



# The Deaf Lutheran.

A MISSIONARY MONTHLY.

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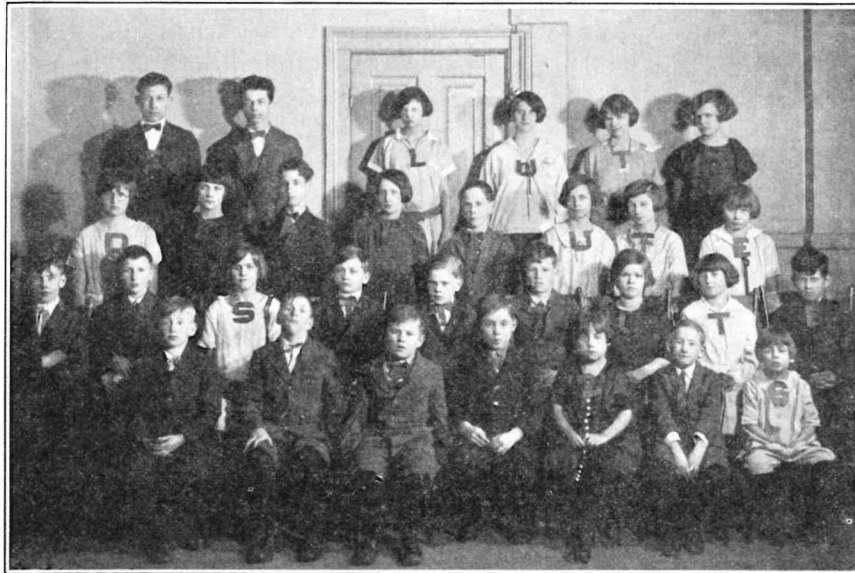
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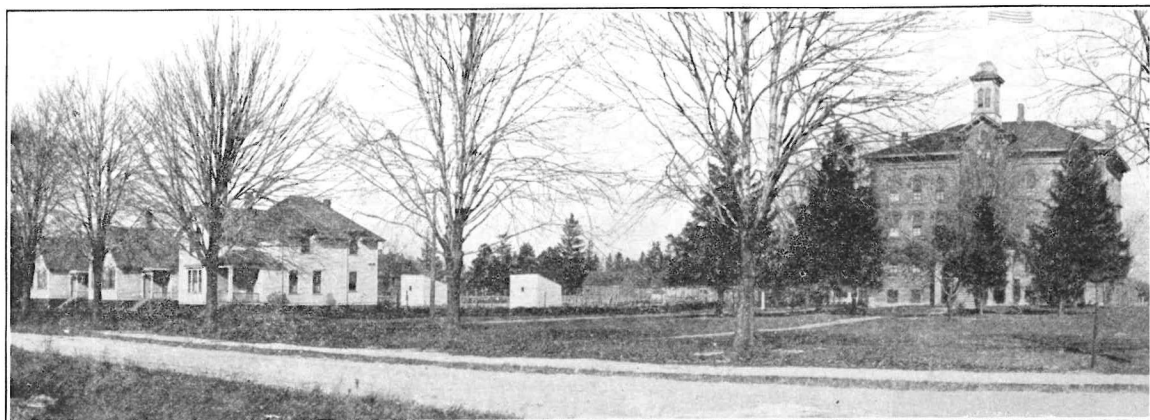
JOHN A. GROENKE



MRS. MINNIE L. GIELOW, Matron



AILEEN CURTIS



### EDITORIAL

#### Our Lutheran School for the Deaf

The command which God has given to all parents reads: "Bring up your children in the nurture and admonition of the Lord." Eph. 6:4. That means, after baptism we must teach our children the will of God. They belong to God. On the Judgment Day all parents must render an account regarding the children that God committed to their care. Blessed all such parents, who will be able to say, "Lord, here are we and the children that Thou hast given us."

