Educational Implications

In order that we may better understand deafness and its educational implications, we must first understand the function of our own sense of hearing and its relationship to our own educational development.

Probably most of us consider ourselves to be fairly well educated and, if asked would attribute, and rightly so, the greatest part of our educational growth to our educational system. However, learning and formal education as we know them, hinge on our innate intelligence and the proper functioning of the five senses which are God given. The optimum development of our innate intelligence depends upon the proper functioning of the five senses during the earlier years of our lives. The olfactory (smell) sense and the senses of touch and of taste are primarily useful in exploring our immediate environment while our two basic senses, vision and hearing, are essential for exploring and understanding our whole environment.

Of these latter two senses, our sense of hearing is by far the most important from an educational standpoint. Deprivation of sight is a severe handicap but the devastating effect of blindness is primarily related to the physical wellbeing of a person and secondary to the educational well being. In other words, blindness is a much greater physical handicap than that it is an educational handicap. The blind, the crippled and the cerebral palsied all have something in common—they can be primarily taught through the ear. - - - This is a tremendous help educationally when we consider that about 75 per cent of all knowledge gained is acquired through our sense of audition (hearing).

The formal education which we received was built upon a vast amount of knowledge acquired during preschool years. Actually the foundation for further learning is well established by the time one is five years old. There can be no learning

without a basic knowledge of vocabulary, an understanding of language and a means of communication (normal acquisition of which is totally dependent upon our sense of hearing during early childhood). None of these abilities is the birthright of a deaf child and therefore we must consider the relative importance that the sense of hearing does play in the earlier development of the innate intelligence. Once we have a clear understanding of the relationship of hearing to learning, then and only then, can we begin to understand why the deprivation of the sense of hearing creates an educational problem of Gargantuan proportion.

We must realize that our own understanding of language was captured and put to use during early childhood — during our preschool years. By the time we started to school we already possessed a highly functional understanding use of connected language - - - All of this we learned to do by the age of five years. None of this learning, however, can be attributable to a normal education but rather to the fact that we were blessed with our sense of hearing.

Next we must understand that from the moment of our birth cry until we became of school age we were continually receiving and assimilating words which became the vocabulary upon which our future learning depended. Mean-language enabled us to give and receive simple one word ideas at first and later on the more complex thoughts of connected language. By the time we were of school age we possessed a vocabulary of from 3,000 to 6,000 words which we could correctly use by reproducing them ourselves with good articulate speech or understand their meaning when spoken by others.

Thus it is that the ability to understand the speech of others and to produce speech of our own is possible only as long as the sense of

(Continued on Page Three)



DURING HIS ANNUAL VISIT to our school, world famous clown, Otto Griebling, gets assist from Mr. R. Kaiser of our staff during performance touching off Circus Day.

Incidentally Yours. . .

(Continued from Page One)

A Father-Son-Daughter banquet by the Iroquois Ave. Christ LLL.

A Valentine party by the Delta Zeta Sorority of College Women.

A party for forty of our younger group by Mt. Calvary Jr. Walther League.

A visit to the Circus by the Gorse Pointe Lions Club.

A program staged here at our school by the Circus clowns arranged for by Freddie Meier and the Lions Club Committee.

Easter favors by Girl Scout Troop No. 1518.

Specially decorated cakes for the Confirmation dinner by Mrs. E. Shirk.

Florida oranges sent by Mr. and Mrs. Carr, and Mr. and Mrs. Engel while sojourning in the Land of Sunshine.

Ten electric hair dryers by Mrs. Ruth Holliday of Kansas City, Mo.

A walk-in doll house by Mr. Swain and a doll house with removable roof by Rev. and Mrs. R. Jesse, Jr. And a lot of 150 kites from the Cities Service Oil Company by Mr. Robert Smith.

The Eastern Zone of Lions Club contributed the sum of \$1400.00 for the purchase of auditory equipment for one of our class rooms.

Application was made to Synod's Committee on Call Distribution for two girl graduates to take training to become teachers of the deaf.

Additional steel lockers were recently installed in the girls residence.

Mr. Donald Ravell is taking a course in printing with a view of teaching our older boys the rudiments of that trade.

The Institute's annual festival will be held on the second Sunday in June. All friends of our school are cordially invited to come and

Volunteer of Week

(Continued from Page One)

munity pin from United Community Services' Central Volunteer Bureau.

The following letter accompanied the beautiful pin which was awarded Mrs. Engel.

