

1950

## Admission of Blacks to Gallaudet College and Kendall School

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## INTRODUCTION

The history of the segregation of Black Americans in education has been well documented in published sources and by the television media. However, little is known about the segregation of black deaf people who constitute a subculture of the minority group the American Deaf Community. In fact, little primary documentation exists on this subject, and to date there are no secondary sources available that study this issue. A television documentary on segregation in black deaf education is much needed and would provide important information on this still enigmatic topic.

Segregated schools for black deaf students were first established in the United States following the Civil War. The first segregated school for black deaf children was established in Baltimore, Maryland in 1867. Altogether, eleven southern states established segregated schools for black deaf children.

Although the Supreme Court ended segregation in 1954, the issue of segregation of black deaf children was addressed in a case brought before the U.S. District Court in Washington, D.C. in 1952. The circumstances of the case are unique in that they provide a broader understanding of the social and legal issues regarding the segregation and discrimination of Blacks in the United States. This understanding is especially vivid when viewing the effects of segregation on a minority culture, the American Deaf Community.

In the 1952 court case, Kenneth Miller, a black deaf student from Washington, D.C. was denied admission to the Kendall School because the District was then racially segregated. Since 1905, black and deaf children from the District of Columbia had been sent to a segregated school located in Baltimore. Assisted by the Washington Chapter of the American Veterans Committee, Miller sued both the D.C. Board of Education and Gallaudet College for admission to the Kendall School on the grounds that there was no specific law segregating blacks from the Kendall School, and the distance to travel to receive an education presented an unreasonable hardship. The court supported Miller's request to be educated in the District of Columbia and ordered the Kendall School to accept black deaf students.

Leonard Elstad, then President of Gallaudet College, had made every overture possible to reconcile the segregation issue but his hands were tied. The D.C. Board of Education strictly enforced the segregation policy and he was legally obligated to abide by it. It must be noted that the D.C. Board of Education had no authority over policies of the College and, in 1952, Elstad had already integrated Gallaudet College by admitting black deaf students to the college program.



Even though the Court had ordered the Kendall School to accept black deaf children from the District of Columbia, it had made no specific decision about the segregation issue. Therefore, the D.C. Board's policy of segregation was still in force and the black deaf students were segregated from the white students at the Kendall School. Initially, the students were brought to and from school by taxi and were taught in the Old Gymnasium until a building, now known as the West Office Building, was constructed. In addition, black teachers were hired, the first being Ms. Ruby Frye who is still a teacher at the now integrated Kendall School. The District's policy of segregation was abolished immediately following the Supreme Court's ruling in the 1954 case Brown v. The Board of Education of Topeka which ended segregated education in the United States.

#### REASONS FOR THE PROJECT

The creation of a documentary on this subject fills two immediate needs. As noted previously, there is nothing available to date that explains or interprets the issues surrounding the educational segregation of black deaf children in the United States. A documentary would offer important information on this as yet untouched topic and could act as a catalyst to entice researchers interested in the history of Black Americans to do further research in this area.

In addition, the documentary itself will produce an unprecedented body of information, approximately sixty hours of videotaped interviews with individuals discussing the subject of black deaf segregation. These oral history interviews will be transcribed and made available in the Gallaudet College Archives to interested researchers.

Due to the fact that many of the individuals who will be interviewed are elderly, it is extremely important that this project be done immediately. For example, the first black deaf student to enter the college program, Jeremiah Germany, passed away in 1977. Germany, if still living, could have offered needed perspectives to this issue as he was on the Kendall Green campus while the changeover to integration took place. Also, it must be noted that very little documentation exists on the segregated school located in Baltimore. If interviews of key faculty and administrators are not soon made, it is certain the information they possess as well as their personal perspectives will also be lost.



# Gallaudet Alumni Bulletin

Vol. 3 No. 7

SUMMER EDITION

EIGHT PAGES

## College Proposed For Deaf in Italy

### Padua Donates Site; Plans Are Drawn Up

Gallaudetians have always pointed with pride to the fact that theirs is the only college for the deaf in the world. But it's been a wet blanket of pride, possibly, and it's good news brought by Mario Santin of a projected college for the deaf to be established in Italy. He tells the story of his visit to Italy last fall and of the proposed college for which he has been asked to help gather funds. It is possible that various chapters might wish to extend a helping hand.

By Mario Santin, '24

President Byron B. Burnes appointed me official delegate of the NAD to the World Congress held at Rome from September 19 to 23, 1951. Over 600 observers and delegates, including hearing teachers, came from 34 nations to participate in the Congress.

What impressed me most was the august presence of unusually numerous members of the De Gasperi government and of the 26 Italian delegates dominating the internationally enthusiastic atmosphere through the five-day congress.

