

DETROIT SCHOOL NUMBER

The Deaf Lutheran.

A MISSIONARY MONTHLY.

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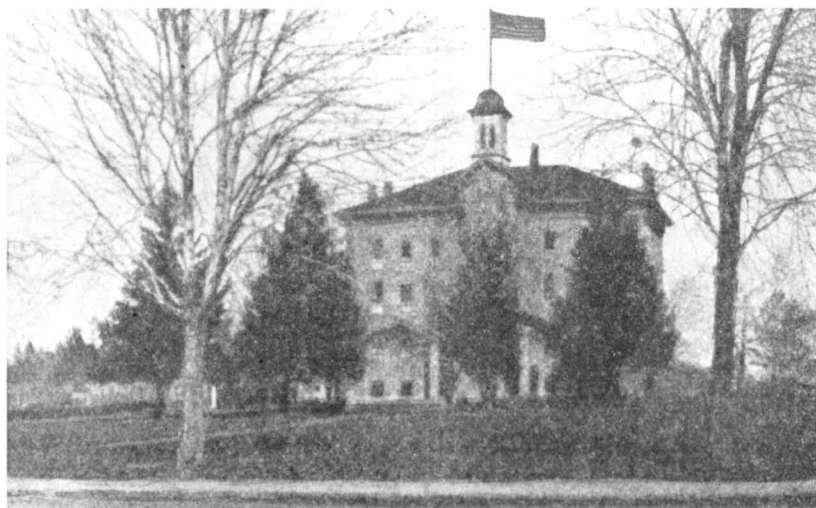
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Lutheran School for the Deaf

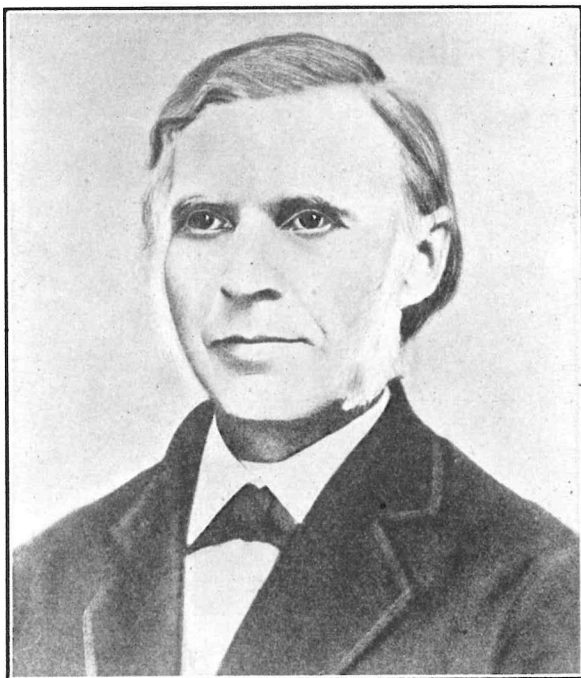


In this school in Detroit, Mich., founded in 1873, our deaf children daily are taught "God's word and Luther's doctrine" pure. From youth up they learn to know the holy scriptures which are able to make them wise unto salvation through faith which is in Christ Jesus, 2 Tim. 3, 16. Here the deaf child learns to rejoice in the Savior Jesus Christ and to confess with us in Luther's Catechism: "I believe that Jesus Christ, true God, begotten of the Father from eternity, and also true man, born of the Virgin Mary, is my Lord, who has redeemed me, a lost and condemned creature, purchased and won me from all sins, from death and from the power of the devil, not with gold or silver, but with His holy precious blood and with His innocent suffering and death, that I may be His own, and live under Him in His kingdom, and serve Him in everlasting righteousness, innocence, and blessedness, even as He is risen from the dead, lives and reigns to all eternity. This is most certainly true." What a precious school for our deaf children!

J. L. S.

WHY A LUTHERAN SCHOOL FOR THE DEAF?

