

1904

B043/F08: Correspondence July 1904 - December 1904 H (463-474)

Edward Miner Gallaudet

Follow this and additional works at: <https://ida.gallaudet.edu/prespapersb43>

Recommended Citation

Gallaudet, Edward Miner, "B043/F08: Correspondence July 1904 - December 1904 H (463-474)" (1904).
Box 43 Correspondence - Incoming: July 1904 – Dec 1904 A – Z. 9.
<https://ida.gallaudet.edu/prespapersb43/9>

This Article is brought to you for free and open access by the Presidential Papers - The Edward Miner Gallaudet Presidential Correspondence, 1857-1911 at IDA@Gallaudet. It has been accepted for inclusion in Box 43 Correspondence - Incoming: July 1904 – Dec 1904 A – Z by an authorized administrator of IDA@Gallaudet. For more information, please contact james.mccarthy@gallaudet.edu.

Gallaudet, E. M. Correspondence July-December 1904 ^{Folder 8}
"H"
=463-474=

Box 43

write
?

Concord N.H.

July 1 '04

My dear Doctor:

I write to

ask if there is such a
thing as a "scholar-ship"
for students at your school
and how obtained?Thanking you in advance
I amYours sincerely
H.C. Herring

and
impossible

464

Council Bluffs, Ia.

July, 1, 1904.

Mr. Dr. Gallaudet.

Washington, D.C.

Dear Sir;

I would write
a letter to you now.

Last June, I had
an examination for
College.

Mr. Long told me
that I failed in
two studies. I was
~~very~~ much disappointed
because I will not
go to College next fall.

I want to go to
College next fall.

2.

I can study English
History and Composition
this summer. I want
you to send me
my note books.

Could you permit
me to go to College
at Washington D.C.?

I want to know if
you would like to
permit me to go
there.

I am longing to
go to College to get
more education.

When I will finish
to study my lessons,
I will go to College, and

3.

will have an examination
in College again.
Please write a
letter to me very
soon.

Yours Truly.

Edna M. Hoch.

1019 South Main St.

Council Bluffs.

Iowa.

and full

Concord, N. H.

July 7 '84

My Dear Doctor:

Your favor of the 5th inst. to hand - and in reply will say: - The pupil referred to is my daughter - now 17 years of age.

She has been taught by the oral method. When not quite 5 years of age I took her to Miss Garnett's School at Bala, Phila. - When she remained for one year. The next year I took her to Mt. Airy - under Miss M^{rs}. Dowell. Since then she has attended regularly at our State Inst. - at Morganton.

Over

Having found her
allotted time short and
being in very moderate
circumstances, I very
naturally made enquiry
concerning a scholarship.
I trust I can send
her to your school.

Miss Sarah Goldstine,
of your school is an
old acquaintance of mine.
Hoping to hear from you
soon, I am,

Yours sincerely

H. C. Herring

submit
this to
the Faculty
Sept 20

04667

Council Bluffs, Ia.

July 8, 1904.

Mr. E. M. Gallaudet,

Washington D. C.

Dear Sir:-

I am very
much delighted to hear
from you this afternoon.

You said that my
two studies were not
failed but you have
no papers for my
Grammar, U. S. History

Political Geography,
Physical Geography,

I know you have
not any papers this
year,

when I was at
school last year, I
had an examination
and four studies
passed.

I was post graduate
last June. ~~As~~ I had
an examination for
Composition, Arithmetic,
Natural Philosophy
and English History.

My teachers told me
that I need not.

have an examination
for Grammar, N. S. History,
Political Geography,
Physical Geo. this year
because they passed
last year.

I think that I
could enter College
~~next~~ this fall.

I am longing to
enter College.

Please write a letter
to me soon.

Your Truly Friend
E. M. Hoch
1019 So Main St

2467

Pittsburg Post Office.

OFFICE OF THE POSTMASTER.

Pittsburg, Pa., August 13, 1904.

Dr. E. M. Gallaudet,
Gallaudet College,
Washington, D. C.