The Italian "NAD" and Italian delegates took advantage of the occasion and succeeded in making an accomplished fact of the foundation of the World Federation of the Deaf with permanent headquarters in Rome and, among other things, of arousing interest in the proposed National College for the Deaf in Padua.

After the World Congress, the Margarotto family consisting of Antonio Margarotto (deaf), his hearing wife and their two hearing sons, one of whom (Cesare Margarotto) is enjoying double authority over the Italian "NAD" and the newly established World Federation of the Deaf as Secretary-General, invited me as a three-day house guest to Padua, the old university city about 23 miles south of Venice. There is the world's second oldest university, founded in 1222 and averaging today about 1500 students. Antonio Margarotto showed me a huge black book approximately the size of the Coffin Door of Gallaudet's College Hall. In it were several pages of blueprints beautifully made by Padua's foremost architect for the projected college. Moreover, the model for the institution was and still is on display in the show window of a big store in Padua.

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### Thesis on E. M. G. Earns Doctorate

Friends writing to either of the Boatners of the American School in West Hartford are apt to find things a little bit confusing. There are two doctors in the house. Edmund B. N-'33, was awarded an honorary doctorate at the June Commencement of the College, and now Maxine T. N-'26, has come up with a doctorate of her own—a Doctor of Philosophy awarded her by Yale University this spring. Hers was one of the ten doctorates in education out of the 140 doctors degrees awarded. Her thesis, "Edward Miner Gallaudet, Educator of the Deaf," was drawn largely from the biography she has been writing. The book is now in process of revision and we may expect to see it in print before long.

## KENDALL SCHOOL TO ADMIT NEGRO DEAF CHILDREN

By Dr. Leonard M. Elstad

For many, many years the Negro deaf children of the District of Columbia have been educated at the Maryland School for the Deaf and Blind. Recently complaints have come from the parents of these children to the effect that they would rather have them educated in the District of Columbia.

The Board of Directors of the Columbia Institution for the Deaf has, therefore, decided to establish quarters on Kendall Green so that these children can be educated on a segregated basis on our campus. For this purpose three new buildings will be erected during the summer. Two of these buildings will be used for dormitory purposes, and the center building will be a classroom building. These buildings will be so erected that when a new Kendall School is built they may be transferred for use by the college department.

The Congress has appropriated \$90,000 to cover the cost of this new unit. Unfortunately, this is not going to be sufficient and additional funds from the Corporation will have to be used to complete the buildings.

These three new buildings will be located between the present gymnasium and Houses No. 7 and 8 and will be of brick construction. They

(Please turn to Page 7)

## Minnesotans Told Of College Ties

### St. Olaf Professor Speaks At Alumni Banquet

By Wesley Lauritsen

The annual banquet of the Minnesota Chapter of the Gallaudet College Alumni Association was held in Young's Dining Room, Northfield, on Saturday evening, April 26, with Professor Carl B. Helgen of St. Olaf College as the main speaker. Professor Helgen is the St. Olaf Field Representative and Secretary of the Alumni Association. The subject of his talk was "How the Alumni Can Help the College."

After a delicious turkey dinner with all the trimmings had been served, Arthur Peterson, ex-'30, took over as toastmaster. He first called on Professor Helgen who after expressing his pleasure at being present gave his informative talk which should be of interest to alumni everywhere. Professor Helgen said that it was of utmost importance to notify the college and the alumni office every time you change your address. This helps to keep the records straight and makes it possible for the college to keep in touch with its graduates and former students.

Professor Helgen urged all to keep in close touch with the college, the alumni office and the alumni association. He urged that news items be sent in to help the alumni editor to keep his column lively with records of marriages, arrivals of children, and special events. All of these are interesting to old college friends and should be reported.

The speaker urged that time be taken out to go back to the college for commencements, reunions, and similar gatherings. It is much fun to see the old gang again and catch up on latest developments.

Mentioning financial support, Professor Helgen said that alumni should back the college and the alumni association to the limit of their ability. This is a concrete way to show one's love for his college and help make a good college an even better one.

Every alumnus should take a personal interest in the Alumni Association and its various chapters. All should be enthusiastic and loyal

(Please turn to Page 4)



the Preparatory, Freshman, and Sophomore years, or until the completion of six semesters of physical education, whether they intend to graduate or not. The main purpose of required physical education for men is to teach fundamental skills for later use in intramurals, athletics, or recreation. Although there are many students who have learned the fundamental skills at their respective schools, the importance of required physical education at the College can not be overemphasized because there are always some students who do not know how to take part in different activities and without this program, they will not be able to participate in other programs. There is nothing unusual about our physical education program for the deaf as the hearing impairment itself creates little need for a modification of the regular physical education activities. However, the personnel and facilities to provide instruction and participation in physical activities are very limited and this fact brings the director of physical education numerous problems, most of which can not be expected to be solved in the immediate future.