Systematic instruction of the deaf in this country dates back to the year 1817, when the first school for the deaf in America was founded at Hartford, Conn. Since then nearly every state in the Union has founded a school for its deaf, some states, as New York and Pennsylvania, having several institutions. Besides these there have sprung up within the last twenty-five years, especially in the Cen-



REV. G. SPECKHARD,

Founder and First Superintendent of Detroit School

tral States, many day-schools for the deaf, as part of the public school systems of the larger cities. Then there is a number of Roman Catholic schools throughout the country, and also a number of private schools.

Systematic instruction of its deaf children by the Lutheran Church, and then only as a private undertaking, dates back to the year 1873, with the founding of the Ev. Luth. Deaf-Mute Institute at Detroit, Michigan, then called North Detroit. No other Lutheran school has been founded since, and no other Protestant denomination has a school for the deaf, and so our school at Detroit is the **only**

Protestant school for deaf children in the Americas.

The courses in the state and city schools comprise from ten to twelve years of school-work, in our Institute the course is fixed for seven years. The subjects taught and also the methods of teaching are the same. These subjects comprise, for the first seven years of school-work: English language, arithmetic, the teaching of speech and lip-reading, some geography and history, penmanship, and drawing. The method used mostly to-day in imparting knowledge to the deaf and of having them tell what they know is the oral method, the teacher speaking to the children and they reading from his lips what he says and answering by word of mouth. Also the manual



FACULTY OF OUR SCHOOL,

(from left to right) Miss Nina Lee, Rev. Wm. Gielow, Director, John A. Klein, Principal, and John Groenke

method is used, that is, spelling the words and complete sentences on the fingers of one hand. Another method used in communication with the deaf is the sign-language, a method loved and cherished by the deaf, hated and condemned by enthusiastic oralists, who are not deaf, but it will continue to exist as long as there are deaf.

Because the instruction in the secular branches and the methods of instruction in our Lutheran School and in the state and city schools are the same, the question may be raised: "Why, then, have a school for our deaf children? Why not make use of the state and city schools for them?" The **why** of our School and the **reasons** why our people having deaf children should use it, may be summarized in this way: The School exists by the will and guidance of God; it gives the children a specific

knowledge and education no other school can give; our deaf children need this knowledge and education from their earliest days, even more so than do hearing children for whom we make provision by an elaborate school system.

When, according to God's good and gracious will, the time had come for the Church of "God's Word and Luther's doctrine pure" to bring the everlasting Gospel to the deaf of our church and land, **He** led His people to the founding of the deaf school. An orphanage had been established. The founders called as superintendent the Rev. G. Speckhard, pastor of a congregation at Sebawaing, Michigan. Unknown to the men who founded the orphanage and called this pastor as its head and



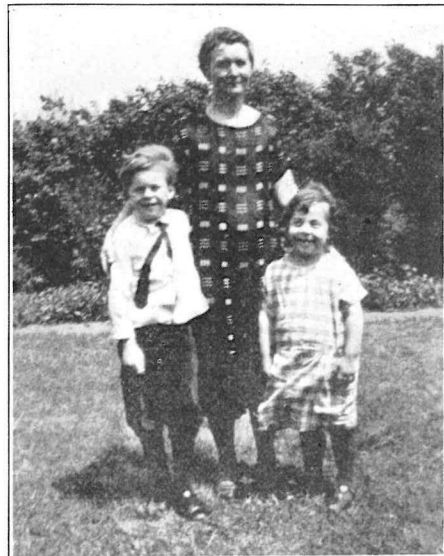
PUPILS OF SCHOOL,

who here learn to pray in Jesus' name and to say, "Jesus died for me," and every Sunday worship with our deaf congregation in Detroit

father, he had been a teacher of the deaf in Germany, and had, at the time of the call to the orphanage, two deaf children of his congregation under instruction in the secular branches and in the word of Christ crucified. To finish their instruction, he took them with himself into the orphanage. Soon the news was broadcast that here deaf children could receive specific Lutheran instruction, and before the year had passed fifteen deaf children had come. Seeing in this the hand of the Lord, the founders decided to change the orphanage into a school for deaf children. Since the Lord thus has brought this thing to pass, this school is a necessity and we must maintain it, and it certainly is a school which **He** wants our people to use for their deaf children.