My dear Sir:-

My son Frank passed the examination for admission to the Gallaudet College at Mount Airy in June, and we contemplate sending him at the beginning of the next term. Will you kindly advise me when the term will open, and what the conditions for admission, tuition, board and other expenses will be. And you might enclose me a catalogue.

I am entirely unfamiliar with the affairs of the College, and should be glad of any information that you can give me. An early reply will be appreciated by

Yours very truly,

Geo L Holliday
Postmaster.

ORDINARY DEPARTMENT.

**The Western & Southern
Life Insurance Company**

FRANK CALDWELL, PRESIDENT.

*write
must have
M.C.'s letter*

24683

CINCINNATI, O. Sept. 13, 1904.

Dr. E.M. Gallaudet,
Kendall Green,
Washington D.C.

Dear Doctor:-

Thank you for your very kind letter of
last week.

Arthur told me last evening that his examination
had taken place two years ago, and when I handed him
your letter, he at once wrote Mr. Jones, Columbus, re-
garding same.

Assuming that he passes a re-examination, should
he find it necessary to take one, would a free schol-
arship hold good in his case ?

I ask this as it will be impossible for him to
go otherwise.

Thanking you again for your kindness, I am,

very truly yours,

Mary Pierce Herrick

Washington, D. C.

September 15, 1904.

Dr. E. M. Gallaudet,

Gallaudet College,

Washington, D. C.

Dear Sir:

I have the honor to hereby apply for the position of teacher of physical training to the young ladies of Gallaudet College. I have attended Harvard University Summer School of Physical Training and have had special normal instruction from Miss Dobson, the former teacher at Gallaudet College. She has also taught me the manual alphabet and sign language. I am a resident of Washington and was Miss Dobson's assistant in her private classes during the seasons of nineteen hundred two and three and in partnership with her in private work during the seasons of nineteen hundred three and four.

I respectfully refer you to the following, from whom I have letters of recommendation -

Mr. F. Dohs - Cambridge, Mass.

Mr. C. L. Schrader - Geneva, N. Y.

Mr. A. C. Manthe - Shreveport, La.

Miss J. S. Stebbins.

Miss E. H. Turner.

Miss E. A. Deble

Washington, D. C.

Respectfully submitted,

Berrie B. Harley.

4707

KANSAS SCHOOL FOR THE DEAF.

H. C. HAMMOND, Superintendent.

OLATHE, KANSAS.

Sept. 19th, 1904

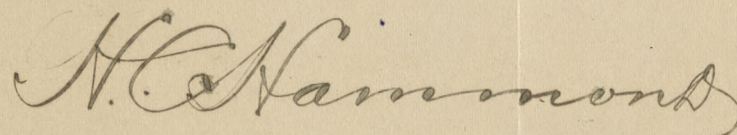
E. M. Gallaudett,

Washington, D. C.

Dear Doctor:- You will recollect that we had some correspondence about Miss Alice Gregory who failed to pass, according to the reports sent us, in two studies in which papers were submitted, and had already expected to take another examination in Grammar in which papers were not submitted. Now she tells me that she has received a letter from Washington stating there were four conditions. This doesnot correspond with the marks that were sent us, and unless the marks have been changed there were only three conditions, namely U. S. History, grade 4.6, Phys. Geog. grade 6, and Eng. Grammar.

The whole marking was as follows; Arith. 7.4, Reading 8.8, Composition 9., U. S. History 4.6, Eng. History 6.6, Geog. 6.5, Phys. Geog. 6 Nat. Phil. 7. I suppose, of course, that in her next trial she will have to be examined only in those things in which she failed, and if so we shall throw all her work on those studies, if I am correct in the above supposition. An early word from you will greatly oblige,

Yours very truly,



Sept 22, 1904

Bristol Tenn

Mr. E. M. Gallandt, Dear Sir:

Yours of the 20 is received
& carefully considered

Will you please be so kind
as to let us know what will be required
for the young ladies examination
Please name the requirements &
how she shall proceed & we will
see if she can stand the examination
required she has been in the Knoxville
School 8 years she is now 16 years
old she can hear some, can talk some
can read well & write well & we
will be pleased if it can be arranged
so she can enter Washington School
as the family expect to move near
Washington please tell us what
board & tuition would be & board
time. Please answer soon & give us all
the particulars on the subject

Respectfully & Truly Yours,
John P. Hamer

=4720



THE BALTIMORE AND OHIO RAILROAD COMPANY.