"Dear Mrs. Engel:

It is with the deepest gratitude that we award you, as Volunteer-of-the-Week, the Community Service pin, in recognition of your outstanding contribution as a volunteer with the Evangelical Lutheran Institute for the Deaf.

Volunteers are the foundation-stone of all social services and those of you who give so generously of your time and energy are building on a proud tradition. With the cooperation and help of faithful volunteers, agencies throughout the community are extending services which otherwise they could not offer.

As you wear this pin, may it assure you that many people know and appreciate all that you are doing to help make Detroit a better place in which to live.

Sincerely, — Mrs. Jack Pickering, Chairman, Central Volunteer Bureau of Metropolitan Detroit

celebrate our 84th anniversary with us.

The writer hopes to appear before some of the Synodical District Conventions this year to give a report on the activities of Synod's oldest educational charity, The Lutheran Institute for the Deaf.

FORM OF BEQUEST TO OUR INSTITUTE

I give, devise and bequeath to the Society of the Evangelical Lutheran Deaf-Mute Institute, located in the city of Detroit, Michigan, the sum of



EACH WEDNESDAY faithful members of our Ladies Auxiliary come and mend those holes. This time the camera saw a group from Redeemer Lutheran Church, St. Clair Shores, Mich.

hearing is in proper functioning order. - - - Speech is learned because one is exposed to or bombarded with speech from birth on. At about 18 months to 2 years we attempt to imitate the speech that we have been exposed to for nearly two years.

Once we begin to see all of the ramifications which deafness in infancy imposes, we can have a more intelligent understanding of it. Deafness not only deprives a child of his sense of hearing, but, of even greater impact, is the fact he is deprived of acquiring the speech of his mother tongue and is thereby deprived of an understanding of language and of a means of communication.

Deafness thus becomes a multiple handicap in that it is not only a physical handicap but also an educational and social one. If we understand the profound relationship between hearing and learning, we can readily understand that deafness is by far the greatest educational handicap with which a mentally normal child must cope and that special education is mandatory because:

1. When a deaf child enters school, he is already five to six years educationally retarded because deafness has deprived him of all the vast amount of knowledge usually acquired during preschool years and upon which all formal education continues.

2. Deafness deprives a child of both the natural acquisition of speech, and comprehension of language.

3. A deaf child cannot benefit from the regular classroom procedures or methods employed in public schools, either with or without a hearing aid.

The educational problem of the deaf is much greater than most hearing people can imagine; however, the results of special education for the deaf are tremendous when we realize that just a little over two hundred years ago the deaf were considered uneducable—classified as imbeciles, and madmen and deprived of all civil rights.

Today the deeds of the deaf speak for themselves—after 12 to 15 years of special education they emerge into society educated independent, self-supporting and law-abiding citizens. A real tribute to the deaf who, according to Author Harry Best, are "a group of people in our society who bear a grievous burden and are the most misunderstood among the sons of men but are the gamest of them all."

—Richard W. Flint

LETTER BOX

Iowa City, Iowa

Dear Dr. Klein:

We have enjoyed a perfectly wonderful holiday with Georgia and we are looking forward with great joy to taking her back to Chicago tomorrow to meet her classmates and continue on to school. She is practically all packed, in fact she started several days ago.

Words simply would not convey our gratitude for the remarkable job you have done for Georgia in just a few months. She, too, must be appreciative or certainly she would not be so eager to return to school and her teacher and friends. The absence of all the jabbering and the desire to make us understand are probably the two factors that make us very, very happy. She is just the picture of health and is a very poised lovely little girl. Our prayers are certainly being answered, with your help and guidance through your wonderful staff.

Again, may we say thank you. Please continue your wonderful work for Georgia and the other lovely children and certainly your rewards will be great.

God's richest blessing to you, your family and the entire staff at Lutheran Institute, we remain

Mr. and Mrs. George W. Bell

Detroit—2-8-57

Dear Dr. Klein:

The members of the Board of College Women's Volunteer Service join me in thanking you for the wonderful hospitality you showed our group last Wednesday. We all appreciate the many courtesies extended us; the provision for our meeting, the excellent luncheon, and the fascinating tour.

It is good to know that such dedicated service is available to those unfortunate youngsters. All of us came away with the feeling that we had just been witnessing a miracle.

Please extend our thanks to your fine staff and to those good members of your Ladies Auxiliary—especially Mrs. Klein.

We wish you every success in the future.