The instruction in secular branches in the state and city schools is all that can be de-

sired. By this instruction the deaf are well prepared to earn a livelihood and to enjoy the good things of this life. But there is **one thing** the state and city schools **cannot** do, and that is, to prepare the child for the kingdom of God. Attempts are made to teach religion in these schools, but alas! it is not the religion of the Bible, the center of which is salvation of man by God's grace, through faith in Christ Jesus, but it is the religion of the flesh, which seeks the kingdom of God by the deeds of the Law. Our Lutheran School for the Deaf prepares its pupils not only for the kingdom of this



THE MATRON, MRS. GIELOW,
and the two youngest of the pupils having
a mother's care

world, but, above all, for God's kingdom by teaching them from the Bible and the Catechism God's holy will in the Law, their sinful state and life, the knowledge of the true God, and of His love and grace to sinners in Christ Jesus, and the means of grace by which they are led to, and kept in, Christian faith and service. Can we who believe the words of the Lord that "no man cometh unto the Father, but by Jesus Christ," (John 14, 6), that Christ is become of no effect unto them who want to be justified by the Law, and thereby have fallen from grace (Gal. 5, 4), can we say that our Lutheran School for the Deaf is not necessary? Ought not the love of Christian parents

to their children to compel them to send their deaf children to the school where they learn not only secular knowledge, but, above all, learn to know Christ, and Him crucified?

It is a grave mistake to think, as some parents do, that it suffices to send a deaf child to a state or city school, and have it instructed while at such a school or after leaving it. While we may admit that **instruction** may be given to *some extent* and *in some cases*, true educating, a **bringing up** in the nurture and admonition of the Lord, **cannot** be done in this manner. St. Paul lays emphasis on the words "bring them up." This means more than just teaching and instructing. It means the inculcating of Christian doctrines and principles and the applying of these to the daily life in all its relations to God and the neighbor **from youth up**. This holds true with the hearing children, and holds **doubly** true with the deaf, for they have not the opportunities to come in contact with the Gospel of Jesus Christ which the hearing have. Therefore parents should, above all, send their deaf child to a school where the gospel of salvation by faith in Jesus Christ rules, and such a school is our Lutheran School for the Deaf in Detroit. Here it is taught not to love the world and things in this world, but to love and to please Jesus who died for it on the cross.

From a child one should be trained in the way he should go. The Catholic Church believes in this principle and **acts** accordingly, also in regard to its deaf children. **We** believe in the same principle, but are, as it seems, indifferent towards it, when it means our deaf children. Many bring the excuse that it is too far to our Lutheran School. But in ninety cases out of a hundred, the child must be sent away, no matter to what school it is sent. And if parents consider what their child gets in our school for its temporal and eternal welfare, then they will gladly and joyfully send it to our school, although it is farther away, in order that by God's grace it believe His holy word and lead a godly life, here in time, and hereafter in eternity.

Let us remember God's command to parents, "Bring your children up in the nurture and admonition of the Lord," and let us consider

that a deaf child, because of its sore affliction, is more in need of such a bringing up than a hearing child, then we shall never say that such a school is not necessary, but thank God for it and feel in duty bound to send our deaf child to the Lutheran School for the Deaf in Detroit.

WM. GIELOW, Superintendent.

BEGINNING WORK WITH DEAF CHILDREN

At the beginning of the morning session, at nine o'clock, the children quietly enter the room, take their seats, and sit at attention until the teacher gives the commands: "Stand!" and, "Come!" Reading these commands from the lips comes easily through association with the words each morning. After inspection of hands, faces, necks, and teeth comes a snappy drill of ten minutes in calisthenics. The children conduct the drill from time to time, so that they may make the exercises their own and, at the same time, develop leadership.

Teaching the child to speak the sounds of the letters of the alphabet and combinations of sounds is done with the help of a large mirror. The teacher is seated, the child stands beside her. In the beginning a lighted candle and a slip of paper are used to help the child understand how some consonants are formed and to arouse and hold its interest. The forming of p, t, l, s, b, d, k, h, and sh, the breath elements, are very successfully taught by the use of the lighted candle or a slip of paper. The teacher gives the element first and the child imitates it. Then the element is written on the board, and the child learns to copy it. Thus the child, in the course of time, is able to speak and write it.