While the required physical education program is admittedly small, we manage to organize the intramural and athletic programs which are rather big for a college our size. Varsity athletics present to deaf students a wonderful opportunity for making contacts with hearing students from other colleges and universities in a manner which cannot be done in any other way. The task of describing how the athletic program is being run at Gallaudet College and the benefits derived from it by deaf players is very well taken care of by Thompson B. Clayton, Director of Athletics, in his article which is being printed elsewhere in this issue of the Gallaudet Alumni Bulletin.

#### Intramurals and Individual Sports

Unfortunately, few students possess sufficient athletic prowess to make varsity teams and for those who cannot engage in intercollegiate competition, an intramural program is organized. Intramural sports are receiving greater attention and recognition in colleges and universities throughout the country than ever before and Gallaudet College is no different from others in this respect. Although the intramural program is under the supervision of the Director of Physical Education, the students themselves run the program through the managerial system which provides them with the opportunity for leadership experience that will be of help in later life. Intramural sports offered in the program include the team sports: touch football, basketball, volleyball, and softball and the

individual sports: cross-country, football skills, foul shooting, horseshoes, table tennis, tennis, and track and field. Competition in team sports is divided into two groups, Class and Fraternity. There are five teams; namely, Senior, Junior, Sophomore, Freshman, and Preparatory, in the class group and in certain sports, a sixth team representing the Faculty and the Teacher-Training Class is added for the sake of competition. In the Fraternity group, there are three teams; namely, the Kappa Gamma, the Alpha Sigma Pi, and the Independents. In individual sports, no division is made between classes or fraternities. All activities are conducted on a point scoring system designed to determine individual winners in the team and individual sports and to determine organization winners in team sports. Trophies are awarded to the highest scoring individual and organization each year. As the slogan of the Department of Intramural Sports is "Sports for All and All for Sports", its purpose is to provide an opportunity for every male student at Gallaudet College to participate in some type of competitive athletic activity of his own choosing as his interest, ability and time will permit.

#### Recreation Program

While recreation is rather new here at Gallaudet College, it is fast becoming popular and is demanding a very important place in the whole program. However, we are now operating to the very limit of capacity of our physical facilities for classes and intramural and varsity squads which force us to keep the recreational program on a small scale. It is the hope of the Department of Physical Education that in the near future it will be able to offer more facilities and equipment for recreational activities. The department is anxious to see students learn to use their leisure time for useful purposes such as participating in unorganized recreational sports for the pleasure and satisfaction of physical exercise instead of participating in passive activities such as watching the television, attending movies, or loitering in the snack bar. Co-recreational activities which are essential to normal social life, and faculty recreation which is essential for better understanding and friendship between the faculty and the student body, make up the major part of the program at the College.

#### Courses for Prospective Coaches

For the benefit of those who are interested in obtaining positions as physical education instructors or coaches at various schools for the deaf, a physical education curriculum

of about twenty semester hours of credit is being provided under the Area of Concentration in Education. After completing the two basic courses, Personal and Community Hygiene and First Aid, which are required of all students during their freshman year, prospective physical education students take a course in Introduction to Health Education and Physical Education, which is a prerequisite course before all other physical education courses. The other courses are Organization and Administration of Health Education and Physical Education, Techniques of Team and Individual Sports, Coaching, and Practice Teaching in Physical Education.

*Personal and Community Health*—A Basic Academic Requirement. One credit hour, first semester, Freshman year.

A course concerned with health principles as applied to the individual as well as with health of people as a group and with organization which attempt to improve health conditions.

*Standard First Aid*—A Basic Academic Requirement. One credit hour, second semester, Freshman year.

A course in standard first-aid practices, basic and advanced, usually coordinated with the program of the Washington Chapter of the American Red Cross.

*Introduction to Health Education and Physical Education*—Elective, two credit hours, first semester.

A general overview of the fields including the history, place, objectives and scientific foundations of health education and physical education, the opportunities for service, the qualifications and training of the personnel and the problems encountered in health education and physical education.

*Organization and Administration of Intramural Sports*—Elective, Two credit hours, second semester.

Principles of administration, organization, and supervision of intramural sports. Types of tournament, units of competition, rules and regulations, point scoring systems, awards, student leader personnel.

*Organization and Administration of Health Education and Physical Education*—Elective, Three credit hours, first semester.