Our Lutheran brethren in Michigan have established and maintained with great sacrifice a Christian school for deaf children. Parents, having deaf children, ought to appreciate this fact, they ought to send their deaf children to this school.

Our Lutheran School for the Deaf has an undisputable advantage over the public schools of the cities and states. The public schools for the deaf of necessity must be without religion and, therefore, Christless. Our school at Detroit is a Christian institution. Its real object is to teach and apply the Christian religion. It teaches religion every day. This is of the greatest importance especially to the deaf child. Through such an education it may be made useful in this life and happy throughout all eternity.

In our school the deaf child learns to pass through temporal things so as not to lose eternal treasures. Here it learns, not only to spell the word, "Jesus," but also to know its meaning, "Savior." Here it learns not only arith-

metic, but also, how to figure out the way to heaven. Though a child be deaf and mute, it learns in this school to join and sing in the heavenly choir.

The teachers in our school apply during the entire day the doctrines of Jesus. They discipline the children through the Word of God, teaching them to be obedient for the sake of Christ. During the formation period of the child's life, it learns at this school, to do what is right through love for Jesus and His blessing. It is taught to serve Jesus, and to carry life's burdens patiently and hopefully.

Parents and relatives of Lutheran deaf children, your greatest duty toward your deaf child or relative is, that you give this afflicted son, daughter, or relative, a Christian education, "For what shall it profit a man if he shall gain the whole world, and lose his own soul?" Matt. 16:26.

If you wish to equip your deaf child or relative well for the battle against the wicked world, Satan, and its own evil flesh, if you desire to make it a most useful citizen in the State and a good member of the Christian Church, you will send your deaf child or relative to this Christian school, where it learns to know its God and Savior, and where it learns furthermore, to fear, to love, and to trust in Him above all things. If you do your duty in this respect, your afflicted child or relative will never have reason to complain, that you neglected to provide for its soul's salvation.

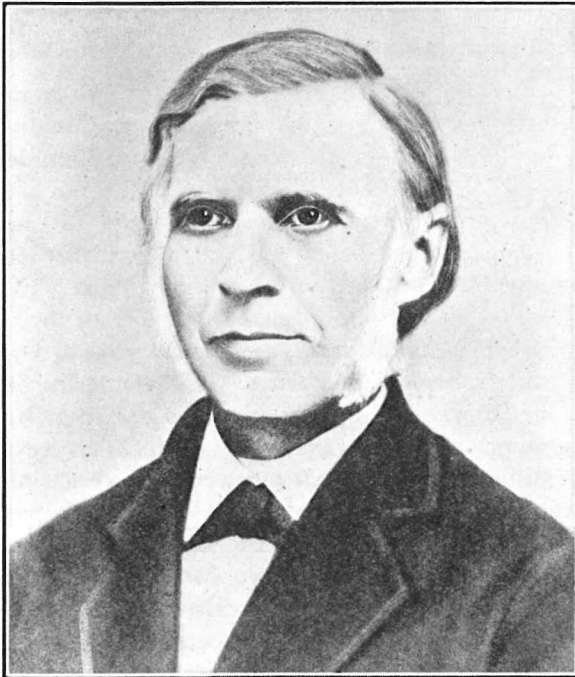
May the Lord strengthen parents and relatives of Lutheran deaf children to make the

right decision for the Christian education of the deaf. May our pastors and teachers also encourage enrollment at our Lutheran School for the Deaf, which our Michigan brethren are maintaining, with great sacrifice, to the glory of God and for the eternal welfare of immortal souls.

O. C. S.

### A DAY IN SCHOOL

At six in the morning the alarm clock rings, to call from a well-earned night's rest the matron, the cook, and others working in the household. At 6:15 the matron calls the children from sleep. How is this done? In the home, the mother calls, by name, the child



"The man God used as the instrument to bring our School into existence"

when it is time to arise. This method, however, cannot be used when the child is deaf. In institutions for hearing people, where students live in, gongs or bells are used to call the slumberers from sleep and dreamland back to earth and reality and the day's work. In OUR institution even such a method would prove only slightly successful. The method employed to waken deaf children is that the matron goes from bed to bed, tapping the foot

end of the bed. Almost instantly the deaf child becomes conscious of the vibrations passing through the bed and its own body and sits up, wide awake.