Sincerely,

Eleanor J. Blakely, Pres. College Women's Volunteer Service

Dear Dr. Klein,

We thank you for sending us your fine movie. - - - We thoroughly enjoyed your program and congratulate you on your good school.

Kenneth F. Huff,
Ass't. Supt., Omaha



VISITORS are welcome at our school. The camera here catches part of a group with their pastor, Rev. R. L. Meyer, from Peace Lutheran Church, Windsor, Canada, observing a primary class in session.

HELEN KELLER SAYS,

"I am just as deaf as I am blind. The problems of deafness are deeper and more complex, if not more important, than those of blindness. Deafness is a much worse misfortune. For it means the loss of the most vital stimulus—the sound of the voice that brings language, sets thoughts astir, and keeps us in the intellectual company of man."

New Teachers

Three of our teachers will bid us good-bye in June. Mr. Roy Kaiser will accept a call into parochial school work, Mrs. Ruby Murrell Goble leaves on account of poor health during the past year, and Miss Patricia McComb will return to the Ft. Wayne school system from which she had a year's leave of absence. The three vacancies will be filled by Mr. Herman Holste, a graduate of Seward and Central Institute for the Deaf, Mrs. Helen Kramer Henschel, daughter of Pastor and Mrs. Kramer of Wisconsin, and schooled in the St. Paul Concordia and Central Institute, and Miss Janet Butchard, member of Redemption Church and a graduate of Wayne State University.

Mrs. Kramer Henschel is married to a St. Louis seminarian who is now an assistant to a chaplain in the United States Army presently stationed in Germany. She trained for this special work on a scholarship from our Institute. We hope that more students will avail themselves of our scholarship offers.

Linda Moore Honored

Linda Moore, a graduate from our school, and now a senior in the High School Department of the Michigan School for the Deaf, recently received distinctive honors at that school. Linda was selected the Daughter of the American Revolution, Good Citizen. She also served as Junior Class Secretary and was chosen Homecoming Queen and is on the Principal's Honor Roll. Swimming and home-making are her hobbies. She is the daughter of Mr. and Mrs. Raymond Moore—formerly of Arkansas but now living in Detroit.

Upon graduations from High School, Linda plans to complete office practice training, specializing in office machine operation and filing. She has taken such training in this field of work at the Michigan School.

A word of appreciation from a mother:

George gave me three dollars out of his own money and said to send it along with our offering. He realizes the same as we do what a wonderful school you have. We can't thank you enough for all you did for George to help him grow-up to be a nice young man, and we shall never be able to repay you - - There is that "something extra" in the boys and girls of your school which is put there by your guiding hand and the teachers and housemothers."