PASSENGER DEPARTMENT.

WASHINGTON, D. C. October 4, 1904.

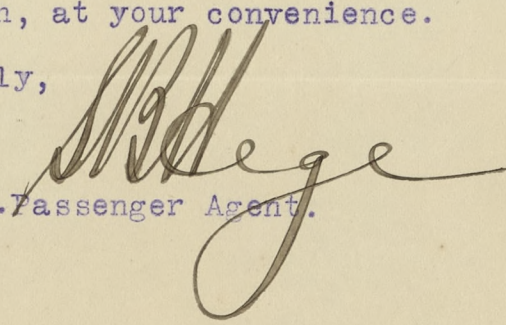
S. B. HEGE, DISTRICT PASSENGER AGENT.
A. C. WILSON, CITY PASSENGER AGENT.
H. P. BALDWIN, TRAV. PASSENGER AGENT.

Dr. E. M. Gallaudet,
President, Columbian Institution Deaf & Dumb,
Washington, D. C.

Dear Sir:-

We enclose herewith one ticket New York to Washington, at half rate, account D. & D. I., \$3.25, and also one 15-day World's Fair ticket, dated October 12, value \$23.25, total value \$26.50. Please have the lady who is to use the World's Fair ticket sign over the word "purchaser", where I have made cross, and when she reaches Washington deposit same immediately upon arrival with our stopover agent at B. & O. depot. Will thank you to remit covering both, at your convenience.

Very respectfully,


Dist. Passenger Agent.

Enc.

5473

Chicago Mission for the Deaf

(Methodist Episcopal)

Preaching Services Every Sunday at 3 P.M.
LECTURE ROOM OF THE FIRST M. E. CHURCH:
S. E. Corner Clark and Washington Streets
PHILIP J. HASENSTAB, PASTOR IN CHARGE
Residence: 3241 Forest Ave.

Chicago..... November 15, 1904.

TO THE PARENTS OF DEAF CHILDREN:--

May I address you with reference to the position we have taken in the issue of the proposed department in the Normal School for training teachers of the deaf.

We all have felt and still feel assured of your desire to do the very best you can for your deaf children, and also of your desire to have them taught by the oral method, for both of which desires we have respect indeed. You have our full sympathy in your anxiety.

Yet we earnestly ask you to hear and listen to what we have to say, for we are assured that many can learn well by the oral method and still that many, more numerous as actual experience elsewhere and in the immediately recent past has shown, can not and will never succeed so well under that method. For the latter's sake as well as for the former's, we have sought to speak.

The trouble is, you have not been advised fully beforehand as to the true comparative merits of the combined system (by the way we are not trying to take away speech from those who can learn to talk, for under the combined system children may learn speech also.) You have been led by oralists to believe that the oral method is the thing, the only thing and the whole thing that will eventually place all deaf children on an equal level with hearing people. This may happen so with exceptional cases though, yet many will not go so far as those in excellence and ability of speech and lip-reading and in general education and many others will fall more or less behind. Then there will be much disappointment and heart breaking on the parents' part and complaint on the deaf's. We speak thus from actual knowledge of such cases.

Were speech the only thing you wish for your children, we would say nothing. But it is education that you seek by the oral method; we would advise you now that you will be pleased or disappointed over the method accordingly as your children will have learned well or but a little. For the oral method can and will educate some and leave others with hardly any provision for their general development in other ways, while the combined system will first try the oral method on the child, and, if it fails to work, some other method, so that in the end under its care every child will have received more or less of a general education.

And I beg to refer you to the accompanying statement that we have made to the Board of Education, a careful perusal of which will probably give you an insight into the genuineness and earnestness of our stand.