The breath sounds are given first. Then, by placing the child's hand on the teacher's throat and the other hand on its own, the child learns that "p" given with sound becomes "b" and is written differently. The same is true of t, d, k, g. As the children become more familiar with all the sounds, simple diacritical marks are taught and they learn that \bar{a} is slightly different from \ddot{a} and \bar{e} differs from \ddot{e} . Elements are then given together, as, le, roo, ma, and, as proper breathing exercises are taught for continuity of voice, it becomes a

simple thing to combine the elements into a short word, as, ball, top, man, home, mama.

All words are taught and written with the use of objects and picture charts. Recognition of a child's own name and those of classmates comes through repetition, and a child soon recognizes its own name when it is written with chalk under his little chair. Simple commands, such as, "Run," "Fall," "Jump," "Fly," are given as group work, and the children try hard to be the first to know what the teacher says. When they are more familiar, the commands may be: "Mary, run"; "Charles, jump", etc. Then what has been done by the child is written on the board as a simple statement, the beginning of sentence work.

To teach the sentence, the "five column slate system" is used, which means that the parts of the sentences are put each into a column divided by a line from the next one, and the question word for that part of the sentence is written at the head of the column. As an example see the diagram:

Who?	Did — do?	What?	Where?
Dorothy	put	the book	under the chair

In this way they become acquainted with noun, verb, object, and adverbs before they are introduced to them as such. To assure the understanding of the different parts of the sentence, and to make the child able to answer questions, questions and answers are used, as the following: "Who put the book under the chair?" "Dorothy." "What did Dorothy do?" "Dorothy put the book under the chair." "What did Dorothy put under the chair?" "Where did Dorothy put the book?" Later on "when" is taught with words, as, to-day, to-morrow, yesterday. Soon the compound sentence, as: "Tommy hit Teddy and Teddy cried," make their appearance, and the child is soon able to write simple sentences of occurrences about him. Anything that is of interest to one of the pupils and is brought to the class-room, is taught the whole class. For instance, if one boy comes to class and says that he had seen some new kittens, the name kittens would be taught. If they were a little farther advanced, a small composition could be taught, questions asked by the teacher to bring out statements in regard to size, color, etc.

The children are taught common every-day phrases, as: "Thank you," "Good-bye," "May I have some water," "You are welcome," "Pardon me." They are taught to answer such questions, as: "What is your name?" "How old are you?" "Where do you live?" Adjectives are taught by contrast: fat—thin, fast—slow, sweet—sour, etc. The children master between 30 and 40 of these by the time they enter the second grade, and the total vocabulary comprises about 150 words. These include people, animals, fruits, vegetables,



TEACHING SPEECH AND LIP-READING,
whereby our deaf children are taught to read also the precious name of our Savior from the lips of others and to utter it with their mouths

flowers, parts of the body and clothing. In connection with the word coat, or hat, or blouse, the verbs "put on," "take off," "hang up" are taught. In teaching words for other things having form, paper cutting and sand-table work are used during the drawing or free period to fix the idea or picture of the object in the child's mind and to give relaxation and variation. The same means make definite the meaning of Christmas and other holidays to the young mind. Number work enters automatically when plurals are taught, as, one ball and two balls. The numbers up to ten are taught the same way as the letters of the alphabet,

recognition of them on the lips and on the board, both in reading and writing. Simple addition and colors are taught by means of colored blocks and pegs and toys. When children are taught by word of mouth, signs and spelling must not be used with them. The speech of the teacher must not be exaggerated, mouthed, or unnatural, but should be altogether normal in pitch, inflection, modulation, and of normal rapidity.

Then, when the work of a day has been well done, the papers handed in, and the room straightened up, the children file out, and say: "Good-bye."
MISS NINA LEE.

THE CHILD OUTSIDE OF SCHOOL

"All work, and no play, makes Jack a dull boy," and the deaf children are no exception. As the children's mental demands are met to their greatest possible extent, so also are their physical demands met, and every one is encouraged to take part in the sports and the different games on the lawns and on the playgrounds.