THE DEAF CHILD'S ADVOCATE

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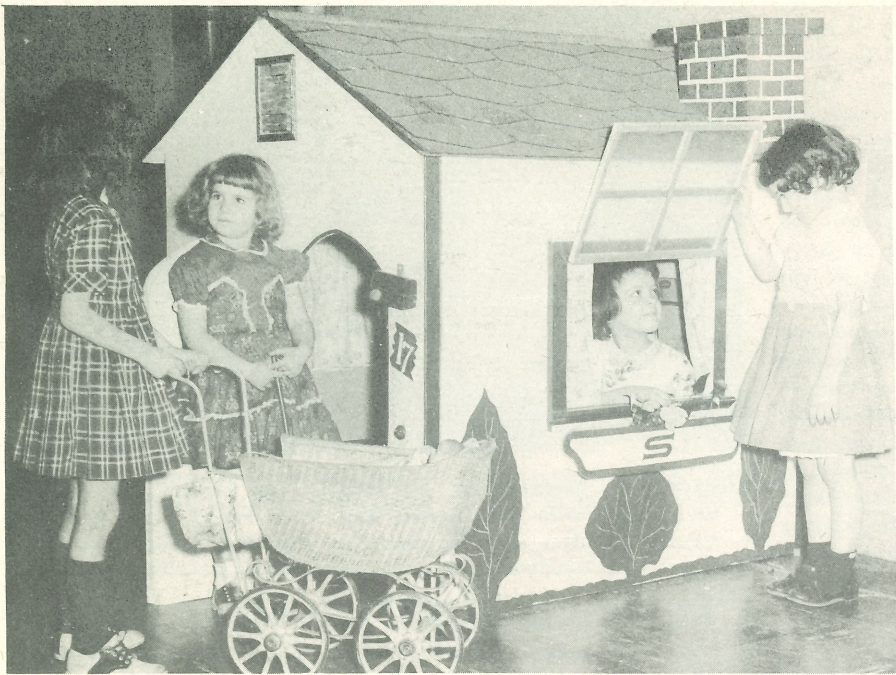
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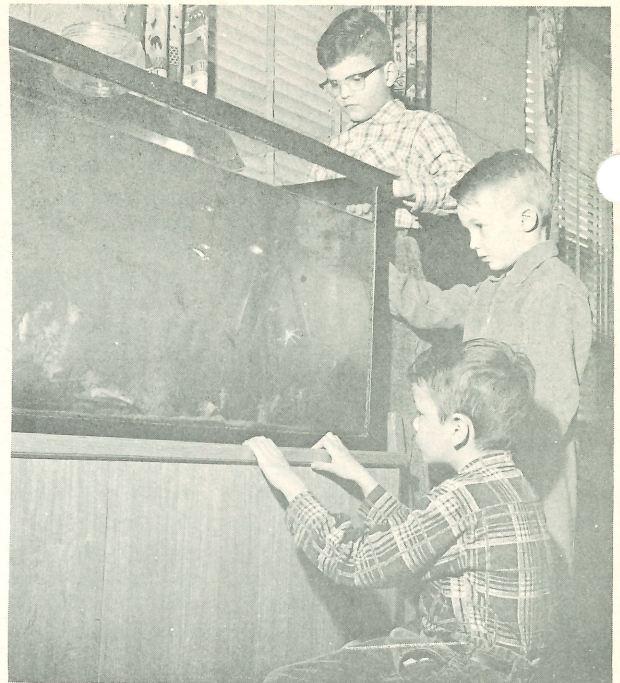
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SCHOOL BOARD — Rev. Geo. Krach, Rev. N. E. Borchardt, Rev. C. Nietzke. All communications regarding the editing must be sent to the managing editor. ALL ADDRESS CHANGES must be sent to the Evangelical Lutheran Institute for the Deaf, 6861 East Nevada Ave., Detroit 34, Michigan. Entered as second class matter at the Post Office at Valparaiso, Indiana.

Extra-Curricular



EXTRA-CURRICULAR ACTIVITIES—these are the things we like to do when free from studies and the other responsibilities of life. Connie Shook and Cindy Antaya gossip in front of the play house recently donated by Mr. Kenneth Swain while Lois Stahl and Donna Hill discuss the petunias growing in the window box.



THIS LARGE AQUARIUM is a great attraction for boys like Allen Powell, Rodney Rensch and Ronald Gross.

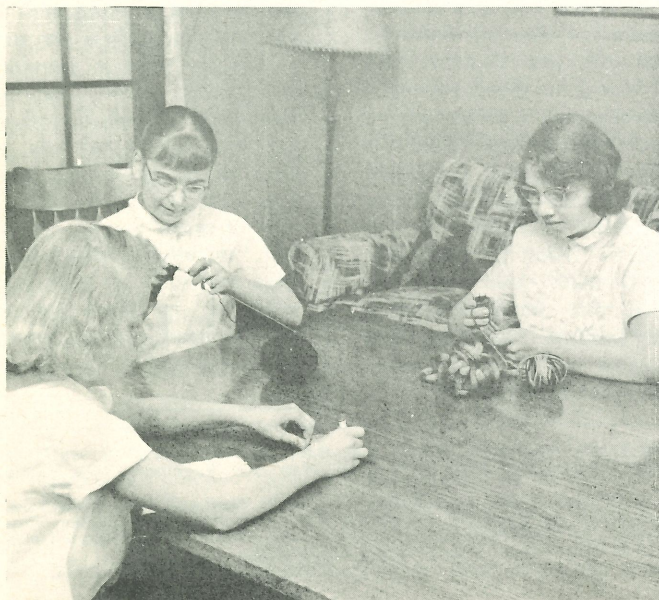


← **BOYS** aren't the only ones who like to play with building blocks. Here, Jane Anderson, Kathleen Bednarczyk, Joyce Wolter and Linda Cervi construct a modern ranch type house.



→ **IT ISN'T** often that you find a hearing handicapped person playing a musical instrument. Marsha Ries plays for Kathy Gregg and Sheri Painter.

NANCY PFANNES, Yvonne Hunt and Barbara Gossman make up this sewing circle in the older girls living room.



PAINTING, CHECKERS and model toy making are some of the activities that interest Joe Greer, Billy Green, Chris Konsbruck, Ralph Steiner and Bill Hoffmeyer.