Should you wish further enlightenment on any point pertaining to education of the deaf, do not hesitate to write me, and I am

*Sincerely your friend,
Philip J. Hasenstab.*

operate with us in the fullest sense of the word, they would test these claims of the oralists by first "trying them on the dog" and among us can be found many who have served in just that capacity and can give them just the insight as to results that they need. Instead of trying to "DOWN" us in an argument which often results disastrously to the victor they would meet us in kindly appeal for possible further light to be obtained from us. They would work with us as they should. And they would learn the utter foolishness of appeals such as one that was made by one deluded parent before the meeting of October 31st last, who asserted that because of a mistake she had made in training one child in the sign method she was unable to make the child understand that she loved him. Why, any body of the right kind of natural make-up can make a dog or a horse understand such things. Did that mother but know it, she had better for her own sake have kept that confession to herself, for if she understood her child it was due to a lacking in herself rather than to the particular method under which her child had been taught. The first few years of a child's life it has no particular language, and yet who would claim for an instant that a child on that account cannot have a

decided and unmistakable leaning toward or love for its mother?

We believe that notwithstanding the fact that we were not able to respond when the question was asked as to how many deaf children we represented, we have shown conclusively that we have the best right in the world to expect to be respectfully heard and listened to but that you may have further proof of the correctness of our contentions of the ruinous result of attempting to adapt all children to method rather than the method to the child, we respectfully and yet earnestly refer you to the signed petitions to be presented to the Board, from parents (of deaf children) favorable to the combined—sign and oral—system and opposed to anything that tends toward the adoption ultimately of the pure or exclusively oral method in the teaching of *all* deaf children.

(Signed)

P. J. HASENSTAB,
G. T. DOUGHERTY,
WM. O'DONNELL,
O. H. REGENSBURG,
C. C. CODMAN.

November 15, 1904.

To the Honorable the Board of Education
of the City of Chicago,

Ladies and Gentlemen.—Inasmuch as the future welfare, usefulness and happiness of deaf children that now and will yet attend school necessitates such a careful and thoughtful consideration of the normal department matter now before you as your personal convenience enables you to grant yourselves, we beg leave to offer you the following statement, it being proper and important that all possible mistake on whichever side should be avoided and all possible injury resulting from the mistake to the general education of these children be averted.

1. Mrs. Washburne, at the school management committee's special meeting of Oct. 31st last, enlarged upon the dangers from segregation of and resultant intermarriage and deaf offspring among the deaf that the combined system or the sign method tended, she claimed, to bring about.

FIRST, we desire to call your attention to the fact that when the question was at that meeting asked as to how many parents of deaf children there were among the deaf present NOT ONE could respond. It was a seemingly strong point for the oralists and yet properly it belonged to the deaf for it was practically a refutation of what Mrs. Washburne had but a few minutes before claimed. And right along this line since deaf children are so undesirable and since such radical measures are favored for the prevention of future births of deaf children, should we be pardoned for suggesting as fairly reasonable that hearing parents who have brought into the world ONE deaf child may be, and in fact not infrequently are, responsible for a SECOND deaf child, and that therefore these parents should be separated? Of course this whole thing of the dangers from intermarriage between the deaf is absurd and without foundation, for the statistics of 1900 show that a little over twenty per centum of children born of deaf parent and hearing parent are deaf while among children of both deaf parents only eight per centum were born deaf. But the oralists make the claim and we simply reply in kind and offer, in part support of our claims so far as the deaf are affected, the open acknowledgments of both

473a
sides at the said meeting at the time this particular question as to the number of representatives of deaf children came up. Our point here further serves to show up the cruel misrepresentations that have characterized pretty nearly every claim made by the oralists' side.

SECONDLY, as to point made by the oralists regarding the tendency among those taught by the sign method to segregate socially, we can only say to you, Come among us and talk with us at some length and get at the true innerness of our ambitions and desires (when we say "we," please understand we mean to include men and women of all schools for the deaf, oral as well as sign) and you will learn the error of their (the oralists') claim.