In this connection it might be interesting to know some of the alarm clock substitutes used by the deaf in their own homes. A very prevalent device is a pillow suspended over the body of the sleeper and attached to a long cord running over pulleys to an alarm clock. The end of the string is attached to a clamp which fits loosely over the thumb piece by which the alarm is wound. When the clock



"Tennis is one of the finest of out-door games. It develops the body in a way not too violent. It develops fast sight, quick thinking, and co-ordination of mind and muscles. The children have almost daily access to two very fine courts built by the teachers and the children."

is wound the clamp is put on this thumb piece in a horizontal line. When the alarm rings in the morning this piece begins to turn with the unwinding of the spring. When the clamp has reached a straight up and down position the weight of the pillow pulls the clamp off the clock and the pillow falls on the body of the sleeper and shocks all sleep out of him. Another contrivance connects the alarm clock with a tilting device containing a billiard ball. When the alarm rings the thumb piece tilts the device, the ball rolls on the floor with a thud, and the vibration caused by the fall wakens the sleeper. Some use a timing device connected

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with a brilliant electric light bulb. This is lighted automatically at the time wanted and the brilliant light wakens the sleeper. But, let us go back to our subject.

The children are given fifteen minutes to dress. Such as are young or somewhat helpless are assisted by older children. To the credit of these older children it must be said that no brother or sister of the blood could take better care and gentler care of a younger brother or sister than do these older deaf children of their small fellow pupils who are not



"Baseball, the great American sport, is also indulged in by boys and girls. It too helps to develop mental faculties and the body."

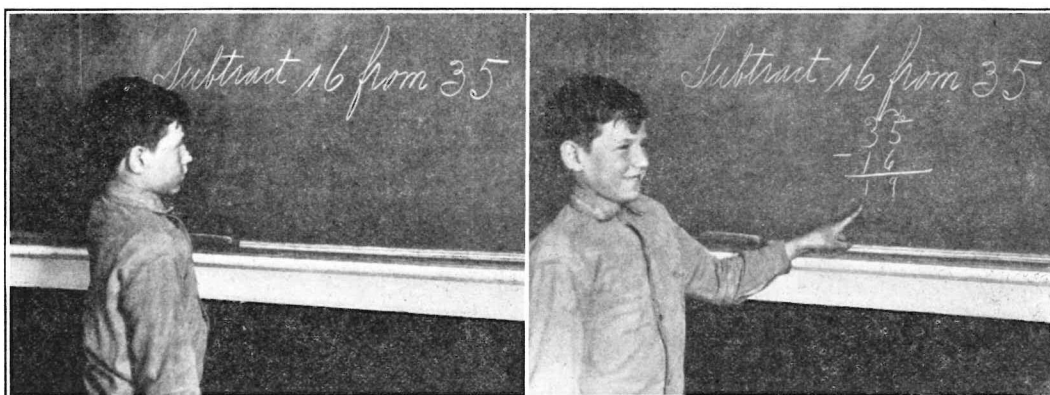
one with them by blood relationship, but only by the same affliction. After dressing and performing their toilets, they line up, at seven o'clock, to march into the dining room. Standing at their places, a table prayer is spoken by all in unison, and they sit down to a good breakfast of fruit, a cooked cereal, whole wheat bread, peanut butter, milk, or an excellent cereal coffee. After breakfast the children make their beds, the newcomers being taught the trick by the matron, the teaching often covering several weeks, the bedrooms and halls are swept and tidied, the dishes washed and the tables reset for the noon meal. In this way the children are taught to be self-

reliant and to know and do the daily tasks of every household. When the building has been put in order, each one of the older pupils having a certain part to do, the children are made ready for school. Ten minutes to nine the children, clean and neat from head to foot, are assembled in the room used as a chapel. A short devotion lasting from five to eight minutes is held, after which the children are lined up by classes and march to the school rooms, of which there are four. It would lengthen this article beyond the limits of this number of the Deaf Lutheran were we to give in detail the happenings, hour by hour, in each of the four class rooms. For that reason we are going to limit ourselves to a description of the work done by the two highest classes, pupils doing sixth and seventh years' work.