Concerned with the organization and administration of the health education and physical education programs. Leadership, office management, care and maintenance of facilities, sanitation, supervision of instruction, scheduling, intramural and interscholastic sports programs, classification of students, legal aspects, budget and finance, health instruction, health services and playground and recreational work.

*Techniques of Team and Individual Sports*—Elective, Three credit hours, second semester.

Concerned with knowledge of playing rules and with technique of the teaching of selected team and individual sports.

*Coaching*—Elective, One credit hour, first semester.

Concerned with methods of coaching varsity sport: for example, basketball.

*Practice Teaching*—Elective, One to three credit hours, first and second semesters.

Observation and practice teaching in the Kendall School under supervision.

#### —Kendall Green

(Continued from Front Page)

will be entirely adequate for the purpose for which they are now being built and will make a valuable addition to the college set-up when a new Kendall School is built in the future.

Ulf.Hedberg

From: "Sharon Hauptman" <sharon.hauptman@gallaudet.edu>  
 To: <ulf.hedberg@gallaudet.edu>; <michael.olson@gallaudet.edu>  
 Cc: <sharon.hauptman@gallaudet.edu>  
 Sent: Tuesday, March 22, 2005 7:12 PM  
 Subject: Request for Info RE: 1st African American Faculty Member

Hi Ulf and Mike - The President's Office has referred a request to me that was received by their office. A person is doing a research project and is developing a presentation and they want information on the first African American faculty/professor/instructor employed by Gallaudet. I spoke with Carolyn McCaskill-Henry and she was able to give me a bit of preliminary information, but not the facts that I am looking for. She mentioned the following:

"...Rube Frye was the first African American employed by Dr. Leonard Elstad. However, she taught at Kendall School in 1954. There were several African Americans that I know taught at Gallaudet during the early 1970s such as Dr. Eveline Lloyd, who taught Biology, Dr. Patricia Edelin and Dr. Luther Robinson in Psychology, and Dr. Janice Mitchell in Foreign Language. Among the Gallaudet faculty, I am not sure who was hired first."

I am simultaneously checking with the Personnel Office to see if they would have any data, but I don't think they would have such information from years past. Any possibility you can help me out with this? Please advise.  
 Thanks. Sharon

Mike/ Sam,  
 Could either of you please  
 reply on this inquiry.  
 Thanks, Ulf

Dr. N. Judge King - Chemistry 1967 TC  
 1968 TC

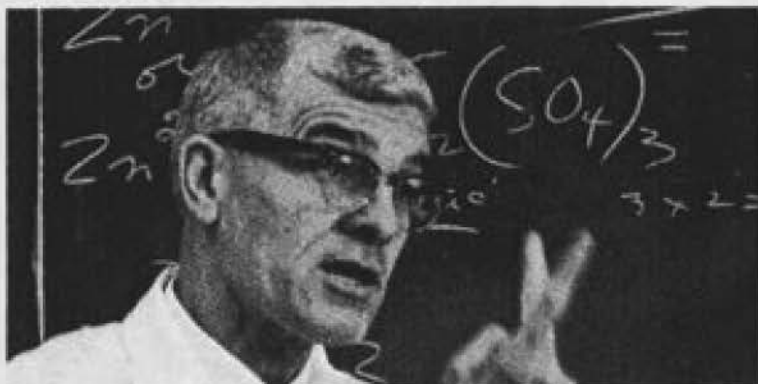
Dr. Eveline Lloyd - ~~Bio~~ Biology 1968 TC



