

1867

Complaints against Black Deaf

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...noting our special schools, for pupils, their graduates, and needs and capabilities of those whom we instruct.

Many people confuse the deaf with the hard of hearing. When you hear that a person is deaf you often raise their voices, expecting that is all that is necessary to make themselves understood. Unsuspecting teachers explain the situation carefully, visitors to our schools go away with the idea that if children are a homogeneous group taught by one pattern, instead of a heterogeneous group, we totally deaf, some partially deaf, some born deaf and some congenitally deaf, and in need of various educational approaches to obtain best results. Some parents of deaf children are likely to assume that lip reading will completely take the place of hearing. Many know that there are free schools for the deaf throughout the country, but they may not know that there are in some states long waiting lists of deaf children who cannot be admitted to school because of lack of accommodations. Probably only a few people realize that deaf children do not have the opportunity to pursue broad and varied courses in secondary schools, as their hearing brothers and sisters have. It is doubtful, if our average citizens know that by spectating and persistence, together with natural ability, a considerable number of the deaf have successfully entered the fields of ministry to the deaf, education of the deaf, chemistry, bacteriology, architecture, insurance, and even law dentistry.

Perhaps a great majority of the deaf are confused in respect to the very different means of communication among the deaf. One is the sign language and the other is the manual alphabet. The language of signs as used throughout the United States and Canada is a language in which motions of the body, or parts of it, together with facial expressions convey as. Many of these motions or features are quite natural and fully understood by anyone. There are, however, many conventional signs which need explaining to be understood, and which may differ in different countries. It is easy for anyone to learn a few simple signs, but is quite difficult for a hearing person to become a master of the sign language. This can be done, however, and in such cases the hearing person may be of greater use in interpreting for groups of deaf people the spoken words of an address. He does not convey ideas by word, but gives the thoughts behind the words. The sign language is a most useful vehicle of expression in dramatics, lectures, and in all large gatherings of deaf persons. A master of the sign language may move those who hear him to laughter or to tears.

...the vocabulary by using the English language spelled out with the manual alphabet. It would be a fairly easy and useful accomplishment for our hearing boys and girls to learn and use this method of communication.

Some twenty-five years ago an extensive survey of some forty schools for the deaf of various types was made by Dr. Pinter of Columbia and Professors Day and Fursfeld of Gallaudet College. Among other inquiries, tests were given to the older children in these schools to bring out their educational achievement as compared with their natural ability. The school making the best showing in these tests was one in which the manual alphabet was freely used among the pupils especially the older ones, and one in which real secondary educational work was carried on in such subjects as mathematics, Latin, French, and science. The free use of the manual alphabet in our schools for the deaf might well lead to larger vocabularies, and to more correct use of the English language. It is certainly necessary in successful instruction of the deaf in foreign languages. Research into the question regarding the proper educational level at which the free use of the manual alphabet might be efficiently introduced into the classroom could possibly lead to most interesting and valuable results, and bring to an end some of the long continued arguments as to methods employed in teaching the deaf.

The language of signs and the manual alphabet are not the same, but they both may be important factors in the general education and progress of the deaf.

The Education of the Negro Deaf in the South

(By Joseph P. Youngs)

A recent issue of Life discusses the problem of the education of the Negro in the U.S. South and points out that in this region the Negro "takes the leavings in education as in other things, and Americans have come to accept that fact, like it or not." When one considers this grim statement and attempts to reconcile it with the problem of the Negro deaf in that area, the conclusion is that the picture cannot be a very pretty one. Such is not exactly the case, though some instances may seem to justify the statement in Life.

It has long been accepted by many that the Negro deaf must take a back seat in education because the whole situation in the field of the education of the deaf has been plagued with such problems as securing adequate financial support, of trying to obtain more and better trained

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...need of additional structures. The need resulted in the erection of the joint North and South wings which were completed and dedicated in 1876. Prior to this, recitations could be held in only two rooms of the East wing and, whereas, the original structure was designed to accommodate only 25 students with all other facilities, there were a total of 47 young men.