"Come, have a game of tennis with us!"

Our children always are healthy and vigorous, and it is very seldom that a child is laid up with a cough or a cold or other ailments. Work and play are combined, and that cannot but help to give the child a healthier body and a stronger set of muscles.

When the girl leaves the classroom, she is at once busily engaged with cleaning and

dusting the schoolrooms, or ironing and mending clothes, or assisting in the kitchen. After every meal she helps along in clearing the tables, washing and drying the dishes, and setting the tables. She is happy at her tasks, and always eager. She needs very little supervision, and her duties in the household develop her into the type of girl every mother wishes to have.



"Play ball!"

It is somewhat different with the boy, who needs more supervision than the girl. Boys will be boys, as the saying goes. The boy will be outside as soon as he has left the classroom. When the boy arrives ready for duty and the supervisor is not around, the play instinct in him will at once divert his good intentions, and he probably will be seen chasing the calf, or in the chicken barn to see how many eggs have been laid, or in the grove admiring the contented cow, or climbing up a tree to take a peep at a robin's nest, or in the hay-loft playing "hide and seek," and the like. But when at work, also the boy is earnest and serious, and he takes great delight in showing his good work to the other boys. Different seasons of the year bring different work. In fall the boy will help along in gathering in the vegetables, picking the fruit, raking the leaves off the lawn, taking down the screens and putting up the storm windows. In winter there is little work, save occasional shoveling of paths through the snow. In spring they weed the garden, pick the strawberries, etc. But this work does not take long when many hands get at it, and then it is time for play.

There is ample room for all on the playground, and the children are not allowed to go on the street. We have a few children

every year who enjoy roller-skating on the concrete walks along the front of the school-grounds. A baseball field is laid out, and two teams are organized. A record of games won and lost is kept, which makes the sport very competitive and at the same time provides the appropriate incentive. The more timid and the small ones will play games or romp about on the large lawn or play with a soft rubber ball. Two tennis courts are kept in good condition from early in spring till late in fall.

In winter a goodly part of an acre of low land is flooded, and thus is provided a skating-rink for our children. Many a happy hour is spent on the ice by all of them. The older boys and girls never fail to bring their skates along from home, and more than once the good ladies of the Aid of the School have presented skates to each child for Christmas. Such as are too young to skate or unable because of some physical reason play with their sleds on the ice or slide. For the coming winter we expect to have a large toboggan covered with ice for the boys and girls to go coasting, one of the finest of winter sports. Parents may be assured that it will be built absolutely safe, so that no one will hurt himself.

On pleasant Sunday afternoons the children often are given an outing to some park, or merely out into the country. The graduating class gets a special outing and picnic on Decoration Day. It is customary to give the children a boatripe once a year to one of the delightful islands in the mouth of the Detroit River. They look forward to this occasion with great joy, as they do also to the last Sunday in June, the day of our annual festival on the school-grounds. It also is customary to take them to the Michigan State Fair which is held in Detroit every year, in the week of Labor Day. There they spend hours seeing the exhibits and enjoying various of the amusements offered.

Towards the end of the school year they are all anxiously waiting for the hour when they can bid the School and their mates farewell. But, when the time arrives for packing trunks to return to School, the child is just as eager again to meet its schoolmates and to enter the school-grounds where life for it is

happy and pleasant and where it will meet its companions who will understand it better than do its parents, brothers, and sisters at home.

JOHN GROENKE.

REASONS FOR THE CHRISTIAN EDUCATION OF OUR CHILDREN

Two special reasons the Lord assigns in Matthew 18, 5.6. **"And whoso shall receive one such little child in My name receiveth Me."** This does not only refer to orphaned children, also if we lead our own children to Jesus we shall hear the glorious word: "What ye have done unto one of these little ones, ye have done unto Me." And on the other hand the Lord says: **"But whoso shall offend one of these little ones which believe in Me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea."** O, a terrible word, and many are the parents whom it will drag down to the abyss. In baptism our children are made Christ's own, and if after baptism we do that by which they are led away from Jesus, then we are robbing Christ of His own and become guilty of their death, and here the Lord declares, it had been better for us if we had been drowned in the depth of the sea before committing this sin, because then our damnation would not have been so great. Hear it, ye Christian parents, and lay it to heart, and the God of all grace grant you enlightened eyes to see the sacredness of your duties and to apply all diligence that your children be led to Jesus both at home and at school. Amen. — F. KUEGELE.