# CHEMISTRY

1967 TC

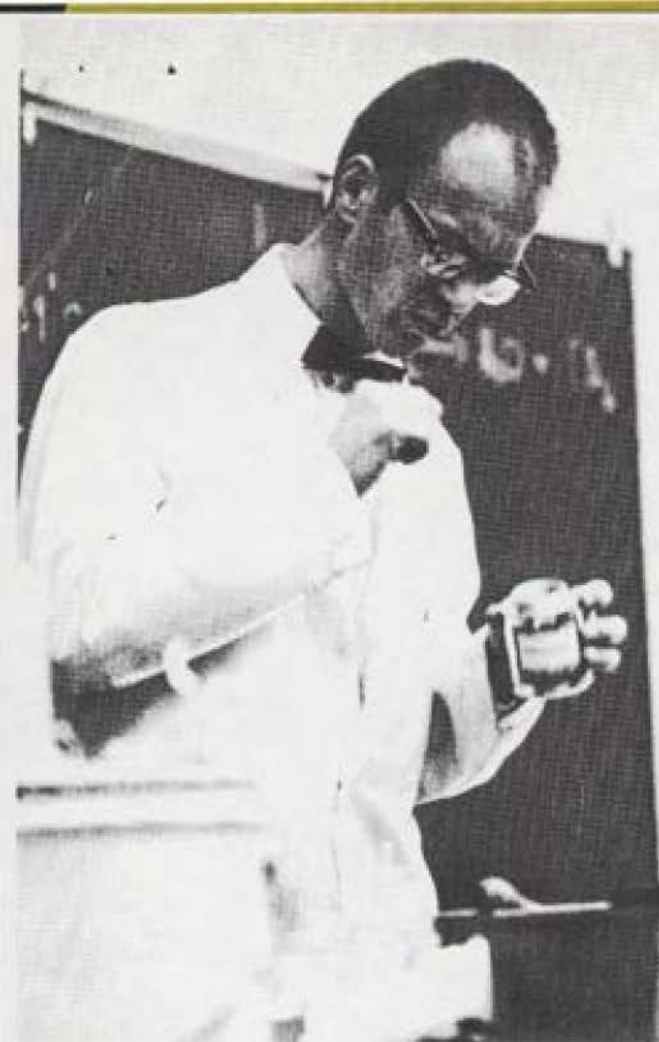
Donald Peterson



Francis Higgins, Chairman

Dr. N. Judge King





a student or visitor wants to locate the *Chemistry Department*, he does not really have to ask directions. His nose of smell will guide him to the third floor of Hall Memorial Building, where this department is located. Students can often be found in the classrooms learning the basic principles of chemistry while majors usually remain in the labs late each afternoon working on experiments. The men in charge of this department are Associate Professors Francis C. Higgins, Donald O. Peterson, and N. Judge King. The programs offered by the Chemistry Department prepare students for graduate study or for work in commercial laboratories.

The theories and principles of such great scientists as Galileo, Newton, and Einstein are studied and discussed within the *Physics* labs and classrooms. With the aid of instruments available in the labs, non-majors explore the laws of inertia, buoyancy, and gravity while the majors study more advanced courses in heat, thermodynamics, mechanics, electronics and optics.

Physics is a constantly growing field with an increasing demand for qualified people. This department, led by Professor Edward E. Beasley and including Assistant Professor Gerald Daly and Instructor Ray Parks, attempts to provide its students with a well rounded education for future work in labs or in graduate schools.



4 CHEMISTRY: 1. Donald Peterson, Associate Professor, 2. Dr. N. Judge King, Jr., Associate Professor, 3. Charles Gilmore, Instructor, 4. Francis Higgins, Associate Professor, 5. Above the entrance to the Chemistry office endures its symbol, PHYSICS: 6. Gerald



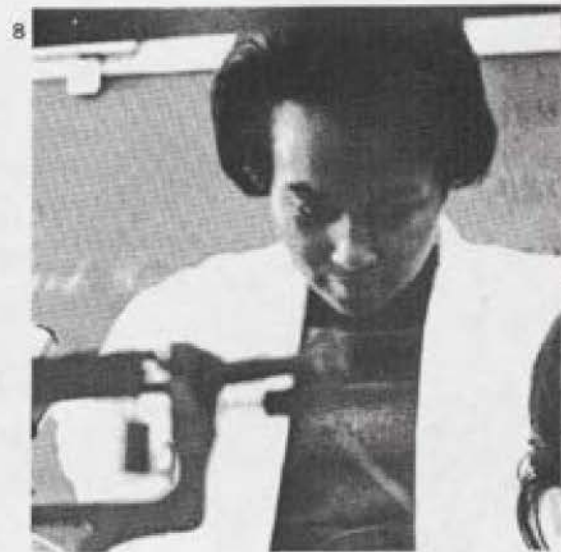




BIOLOGY: 1. Biology students show why the course is a "world of curiosity". 2. Clarence Harein, Assistant Guest Lecturer; and Dr. [unclear] Platt, Guest Lecturer. 3. During lab periods, various things of interest are placed on a table for students to study. 4. Jonathan [unclear], Professor. 5. Betty McAtee, Assistant Professor. 6. Edith Rikuris, Instructor. 7. Carle Bateman, Instructor. 8. Dr. Eveline Lloyd, Associate Professor.



1968 TC



April 11, 1951

April 11, 1951

Miss Florence Hiernan, Chairman  
Greater Washington Area Council  
American Veterans Committee  
1751 New Hampshire Avenue, N. W.  
Washington 9, D. C.

Dear Miss Hiernan:

Your letter addressed to Mr. Atwood, president of our Board of Directors, has come to my attention.

We are glad that the American Veterans are interested in worthwhile projects. We are sending you a catalogue of the college department of our Institution so that you will understand the background of the Columbia Institution for the Deaf.

There is much more to this than has been made known to you. It is true that the white deaf children of the District of Columbia are educated in the Kendall School, which is one of the departments of the Columbia Institution for the Deaf. If you will go back into the statutes since 1857, when this Institution was founded, you will find references to the care for colored deaf children of the District.