One great trouble is that parents, on account of a more or less selfish desire to get as far away as possible from the fact that their children ARE grievously afflicted, become easy victims to almost any suggestion, either by word of mouth or by some cleverly arranged exhibit, that seems to hold out the possibility of their children attaining to an equality with the hearing. Now this is very fetching and beautiful but that is as far as it goes *except in exceptional cases*. This we assert unqualifiedly. For example the young lady, Miss Friedman, who addressed a few remarks to you at the aforesaid meeting, is an exception among *those adapted for oral training* and does not even fairly represent the average product of these schools. *She is a star*. The average product falls so far short in approach to the perfection attained by this estimable young lady and a few other fortunate ones like herself that there is no chance for comparison. The average product, in the case of those deaf that we class as adapted for oral training, are but a little better off, if any, than the sign makers and often far more disagreeable in the strain put upon others to understand them. Usually these fortunate exceptions are not understood outside of their own family—and the few exceptional ones are not welcome for oral conversation after the curiosity to know about them has been satisfied. Now what is more natural than that after meeting rebuffs and chilly apologetic smiles of disinterestedness on all sides that we should go where we are greeted with genuine welcome—where we know we are

wanted. In proof of all this we suggest to you that you engage any deaf person (orally taught or otherwise) of your acquaintance in conversation and see if he won't stay with you, *but you won't stay with him*. After making the usual inquiries you will drop him and afterward let us catch you seeking him out to narrate some slightly lengthy story or some funny incident. We know all this and naturally keep where we are wanted.

The average sign taught deaf person can meet his hearing brother half-way, in intellectual equipment, and say his say, in some way, and at length, in language intelligible, *without jarring him*. Our exclusively oral taught brother, however, in seventy-five per cent of the cases is in the way in the sense of being sought after, outside his own family, not only among the hearing but also among the deaf: beyond his claim for consideration, on account of his proficiency in a very limited number of parrot-like inanities he is an outcast.

II. It is urged that there is a demand for this oral training department in the Normal School from parents who have deaf children and that since the deaf do not represent deaf children in the relation of parents they cannot properly claim any right to interfere.

We reply (a) that this demand from these parents of deaf children is not a legitimate demand, that the parents are the victims of misrepresentation. In the appointment of a Board member the question as to whether such prospective Board member may have children in the Public Schools or as to the quality of his love for his children is never thought of. (You will recall that at the aforesaid meeting this question of relation of parent to child and the love existing between them over the love of teacher, was made the star feature of the oralists' contention.) It is a matter of qualification and special fitness to investigate at first hand educational systems and to pass upon other questions, requiring for this all-round duty a peculiar adaptability. Now ask yourselves the question and consider seriously, do you believe from an intelligent knowledge of the deaf generally and their needs that they who have been trained under one or the other or both of those proposed systems (combined and oral) and who feel from actual experience the benefits and evils inherent in them are not better qualified to express expert opinion on the subject than these parents who with very few exceptions

know absolutely nothing about the combined system and who in the great majority of cases have no further right to a claim to be heard than the fact that they have a child or two that may be deaf? Such a conclusion as is here hinted at would be unjust and unfair to a class of deaf, very many of whom are equal in intelligence to the better informed among their hearing brothers and sisters.

(b) As to our right to interfere, what better right than that of a class of people, who have for years been held up by these oralist REPRESENTATIVES in their odious statistical presentations as horrible examples of segregation and resultant inter-marriage, all of which presentations are heartlessly *untrue*, WE BEING IN NEARLY ONE HUNDRED PER CENTUM OF OUR NUMBER THE CHILDREN OF HEARING PARENTS, WHILE OUR CHILDREN IN NEARLY ONE HUNDRED PER CENTUM OF THEIR NUMBER HEAR.

(c) What better right should be demanded beyond the making good of our claim to superior knowledge, gained from our own hard knocks while going through the "Mill" of experimentation in the process of our own education, of the rights, the needs, the happiness and best good of these unfortunates?

(d) What better right can be demanded than that of men and women desirous of giving to brothers and sisters in affliction the benefit of their knowledge of the positive dangers of trifling experimentation with sadly misunderstood but none the less sacred human beings?