LUTHERAN SCHOOL FOR THE DEAF Detroit, Michigan



Graduates of this school requested Rev. A. Reinke, Chicago, for services in the sign-language. He held the first service in March, 1894, with 16 deaf. Look at the directory on the last page and see how, by God's grace, the little mustard seed has become a tree (Matt. 13, 31.32) and is still growing. "Praise ye the Lord."

LUTHERAN MISSIONS FOR THE DEAF

BOARD OF MISSIONS FOR THE DEAF

Rev. A. H. Kuntz, Chairman, Osseo, Minn.
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 Mr. J. P. Miller, 1617 Elliot Ave., S., Minneapolis, Minn.

NEW YORK MISSION

Rev. A. Boll, 192 Hewes St., Brooklyn, N. Y.
New York City, Immanuel Lutheran Church, 177 S. 9th St., between Roebing and Driggs Ave., Brooklyn, N. Y. Sunday-school and Instructions, Friday evenings, Parish House of St. Matthews, 145th St. and Convent Ave., New York City. Instructions, Saturday morning, 9:30 a. m. Church of the Redeemer, 422 W. 44th St., New York City.
Albany, N. Y., 39 Delaware St., Saturday preceding last Sunday.
Kingston, N. Y., West Hoboken, N. J., and Meriden, Conn., by appointment.

DETROIT MISSION

Rev. E. J. Scheibert, 17862 Cliff Ave., Detroit, Mich.
Detroit, Chapel on Pulford, right off Meldrum, Sundays and other holy days, 10:30 a. m.
Toledo, Church, cor. Vance and Ewing, 1st Sunday, 2:30 p. m.
Ft. Wayne, St. Paul's Parish House, Barr and Madison, second Sunday, 10:15 a. m.
New Haven, Lutheran Church, last Sunday, 2 p. m.
Flint, Y. M. C. A., last Sunday, instruction in Catechism, 9:30; services, 10:30 a. m.
Saginaw, Lutheran Church, Ninth and Cherry, East Side, last Sunday, 2:30 p. m.

CLEVELAND MISSION

Rev. O. C. Schroeder, 2204 Bunts Rd., Cleveland, Ohio.
Cleveland, O., Lutheran Hall, E. 30th and Prospect Ave., first and third Sundays, 10:30 a. m.
Cleveland, O., Hard-of-Hearing, 1st and 3rd Thursday, 8 p. m.
Erie, Pa., 326 W. 11th St., 4th Sunday, 3 p. m.
Columbus, O., School for the Deaf, 1st Sunday, 3 p. m. Religious Instructions, 4 p. m.
Pittsburgh, Pa., First Lutheran Church, 553 6th Ave., second Sunday, 11 a. m.
Edgewood, Pa., services for our pupils at W. Pennsylvania School for the Deaf, second Sunday, 10:00 a. m.
Jenera, Findley, Lorain, Elyria, Oberlin, O., New Castle, Pa., Buffalo, N. Y., Gallaudet College, Wash., D. C., by appointment.

CHICAGO MISSION

Rev. A. C. Dahms, 1400 N. Ridgeway Ave., Chicago, Ill.
Chicago, Our Savior's Church, 1400 N. Ridgeway, Sundays, May 1—Oct. 31, 10:30 a. m., Nov. 1—April 30, 2:30 p. m.
Englewood (Chicago), St. Stephen's School, 65th and S. Peoria, 2nd and last Sundays, 11:30 a. m., Nov. 1—April 30.
South Bend, Ind., Lutheran School, 410 W. Jefferson St., second Thursday, 8:00 p. m.
Elgin, Ill., 21 Ann St., Crystal Lake, Ill., monthly.
Kankakee, Ill., Valparaiso, Ind., St. Joseph, Mich., by appointment.