On the first and second floors of College Hall is to be found buff and blue tile arranged in a tranquil style. It has been said that the tile was imported from England, however, there is no known evidence of this. Old records state

its place as a result and been replaced. It may be noted that the student excused from all class days to help clear up New repairs \$25,000 were appropriated. Incidentally, the year of Dr. Gallaudet's from the presidency of and of Dr. Percival Gusterson.

There are many interesting that decorate the College Hall, however, there are many, one looks carefully.



New

Kappa Gamma

O. W. I

An expression of pleasure etched the face of Vishnu upon the placement of Bros. Hassell and Tiberto on the 1950-51 edition of Who's Who Among Students in Colleges and Universities of America.

A word from Kalkeeth, winged messenger of Vishnu, acknowledged that Bro. Francis Kuntze is with the faculty of the Arizona School for the Deaf.

The Mother Shrine convulsed with spasms of surprise upon news that Bro. Kopas was recently deprived of his fraternity badge in favor of a fascinating Miss Betty Lydick. Congratulations!

More tidings reached the Kappa Gamma's caverns regarding the growing employment of graduate student Bro. Waldo Cardano has landed a printing instructorship at the Wisconsin School for the Deaf. Bro. John Schumacher heads the Graphic Arts Department at the Minnesota School. Quote Bro. Schumacher, "Centerment is the word for my present vocation." A printing firm in Morgantown, North Carolina finds Bro. Frank Deszsen involved in a notepaper capacity. Bro. Lawrence Newman has taken over teaching chores at the Rome, N. Y. School for the Deaf in replacement of Bro. Naef whom he transferred to the vocation of Jeweler. Bro. Newman aspires to end a post-graduate work at New York University or a Ph.D. Degree. Good Luck, Bro. Newman. The Mother Shrine sends wishes for a Happy Land-

...Marshall finally deserted bachelor ranks this past summer to walk up the long aisle with the former Miss Teresa Millette. Ties to a pleasant journey. Marvin!

The O.W.I.S. has the coming present annual play which was the evening of November second. It is expected the greatest attraction presented by the play is the advantage such a play will have the honor first to use the new stage, and the old thing new and different usual play themes. The players are busy hearing, polishing for the big night.

Sister Mary Ellen, class of '47 is a weeks' vacation via Eleanor, brother, I here at Gallaudet. She will return to where she works.

Sister Vera Turk at the Minnesota Hunt, writes of hunting trip to the Minnesota. Her 18th the game was p-n-m-n-t. She can On a recent visit, lyn, Sister Naom greeted by a great day surprises. I been many a new ones now.

Sister Meda opportunity of the greatest football history of Gallaudet twenty first. She work-out from the School for the Deaf are lots of her months.

Sister Patricia proud owner of ster. She sees

(Continued)

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"Let's stick to the regular text book experiments!"

Notes . . .

and from page 1)

of our country. Mr. Quigley, Superintendent of Minnesota School, presents of a survey which was the opening of fall. It definitely shows the training of teacher activity in securing with deaf children. Each one is to consider himself of one to encourage to apply to the teachers we have.

topic of considerable is that concerning the of training centers utilization of teachers in America. The only service for teachers in America is that of the Conference of Examiners are many training have been started in years, but which have

is promised in the near by will pattern a certificate more closely in line needs in the education today. A panel discussion Can Superintendents of Schools do to Examinees of Gallaudet College held one evening. A range of ideas concerning expansion program resulted in resolution will be sent to the press. Observed Dr. Elshofsky for the Deaf in States have a genuine Gallaudet College and fully interested in its program."

light of the conference and a speech on, "Highly trip to Groningen, here he attended the Congress of Teachers

Dr. Editor of the Annals of the Deaf, gave a, "The Status of the Annals of the Deaf in Universities." He re- finite increase in the Annals among vari- and universities inter- and the hard of

discussed at the

President-Emeritus . . .