(e) What better right than the knowledge that we have practically all the real authorities of the world—the authorities trained in the combined, oral and sign, system—with us, and that we have with us furthermore in constantly increasing number the authorities of the world trained in the exclusively oral method?

(f) What better right than the desire to save the taxpayers, of whom we number not a few, of the state from an expensive, useless and at best positively inadequate method?

(g) What better right can these oralist representatives of the deaf—these hearing oralist representatives who in the great majority of cases have neither deaf child nor deaf connection of any sort and yet who as a matter of fact represent the real backbone and support of the oralist movement—give?

We, therefore, decline to surrender the right that, in the light and wake of our real experience with all known methods, God places on

us, the deaf, to speak for those afflicted brothers and sisters who now cannot speak out for themselves but will sooner or later cry out for that which we earnestly contend in their stead.

III. It is further urged by some of the oralist representatives that the deaf persist in bringing up and discussing the merits of the combined system, that this is aside from the question and that the real question is the opening up of a department in the Normal School for the training of teachers in the oral method.

We respectfully urge in reply that this latter question cannot be fairly and properly settled without a fairer consideration of the importance of the combined system—that is the sign method in conjunction with the oral.

We first try to show the importance of the combined system and then respectfully demand that it—which is a combination of the oral, sign and other methods—be placed at least on equal footing. For what does your teacher trained exclusively in the oral method know about the sign method? On the other hand it may be fair to ask what the teacher trained exclusively in the sign method knows about the oral method? The pure oral teacher cannot intelligently advise the transfer of an unfit pupil from the oral department in public school any more than can the pure sign method teacher advise a transfer to the oral department. Those TEACHERS OF THE DEAF who will be called upon to determine under which method a child shall be taught, SHOULD, IN ORDER TO QUALIFY, BE TRAINED IN BOTH THE SIGN AND THE ORAL AND OTHER METHODS COMPRISED UNDER THE COMBINED SYSTEM.

Furthermore, there is a string to the gift of the McCowan school property to the Board of Education, which requires that in the event of its acceptance the training of teachers in the Normal School shall be carried on in the oral method only and that its pure oral method teachers, after an acceptable time, be transferred to public school. This string would bind the Board, even against its own judgment as to the broad and satisfactory scope of the Combined System that it had adopted some years ago as the rule of deafmute education in its schools for deaf children, ascertained and sustained upon a thorough investigation of all known methods of deafmute instruction, to the oral method which is, in fact, *a part of the combined system* and consequently to the necessary

weeding and casting out of slower pupils with no other provision whatever for their future training in their school age.

We, therefore, insist on the withdrawal of the string or, if it be not complied with by the giver, on the non-acceptance of the gift, so that the Board may be free to care for deaf children on the basis of the Combined System WHOSE RULE IS TO ADAPT THE METHOD TO THE CHILD AND NOT THE CHILD TO THE METHOD.

Finally, please understand that in attacking what we have to term oralists we have reference more particularly to the representatives of oralists who speak of "OUR CLIENTS" and then proceed to defend them at the expense of TRUTH.

We have no desire to attack in other than a respectful manner the parents themselves, who unquestionably mean well—they simply have been victimized by cleverly arranged exhibitions presided over by clever talkers, who, many of them, themselves know nothing whatever about the various methods of teaching the deaf. We have no quarrel with these parents; like our own parents, they unquestionably wish to do the very best possible for their children, but they have been led by a clever glossing over of facts to regard the sign language as unsystematic and as somehow suitable for only an inferior class of deaf.

To these parents we have to say that we believe that a large proportion of the deaf may be taught by the pure oral method and that all such children should have the benefit of oral training, but we assert further and positively that there is also a large proportion of deaf who cannot succeed under oral training, and we beg of these parents to watch over these little children of theirs and do everything in their power to inform themselves so that they may help in determining whether or not time is being fooled away that cannot be made up in after years and that they are not led ignorantly by foolishly enthusiastic oralists to the cost of a possible larger all-round development through the help of another method.