Gallaudet College, the collegiate department of the Institution, does not refuse entrance to colored deaf students. In fact, we have a colored deaf student from Texas enrolled here now. The difficulty has been that the education of the colored deaf is so far behind that of the white deaf that they have not been able to reach college entrance level in their education. Much is being done to alleviate the situation in the South now. Of course, in states other than those in the South, colored deaf children are educated with white children and may take the entrance examinations for college if they so desire. If they pass these examinations, we will accept them. We hope there will be additional colored students in Gallaudet College in the future. Furthermore, we have had athletic relations with Howard University in wrestling and basketball, which indicates our stand in that respect.

The situation in the Kendall School, however, is different. There is a ruling in the District of Columbia which calls for segregation. As long as all the white deaf children of the District of Columbia are educated here, we are compelled to refuse entrance to colored deaf



Miss Florence Hieman

American Veterans Committee

1111 New York Ave. - 2nd Floor

April 11, 1951

April 1951

children in that department. As far as we are concerned, we have no objection to a different policy, one such as that followed in the college. Of course, the Kendall School enrollment is composed mostly of children from the District of Columbia. We do have some thirty others who come to us from surrounding states and who are tuition students.

It would seem, therefore, that if colored deaf children were to be educated here it would have to be on a segregated basis. We have sufficient land and could use a part of it for this purpose.

We would be glad to have you come out sometime so that we could discuss this situation with you. We are always glad to show the public what we have. I hope that you will call me after you have read this letter.

With kindest regards,

Leonard K. Elstad  
President for the Blind and Deaf Children

LME:ls

After from the day that we have been as clearly disapproved of these children, the blind children stand to suffer by being left out of the school system. With the same old financial situation of the District of Columbia, the American Veterans Committee would like to see the children outside the District of Columbia and not have them of education that is not good for them.

Would appreciate your advising us as to your interest in this matter. To call for the children to be out of the District of Columbia. We are always glad to show the public what we have. I hope that you will call me after you have read this letter.

Very truly yours,

Florence Hieman  
1111 New York Ave. - 2nd Floor  
Washington, D.C.

February 11, 1953

The Editor  
WASHINGTON DAILY NEWS  
Washington, D. C.

Dear Sir:

As executive officer of the Columbia Institution for the Deaf and president of Gallaudet College, which is a part of the Columbia Institution for the Deaf, I must say that the publicity given our Institution in connection with the education of deaf Negro children is unfortunate. Apparently this information has been taken from a letter which was written to the District Commissioners regarding these matters.

I do not propose going into detail in this matter by correspondence. However, I do wish that you would send your best reporter out here for another story. I think he or she would find something very interesting to write about. Or, perhaps there would not be a story.

The Columbia Institution for the Deaf is interested in the education of deaf children. That is the purpose for which it was established, and it is the purpose to which we are dedicated. We are rather pleased with what we have done for the deaf children of the District. We are not satisfied with this progress, however, and we hope to do better. We have financial barriers, too, as other educational institutions have. These, however, are matters which cannot be settled in the press nor adequately described in the press. An interested observer can get a very real picture of what we are attempting to do. We do hope that the next story will be based on observation and full information. Our doors are always open to those who want to know about the things we are doing. The press is always welcome, preferably without pre-arrangement.

With kindest regards,

Sincerely yours,



Leonard H. Elstad  
Executive Officer

LHE:lg



All Official Letters to this Office must be addressed to the "Second Auditor of the Treasury," and in replying to Letters from this Office the initials on the upper left-hand corner should be referred to.

# Treasury Department,

SECOND AUDITOR'S OFFICE,

Washington, D. C., Sept 16<sup>th</sup> 1879.

Prof. Gallaudet,  
Sir

I drop you this note to inform you that my son Willie will not be able to enter your institution this year. He is at present quite unwell, and I have concluded to retain him at home until he is seven years old. I scarcely think he would be able to keep himself as clean as I would & have him. By next year I think he will be better prepared to enter the institution.

Very respectfully &c  
A. Catlett

S 2 C



*What's New On Campus***Gallaudet College—1952**

By DR. LEONARD M. ELSTAD

Coming in through the Seventh Street entrance we immediately find a change in occupancy at the Lodge. The Auerbachs have moved to the country (and like it). Mr. and Mrs. Wayne Clark will occupy one floor of the Lodge. Mr. Clark is a Normal this year and Mrs. Clark is a secretary (at large). Two college students live on the other floor. After copy of this article was submitted a young man from Indonesia, Saleh Bratawidjaja has come to us for an extended visit. He will spend three months auditing and observing work in our teacher training program.