MILWAUKEE MISSION

Rev. T. M. Wangerin, 1711 Meinecke Ave., Milwaukee, Wis.
Milwaukee, Emmanuel Chapel, 1711 Meinecke Ave., Sundays and other holy days, 10:00 a. m.
Oshkosh, Wis., Trinity Lutheran Church, Bowen and School Sts., monthly, 2nd Wednesday, 7:30 p. m.
Sheboygan, Wis., St. Mark's Lutheran Church, N. 7th St., near Ontario Ave., monthly, 3rd Wednesday, 7:30 p. m.
Racine, Wis., St. John's Church, Erie and Kewaunee Sts., monthly, 3rd Sunday, 2:30 p. m.
Manitowoc, Merrill, Wausau, Madison, Watertown, Wis., and State School, Delavan, Wis., by appointment.

MINNEAPOLIS MISSION

Rev. J. L. Salvner, 1221 22nd Ave. N., Minneapolis, Minn.
Minneapolis, Grace Chapel, Girard and 22nd Ave. N., Sundays and other holy days, 11:00 a. m.
Sioux Falls, S. D., first Wednesday, School for the Deaf, 6:30 p. m.; Zion School, 8:00 p. m.
Watertown, S. D., Tuesday before first Wednesday.
Gaylord, Minn., Monday before second Wednesday.
Mitchell, S. D., Dawson, Minn., by appointment.

ST. PAUL MISSION

Rev. J. A. C. Beyer, 917 Iglehart Ave., St. Paul, Minn.
St. Paul, Redeemer Church, Carroll and Dale. Sundays and other holy days, 10:45 a. m.
Lake City, first Sunday, 3:00 p. m.
Rochester, Lutheran School, 2nd St. and 2nd Ave., N. W., first Tuesday, 7:30 p. m.
Winona, first Monday, 7:30 p. m.
Rock Island, Ill., Lutheran Church, 20th St. and 5th Ave., second Monday, 7:45 p. m.
Dubuque, Ia., Lutheran Church, 20th and Jackson, second Wednesday, 7:45 p. m.
Stillwater, Minn., 1212 S. 4th, 4th Sunday, 2:30 p. m.
Eau Claire, Wis., Y. M. C. A., first Saturday, 3:00 p. m.

DULUTH-SUPERIOR MISSION

Rev. W. Ferber, 116 Chester Parkway, Duluth, Minn.
Duluth, Mt. Olive Church, cor. 4th St. and 19th Ave. E., 2nd Sunday, 8:00 p. m.
Superior, Christ Church, cor. Belknap and Cummings, 4th Sunday, 8:00 p. m.
Winnipeg, Can., School, first Sunday.
Devils Lake, State School, 3rd Saturday and Sunday.
Grand Forks, N. D., 608 S. Third St., Friday before 3rd Sunday, 8:00 p. m.
Fargo, N. D., 112 4th St. N., Thursday before 3rd Sunday, 8:00 p. m.

Cloquet, Minn., 2nd Sunday, 11:00 a. m.
Patzau, Wis., International Falls, Walker, Bemidji, and Wadena, Minn., by appointment.

ST. LOUIS MISSION

Rev. C. Schubkegel, 4536 Labadie Ave., St. Louis, Mo.
St. Louis, Grace Lutheran Church, Garrison and St. Louis Ave., 2nd and last Sundays, 3:00 p. m.
St. Charles, Mo., Homes of Deaf, last Sunday, 10:30 a. m.
Evansville, Ind., Lutheran School, E. Illinois St., bi-monthly, first Sunday, 10:00 a. m.
Indianapolis, Ind., Lutheran Church, 717 S. New Jersey St., bi-monthly, first Sunday, 9:30 a. m.
Louisville, Ky., Lutheran Church, 1125 E. Broadway, bi-monthly, first Sunday, 7:30 p. m.
Jacksonville, Ill., monthly, third Sunday, Religious instruction in State School, 9:00 a. m. Services in Salem Lutheran Church, 2:30 p. m.
Columbus, Ind., Lutheran Church, 5th and Sycamore, bi-monthly, 1st Sunday, 2 p. m.
Farina, Ill., Homes of Deaf, by appointment.