Dr. Hall Speaks To Teaching Methods Class

On Wednesday evening, October 18, the members of the Methods of Teaching class had a guest speaker in the person of Dr. Percival Hall, president-emeritus of Gallaudet College.

Dr. Hall talked especially about the early educators of the deaf, whom we all well know. The names of the pioneers were: Ponce de Leon, Juan Bonet, Abbe de l'Epee, Abbe Sicard, Thomas Braidwood, Thomas Hopkins Gallaudet, Laurent Clerc, and Alexander G. Bell.

Another point in Dr. Hall's talk was the acceleration with which education has grown the past years. Through the endeavors of the aforementioned educators, the education of the deaf grew like- wise to such an extent that it almost has "horizons unlimited."

The Methods of Teaching class will have guest speakers from time to time, so as to familiarize the students with the fundamentals of general education, as well as with the education of the deaf.

This class is offered only to the seniors. Many of the seniors consider taking teaching careers, and it is to their advantage that such a subject, under Miss Isabelle Walker, is offered.

— B A B —

Negro Education . . .

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teachers, of controversies on methods, and the dilemma of curricula planning. When one considers these problems in connection with the more complex problem of meeting the educational needs of the Negro deaf in an area rife with racial tensions, one wonders that the Negro deaf child has been able to secure any education at all!

Before one hastens to condemn southern educators, one must consider the facts. In most schools for the Negro deaf in the South one finds evidences of great personal contributions and sacrifices on the part of administrators and teachers, both Negro and white. In these schools, hampered, even more so than the schools for the white deaf, by lack of funds, inferior school plants, inadequate recruitment of pupils, and lack of qualified teachers, there has been going on a long and tireless crusade to advance the cause of the Negro deaf.

The past ten years has begun to see this crusade pay off in greater returns than in the entire preceding forty years. The greatest gain has been made in the area of securing trained teachers. As the same issue of Life points out, "... many of the best teachers being trained today are Negroes." This statement might also be true of the Negro teachers of the deaf.

For many years Negro teachers who desired to obtain professional training in the education of the deaf were unable to gain entry into the leading training centers

in the United States, except in very small numbers. The Negro colleges in the South had no programs to offer in this work. Consequently, the teachers had to embark on a trial-and-error method of instruction in their classrooms, counting heavily on assistance from teachers in nearby schools for the white deaf. This unsatisfactory situation, coupled with the unusually low pay scales of these schools, tended to keep out many potentially good teachers. Thus, the Negro deaf child was hampered right from the start by having sincere but inexperienced teachers.

The past ten years have seen the establishment of training facilities for the Negro teachers of the deaf in several colleges in the South. One of the largest and most successful of these training centers is the one operating during summer sessions at Hampton Institute, Hampton, Virginia. To this great and honored college for Negroes have come teachers from every state in the South to devote their summers in advancing their professional knowledge in the field of the education of the deaf. Upon the completion of their course of studies, usually requiring three nine-week summer sessions, these teachers are awarded the Master of Arts degree. Armed with these degrees, they have been able to return to their schools, apply their experiences in their classrooms, and obtain higher salary schedules.

It may be of interest to the students at Gallaudet College to point out that a large measure of the credit for the expansion of teacher training opportunities for the Negro teachers of the deaf belongs to members of the faculty of the college and The Kendall School. For many summers, several members of the faculty have been conducting the teacher training program at Hampton Institute. There, they have had the chance to learn of the great problems with which the Negro teachers have had to work and to admire these determined and devoted teachers as they gave up their summers in the pursuit of greater knowledge to help them in their work with the Negro deaf child.

Today, the Negro deaf child may begin to look to the future with greater confidence than at any time in the past. In such states as Louisiana, South Carolina and Virginia, modern classroom, vocational, and dormitory facilities are being erected. In West Virginia, and Virginia the Negro teachers have obtained higher minimum pay scales than would have been dreamed possible ten years ago. Gradually the Negro deaf is coming into his own and largely through the determined efforts of his own people.