In house No. 1 the occupants on the first two floors are the same. They are feeling fine and looking forward to a most interesting year. On the third floor we still have our "International House." Mr. Hideshige Omori has left us to return to Japan. Mr. Gunendra Nath Bose, Normal Fellow in 1951, is now actively engaged in the education of the deaf in India. We have added two foreign students, namely, David Anthony from England, and Henning Irgens from Norway. The young man from England has qualified for the Freshman Class. Mr. Irgens is a member of the Preparatory Class. They are both fitting into the college life very nicely. To refresh your minds, the representatives from the other countries are: Carl Croneberg from Sweden, Suleiman Bushnaq from Trans-Jordan, Jagabandhu Mitter from India, and Norman Tsu from China.

Walking across the circle from House No. 1 to House No. 2, we find that Professor and Mrs. Hughes are still very active on the campus. On the third floor of this house we have an entirely new arrangement this year. Miss Leslie Moody, a Senior, is acting as proctor for a group of seven girls of the Preparatory Class. This is necessary because our enrollment is so large that Fowler Hall is not able to take care of all the girls.

Professor and Mrs. Schunhoff are occupying House No. 3, as last year, with their two children. On the third floor we find Miss Harriet Gerber, of the Kendall School faculty, and Miss Virginia Pancake, a member of the Normal Class this year. Also, Mrs. Claire Betts, who is occupying the new position of Night Matron in Fowler Hall, has a room on this floor.

Denison House is next in line. It is still the dormitory for the Kendall

School girls. Miss Ann Cloud and Miss Polly Silling, both members of the Normal Class this year, are living on the third floor. We do have one change in the supervisory staff. Miss Mabel Haines resigned this past spring and her place has been filled by Miss Abigail deSombre as Assistant Counselor. There has been quite a change on the first floor of Denison House, however. This is now the dining room for all the younger children of Kendall School. It was found necessary to use the former Kendall School dining room, which was in Fowler Hall, for another college cafeteria. The older Kendall School students take their meals in the college cafeteria. Food is transported to Denison House from the central kitchen.

Houses Nos. 5 and 6 continue to be homes of Professor and Mrs. Krug and family and Professor and Mrs. Percival Hall, Jr., and family. Sara Hall is again attending Swarthmore College in Pennsylvania.

The Gymnasium has again taken on a new purpose, certainly one far removed from the original. The room that formerly housed the swimming pool, and more recently was used as a recreation room, now temporarily houses classrooms for our new unit for Negro children of the District of Columbia. The room has been attractively divided into four classrooms with ample play space and also room for tables for warm noonday lunches. There are 23 children enrolled and we have four teachers to work with these young people. The teachers are: Miss Mary E. Britt, Mrs. Rubye S. Frye, Mr. Robert Robinson and Mrs. Bessie Z. Thornton. This unit is working out quite successfully. The Snack Bar is the same with one exception. It has attractive wall space now for college bookstore material which is for sale by the students. Also, it might be noted that business is increasing, mostly because the enrollment is larger.

Between the Gymnasium and Houses Nos. 7 and 8, on the way to the farm, we immediately find great activity. Three one-story brick buildings are being erected for school purposes for our Negro children. The two end buildings will be dormitories and the center building will be a classroom building. These are definitely built with the understanding that when a new Kendall School unit is built they will be used for College purposes. They are constructed so that

the transformation will be easily accomplished. These are a part of the College fabric.

There are no changes on the first and second floors of Houses Nos. 7 and 8, with Dr. Doctor and his mother in No. 7 and Mr. and Mrs. Higgins and their family in No. 8. The Frisinas, however, are no longer in the apartment on the third floor of House No. 7. Mr. Frisina is now taking his residence work for his Doctor's degree at Northwestern University. Miss Hannah Meyer, a member of the College faculty, and Miss Pauline Shahan, of the Kendall School faculty, now occupy that apartment. On the third floor of House No. 8 we find Mr. and Mrs. John Caple and their daughter, Suzanne. Mr. Caple is a member of this year's Normal Class and Mrs. Caple is acting as secretary to Mr. Schunhoff in Kendall School. Their daughter is in the sixth grade at Wheatley School. Mr. and Mrs. Bird are now on the faculty of the West Virginia School for the Deaf, Mr. Bird as principal and Mrs. Bird as an instructor.

Dr. and Mrs. Hall still occupy House No. 9. This issue of the Bulletin is dedicated to Dr. Hall, which is a fitting recognition of his eightieth anniversary.