The parents of these deaf children, did they but know the best interest of their children, would make greater effort to enter our homes and the meetings of our various organizations that they might obtain from closer contact a better understanding of our natural and insuperable limitations—in a word they would co-

#47367

A MOTHER SEES AT LAST.

The following letter is from a lady belonging to one of the most distinguished families in New York State, who resides not far from New York City:

NEW YORK, Oct. 17, 1895.

MY DEAR SIR:—I have just read your article on oral instruction for the deaf, and I thought possibly my experience in educating my daughter by that method might interest you, and that you might be willing to give me some advice, very much needed now, in regard to her further education. She became deaf from meningitis at the age of five. She was put under the instruction, or rather guidance, of Professor Bell, to whom I am greatly indebted for the preservation of her voice, which now, at the age of seventeen, is remarkably good for a deaf person.

And yet it is not perfectly intelligible to any but members of her own family or intimate friends. Neither can she read the lips of strangers with facility; and after ten years of most expensive instruction in this country and Europe I am forced to the conclusion that your theory is correct, that the combined method is the best. For these reasons chiefly: so much time is given to voice drill and lip-reading that the general education obtains but limited consideration.

Another reason is the eye-strain required, the intense attention required to catch the meaning from the lips of the ordinary talker. Of course the family open the mouth very much and speak with great deliberation, and there is no doubt that in the family circle Mr. Bell's method is valuable, but in the world at large it has but little value to the ordinary deaf child.

I do not think it worth while to discuss the extraordinary child, who has sometimes a marvelous instinct rather than skill to catch one's meaning. It lies in the realm of mind-reading, or what is called second sight.

What I most deplore in my own child's case is her lack of deaf friends. She has been deprived of their society in order to compel her to use her voice, and she is terribly lonely. She longs for her own kind. She feels an antagonism to hearing girls, whom she often find selfish, and if compassionate she resents this also. If happiness is the end to which we all try to attain, then surely the deaf should be encouraged to associate with each other.—*Deaf Mutes' Journal.*

47307

COPY

Mayor's OFFICE
Chicago

November 29, 1904.

Mr. Clayton Mark;
President Board of Education.

Dear Sir:

I have been requested to transmit to you, and through you to the Board of Education, the enclosed papers in reference to the proposed plan of teaching deaf mutes in the public schools. The presentation of this petition by so large a body of deaf mutes makes it worthy of earnest consideration by the School Board. As I understand it, all these people ask is the opportunity for the parents of the afflicted to choose the method by which their children are to be taught, and that where one method has been adopted without success for two years the other method be given a trial. I am advised that the societies of deaf mutes which have had these petitions prepared are thoroughly responsible bodies and that their information on the subject is worthy of serious attention.

It was also suggested by this committee that action on the acceptance of the Ryerson gift be deferred, so as not to complicate the situation by the acceptance of a bonus that would bind the Board to continue the teaching of the oral system, even though in the future other and more advanced methods may come into use.

Personally I feel it my duty to forward these papers to the Board of Education and ask that the matter receive the thoughtful consideration of its members.

Very truly yours

Carter H Harrison

Mayor

4745

Answer
full

Montevallo Ala

Nov 30th 1904

Dr. E. M. Gallaudet
Washington D. C.

Dear sir I have
thought for some time
I would write you I
want to ask you about
Herman how is he
getting on with his
studies I do hope he
will do well what
profession do you think
would be best for him
I have worked very hard
to try to educate my
children as I failed in
getting it my self.

I know you will
in courage Hermon in
what ever you think
is best for him I am
sure you would know
what would be suited for
a wife as you
are connected with the
matter all the time
I do trust my son will
make a good and useful
man he has always
bin an obedient child
he seems to be satisfied
with being so far from
home I do want him
to be a good Christian
man above all things

3

so please write me
I will be glad to get
a letter from you
I am only a poor
farmer was raised by
a poor farmer but
on honest one it is my
desire to Educate my
children & to make
honest and upright men
& women I have 4 children
2 boys & 2 girls 3 of which
are males please excuse
this paper and pencil
I am yours truly
G. F. Harper