Another encouraging sign of the progress being made is the recent successful admission to Gallaudet College of a young Negro deaf man from Texas. It is a sign of progress, not for the college which has been ready to accept all qualified deaf students, but for the South which, at last, is preparing to educate the Negro deaf children so that they may take their places in the American community and make the contributions which have long been denied them.



W. S. Gilbert's
PYGMALION
And
CALTEA

Salem Mass

July 14th 1867

E. M. Gallaudet Pres^t. Columbia Instⁿ in
Deer Park

You will please send
me your report and circular for
the last year. I have not rec^d
or seen one for two years.

I have heard that a letter
writer in the Balt^e Daily Sun,
accuses the school of which you
are President of receiving negroes
as scholars - Is this so? And if so,
upon what grounds are they rec^d, are
they instructed in the same rooms &
classrooms as the white pupils? do they
eat at the same table & sleep in
the same rooms? I hope not. if
they are received at all, ~~as I can~~
scarcely believe this report, & hope it
is false - we regard the negro as
an inferior in every sense, and do not
suffer those under our control to
socialize with them - please let

me here from you at your earliest
leisure

Very respectfully yours

Wm. H. Hays

Bellum Oct 13 1864

Dear Edw

I write you in consequence
of information (and complaint) having
reached me in relation to the admission
of Negro children into the Institution on
equal footing with the Whites, This
is new to me, and of its correctness
I know nothing

Will you please inform me
on the subject, and oblige

Yours true friend
R. M. Allison

Annapolis Md. Jan. 27th 1868

Edw. M. Gallaudet Esq. 190

Dear Mr. Gallaudet

Within the last few weeks I intended to write to you, but waited till I was more fully convinced of the necessity as well as prudence of the step I am going to take.

The trial I have given to my present position has given my expectations little satisfaction, and I am now aware that my information in regard to the position and its annoyances, was very erroneous and deceptive, — although I had it partly from Admiral Porter himself.

I contemplate to resign as soon as I have rearranged matters in Washington, where my family is still residing.

The time actually spent in instruction of Drawing amounts to exactly twelve hours per week, and would as it might - leave me a fine chance to perform a large amount of work in my studio - but red tape and military formalities - increase these hours on the average to double the number, and thus cuts down the chances to make up by work the deficiency in salary. - But the worst feature is one - of which I had the least suspicion - that is: the ~~an~~ unprotected nature of tenure of office. The assistant Professors depend in their tenure on the beck and will and whimsy of the Superintendent of the Academy, without an appeal to a Board or any authority, whatsoever, and to so tender a thread whose virtue - I do not know - I do not wish to risk the fate of a removal

of my family from Washington.

I do not know whether you have already a teacher engaged in my former place, or selected one to fill it, nor do I know whether you see fit to enlarge the branch of Drawing and the Salary of an Instructor, or whether there is any chance to accommodate a teacher with rooms and board and a proportionately smaller salary, all this I have got to learn, but as I am interested in it, I will refer to it. If you can, and wish to reinstate me I can separate my connexions here as soon as I see fit.

Mr. Galludet let me assure you in this letter, that whatever your decision will be, I shall esteem it as proper without asking explanation, because I have perfect confidence in you, that you have good reasons for your actions in these matters.

I shall resign here, even if you have already a Drawing master engaged.

My actual duties here, I liked very much, and you have no idea how much I possess the love and respect of my pupils, but the sore loss of time by red Tape, and assumptions of shoulder straps, will never suit me.

The Legislature is now convened. Last evening I had in a private family an interesting conversation with two prominent Delegates - Mr. Mullin of Baltimore and Mr. Mitchell of St. Charles County in regard to your Institution. They told me, it was contemplated to found in Maryland an Institution for Deaf Mutes, and as a reason they asserted the cause of admitting colored children; whom the white pupils are bound to salute with kisses as did their white mates. I denied this, and formed the gentlemen fully of the propriety proposed by you, and further I showed them the economy of sending their mutes to Washington. I had the satisfaction to convince them and shall do so more yet.

Wishing you good health and happiness I remain Yours in highest regard
Peter Baunsgard.