The pupils of these classes range from twelve to fifteen years of age. Occasionally a pupil may be older. In this class room, as in all other class rooms where deaf children are taught teacher and children are close to one another, giving the impression of a father or mother being with, and teaching, their children. The first thing on the program in these classes is the rendering of a certain part of Dr. Luther's Small Catechism. This rendering is done in writing, by speaking, by spelling, by signing, so as to make the catechism text familiar to them in all manners of expression known to the deaf. When the child has finished school it knows the six chief parts of the catechism, the prayers for morning and evening, before and after meals, and the Christian questions with their answers, and it knows them as well as most hearing children do. Recitation done, the class is given the understanding of the Luther text, the doctrinal exposition. The material used for this instruction is not in print. A doctrinal exposition, the result of many years of teaching, experimenting, and testing, comprising all essentials necessary for faith and a holy life, in a form suited to the language scope of the classes is given each child in a mimeographed form. This course can be thoroughly given in one year, and is given each child two years in succession, on the principle that giving a short course twice is of more benefit than giving a

long course once. When the child has finished this course the second time it has a very good understanding of the doctrines contained in Luther's Catechism. It is ready for communicant membership in our Church. Difficult it is to give the deaf child the ideas and language of heavenly, spiritual things. Yet, this great difficulty is compensated by the great diligence with which the children study their lessons, the rapt attention they give the teacher, the love they exhibit for God's Word, their obedience to this Word, and their gladness to pray. Some of the pupils we had in recent years have passed away and gone to be

wholly to the teaching of language and the acquiring of speech and lipreading. Drawing is given, and in arithmetic the fundamentals are begun. But the great effort is given to the teaching of language in speaking and writing. The deaf child knows no words, has no grammatical expression of any kind. Word by word, step by step in sentence construction, language must be taught. The sentence work in the two classes of which we are writing consists chiefly in the teaching of clauses and phrases used in sentences, relative and participial clauses pertaining to the subject and object, adverbial phrases pertaining to the



"Arithmetic is one of the most difficult branches for a deaf child to acquire. It takes a very long time to develop in the deaf the idea of size, of the relations of numbers to each other, to understand the fundamental operations perfectly, to use them practically. The boy shown in the "before" and "after" pose is surely true to life."

with Jesus. The letters of their parents, telling us how their child died confessing its sins, holding to the crucified Savior, praying for steadfastness, happy soon to be with Jesus, give the teachers renewed vigor to carry on this blessed work which does not loom big in the eyes of men. Blessed, indeed, are those deaf children of our Church whose parents love them enough to send them to our School. That first hour in the class room, each morning, gives them a treasure with which nothing else can compare!

However, the children also get secular knowledge. The chief branch is the acquisition of the English language, the basis on which all other instruction stands. Without language nothing can be taught. The first three years of school life are given up almost

verb, the predicate. All this is taught by illustration from pictures and actions, by the constant use of these sentence forms whenever occasion offers. It is made permanent in the mind and fluent in use by written exercises, by conversation, by journal and letter writing, by reading. The deaf child that gets a perfect score in English is rare indeed, but the very most of them advance so far that they can read and understand, and write, common English.

The third period of the morning is given over, in part, to the teaching of arithmetic. The subject matter taught in these two classes being the finding of cost, making out bills, the knowledge of the different weights and measures and the money system, the working out of problems, the understanding of and simple operations of simple, small fractions.