OMAHA MISSION

Rev. E. Mappes, 2725 No. 61st St., Omaha, Nebr.
Omaha, Nebr., Lutheran Church, Benson Sta., first and third Sundays, 2:30 p. m.
Lincoln, Nebr., by appointment.
Sioux City, Iowa, Lutheran Church, 613 Jackson St., last Sunday, 1:30 p. m.
Boone, Ia., Lutheran Church, 12th and Boone Sts., 2nd Sunday, 2:00 p. m.
Des Moines, Ia., Lutheran Church, 7th St. and Forest Ave., 2nd Sunday, 8:00 p. m.
Omaha, Nebr., State School, 3223 N. 45th St., every Thursday.
Council Bluffs, Iowa, State School, every first and third Tuesday.

KANSAS CITY MISSION

Rev. A. E. Ferber, 3344 Paseo, Kansas City, Mo.
Kansas City, Mo., Y. M. C. A., 10th and Oak Sts., first and third Sunday, 10:30 a. m.
Topeka, Kans., Lutheran School House, 4th and Van Buren Sts., first Sunday, 8:00 p. m.
Joplin, Mo., 4th Sunday, 3 p. m.
Lawrence, Kans., Curtis home, 1007 Rhode Island Str., first Sunday, 2:30 p. m.
Herington, Kans., 2nd Sunday, 2:00 p. m., Rev. Biel's Church.
Salina, Kans., 2nd Sunday, 8:00 p. m., 481 Montrose St.
Duluth, Kans., Monday after 2nd Sunday, 1:30 p. m., Haefner home.
Leavenworth, Kans., 3rd Sunday, 2:15 p. m., Church, 301 N. 7th St.
Atchison, Kans., 3rd Sunday, 8:00 p. m., Luth. Church.
St. Joseph, Mo., Monday after 3rd Sunday, 8:00 p. m., Luth. Church, Lafayette St.
Springfield, Mo., 4th Friday, 8:00 p. m., Luth. Church.
Olathe, Kans., Austin, Texas, Fulton, Mo., State Schools, by appointment.

SEATTLE MISSION

Rev. G. W. Gaertner, 1101 15th Ave., Seattle, Wash.
Seattle, Wash., Church of Our Redeemer, cor. 15th Ave. and Spring St., second and fourth Sundays, 2:30 p. m.
Tacoma, South 16th and L Sts., 2nd and 4th Sundays, 10:30 a. m.
Everett, Wash., Lombard and 26th, W., 1st and 4th Sundays, 8 p. m.
Anacortes, Wash., 20th and O Sts., 1st Sunday, 2:30 p. m.
Wenatchee, Wash., by appointment.

PORTLAND MISSION

Rev. E. Eichmann, 197 Church St., Portland, Ore.
Portland, Ore., cor. Rodney Ave. and Ivy St., 1st and 3rd Sundays, 2:30 p. m.
Vancouver, 13th and Franklin, 1st and 3rd Sunday, 7:30 p. m.
Vancouver, State School, 3rd Sunday, 10:00 a. m.
Salem, Ore., State School, 2nd and 4th Sundays, 10 a. m.
Baker, Pendleton, Ore., by appointment.

SPOKANE MISSION

Rev. C. G. Frice, 729 W. Klerman Ave., Spokane, Wash.
Spokane, Wash., W. 3rd and Divisions Sts., 2nd and 4th Sundays, 10:30 a. m.
Yakima, Wash., W. 4th and Walnut, 1st Sunday, 2:30 p. m.
Goodings, Idaho, State School, 3rd Sunday.
Lewiston, Dover, Idaho, by appointment.

CALIFORNIA MISSION

Rev. N. F. Jensen, 137 S. Pine, Orange, Cal.
Los Angeles, 1st and 3rd Sundays, 3:00 p. m.
San Diego, by appointment.

LECTURING AND EXPLORING MISSIONARY

Rev. E. C. Baker, 5230 Neosho St., St. Louis, Mo.
LUTHERAN SCHOOL FOR THE DEAF, NORTH DETROIT, MICH.

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