Working with figures comes easily to most of the hearing children, also the solving of problems. But it surely does not with the deaf. The language connected with it gives the trouble mostly. That the word "leak" means "subtract" and "fill" means "add" comes natural to the hearing child, but it takes much optical demonstration to make the deaf child see it. This one example could be multiplied many times. Yet, when all has been said and done, after seven years of schooling, most of



"Winter in the northern latitudes has its pleasures, the most common one being skating. This sport, besides pulling each other on sleds, has always been enjoyed by the pupils on a good-sized rink. This year, through the kindness of the Ladies' Aid of the School, the toboggan was added, being built by the teachers and the larger boys. Sliding down the toboggan and gliding over the ice was indulged in by the pupils of all ages and sizes at every opportunity."

the children can work safely the four operations with numbers only, with the weights and measures, with simple fractions, they can find the cost of goods, the amount of bills and wages for work done, and they can get along in life. The deaf person excelling in arithmetic is not found frequently. Twice each week a part of this last hour in the morning is devoted to drawing and penmanship. In drawing and penmanship the deaf do not take a back seat for anybody. Where the eye comes into play the deaf are at their best.

Now it is twelve o'clock. The children leave the class rooms, wash and comb themselves, and form in line to march to the dining room, where a good dinner of potatoes, baked or boiled in their jackets, meat, vegetables, whole wheat bread, butter and jelly, some kind of dessert, is relished by all, grace being said in unison before and after the meal. After dinner, as also after breakfast and supper, all march out, each one carrying his dishes to the kitchen. In a half hour the dishes are washed, the tables reset, and now the children have time for play and recreation till twenty-five minutes past one. At one-thirty the afternoon session begins. The first hour is devoted to Bible stories, one year of the Old Testament, the other year of the New Testament. Bible story teaching is begun in the fourth year of school, although the main ideas of the great works of God for man are given in the second and third year from pictures only and the story written from what can be seen from the picture. The Bible stories in the classes we are speaking of are also mimeographed and given in language adapted to their understanding. While in hearing schools one story a day is given, we devote one week to a story, sometimes two weeks, sometimes a little less than a week. Everything in each story, words and sentence construction as well as the ideas, must come over minutely. Pictures and action work are used throughout to clarify new ideas.

The last hour of the day is given over to geography, physical and political, though only on a small scale, and to physiology acquainting them with their bodies and how to keep them healthy.

At three-thirty school is dismissed. Now the children assist in the house and outdoors, and have time to play till 7:30, with the exception of supper time which begins at 5:30. At 7:30 the children of the beginning class go to bed after washing themselves thoroughly, the rest go into the study room. These study hours are supervised by a teacher. The children of the second and third year study till 8:30, the balance till 9. Short devotion is held before retiring. At 9:15 all are in bed, having finished a day full of activity from morning till night, and soon all are sound asleep, the holy

angel being with them as they had asked in the evening prayer.

While the children are sleeping, let us who have deaf children whom we are not sending to our Lutheran School for the Deaf read and ponder deeply the following thoughts taken from another article. These are the thoughts.

"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 can be given TO SOME EXTENT and IN SOME



"Here is the picture of our "baby," a sweet and ambitious little girl, who is always busy with tablet and pencil, drawing book and crayons, and gives fine promise for the future."

CASES, TRUE EDUCATION, 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 hearing children, and holds DOUBLY true with the deaf, for they have not the opportunity to come into contact with the Gospel of Jesus Christ,

in later life, as 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 to love and please Jesus who died for us on the cross. 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 bringing up IN A SCHOOL than a hearing child, then we shall thank God for having given us such a school and we will gladly make use of it for our deaf child."

Wm. Gielow.

### THAT SORT OF MAN

A Missionary had been telling a group of people in India about Christ and His great love, when a Moslem man stood up and said:

"I have seen that sort of man. . . . He was a strange man. When people did wrong to him, he did good to them. He looked after sick folk, and everybody who was in trouble. Many of them had never had such a friend as he was. He used to take long journeys in the boiling sun to help them. He was just what you said."

What did the Moslem mean? It seems that some years before in a place five hundred miles away, he had noticed the life of a missionary doctor. A remembrance of that life of loving service had remained with the Moslem and helped him to understand something of the greater love of Christ.

What a privilege for a human life to be an introduction to the Lord Jesus.

— From The Wayfarer.

"God sent forth His Son, made of a woman, made under the law, to redeem them that were under the law." Gal. 4, 4-5.

"Thou shalt call His name Emmanuel, which being interpreted is, God with us." Matth. 1, 23.

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 Flint, Lutheran Church, Saginaw and Mary Sts., 3d and 4th Sundays, 2 p. m.  
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 South Bend., Ind., Lutheran School, monthly, as appointed.  
 Kankakee, Crystal Lake, Ill., Valparaiso, Ind., as appointed.

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 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.  
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Rev. J. L. Salvner, 2221 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., Ortonville, Fergus Falls, Dawson, Minn., by appointment.

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Rev. J. A. C. Beyer, 1162 Marshall Ave., St. Paul, Minn. St. Paul, Redeemer Church, Carroll and Dale. Sundays and other holy days, 10:45 a. m.  
 Winona, Minn., E. Broadway and Liberty, second Sunday, 3:45 p. m.  
 Rochester, Minn., 917 4th Ave. N. W., Monday after second Sunday, 7:00 p. m.  
 Dubuque, Iowa, Lutheran School, 20th and Jackson, third Tuesday, 7:45 p. m.  
 Eau Claire, Wis., Y. M. C. A., fourth Sunday, 4:00 p. m.

Chippewa Falls, Wis., State School, Monday after fourth Sunday, 10:00 a. m.  
 Stillwater, Minn., 1212 South 4th St., last Tuesday, 2:30 p. m.  
 Lake City, Minn., Private Homes, last Wednesday, 2:30 p. m.  
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 Devils Lake, N. D., State School, 4th Saturday and Sunday.  
 Grand Forks, 608 S. 3rd St., Friday before 4th Saturday.  
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 St. Charles, Mo., Homes of Deaf, last Sunday, 10:30 a. m.  
 Evansville, Ind., Lutheran School, E. Illinois Str., 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.

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 Sioux City, Ia., Lutheran Church, 613 Jackson St., monthly, by appointment.  
 Ft. Dodge, Lutheran Church, 4th Ave., S., and 13th St., 2nd Saturday, 8 p. m.  
 Boone, Ia., 2nd Sunday, 10:30 a. m.  
 Des Moines, Lutheran Church, 7th St. and Forest Ave., 2nd Sunday, 3:15 p. m.  
 Omaha, Neb., State School, every Monday and Thursday.  
 Councils Bluffs, Ia., State School, every Tuesday.

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 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, Kas., Fulton, Mo., State Schools, by appointment.

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 Everett, Wash., Lombard and 26th, W., 2nd and 4th Sundays, 8 p. m.  
 Anacortes, Wash., 20th and O Sts., 1st Sunday, 2:30 p. m.  
 Bellingham, Wash., 1st Sunday, 406 Gladstone St., 7:30 p. m.  
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 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.

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 Yakima, Wash., W. 318 Walnut St., 3rd Sunday, 10:30 a. m.  
 Wenatchee, Wash., 312 Palouse St., 1st Sunday, 10:30 a. m.  
 Kennewick, Wash., Dover, Boise, Pendleton, Gooding, Idaho, by appointment.

## CALIFORNIA MISSION

Rev. N. F. Jensen, 137 S. Pine, Orange, Cal. Los Angeles, Every other Sunday, 3 p. m., Class-room C, Bible Institute, Sixth and Hope Sts.  
 San Diego, Porterville, Terra Bella, by appointment.

## LECTURING AND EXPLORING MISSIONARY

Rev. E. C. Baker, 5230 Neosho St., St. Louis, Mo.