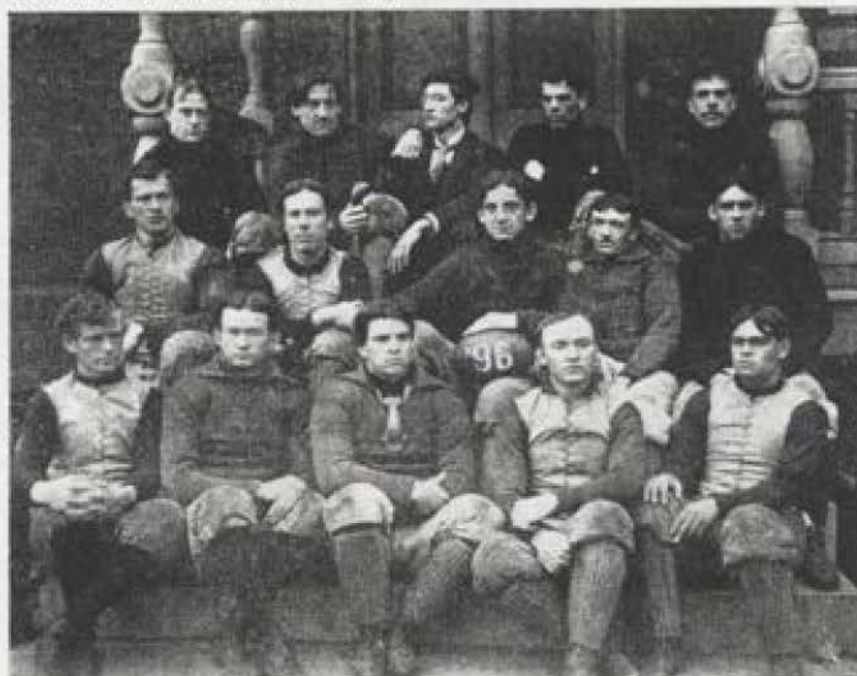
We must not pass the farm buildings without making an interesting observation. The dairy barn, sometimes called the cow barn, is now the home of our wrestling team. The floor has been leveled and a face-lifting operation is making the whole interior a very attractive wrestling room. Showers and washroom facilities are being installed and also heating arrangements are planned. Our wrestlers have been in the habit of running around the farm for exercise. Now they may stop on the way and do some wrestling, too. Our alumnus, Mr. Roy J. Stewart, who keeps a close tab on everything going on around the campus, has inspected the new quarters and expresses himself as satisfied with the arrangements. In our estimation, this is tantamount to full alumni approval.

Going down the road toward the college buildings again we find no changes except in the personnel of the coaching department on the football field. Most of the members of the Alumni Association are acquainted with the fact that Mr. Albert J. Rose, Class of 1927, is now the football coach. For those who have heard of his feats on the gridiron, this announcement is sufficient. For those who are not so well acquainted with him we might say that he was an

(Please turn to Page 8)



## Gallaudet Gridmen—1896



Dr. Hall played tackle on this 1896 Gallaudet team. The players were: First Row, left to right: L. Rosson, Baumgardner, Wernstaff, Darby, Haig; Second Row: W. Rosson, Roth, Smielau, Price, Hodges; Third Row: Erd, Brockhagen, Whitelock (Manager), Brooks, Hall.

## Dr. Hall As A Gallaudet Athlete

By Roy J. Stewart, '99

In the fall of 1892 there came to Kendall Green, fresh out of Harvard, a young man by the name of Percival Hall, son of Dr. Asaph Hall, professor of mathematics at the U. S. Naval Observatory, Washington, D. C. At Harvard he played lacrosse on the scrub team and baseball and football on his fraternity teams. He was a member of the Normal Class of 1892-1893. Who would have guessed that years later this young man was to become President of Gallaudet College and serve as such over a period of thirty-five years.

He was trim looking, around six feet tall and weighed 170 pounds. My first recollection of him as a Gallaudet athlete was when he was in the Normal Class and I was a pupil in the Kendall School. One day Miss Sarah Porter, teacher of my class, took us all up to the farm to increase our vocabulary by learning the names of things on the farm. As I was fresh off a farm in Michigan this stroll did not appeal to me too much. What was needed was action and this came when Dr. Hall, who had gone along as an observer, did a somersault on the hay in the barn. The fact that the hay was soft indicated that early in life he was a discerning man.

Dr. Hall appears at left-tackle on the 1892 football team. This team played only three games during the season, tying one and losing two. Lost to Columbia Athletic Club (16 to 0), Johns Hopkins (6 to 4), and tied with Y.M.C.A. (0 to 0). In the game with C.A.C., Dr. Ely, then a member of the faculty, played right tackle. When Dr. Ely was not at tackle he played fullback. Odom played either right tackle or fullback depending on where Dr. Ely was playing and if a long punt was needed. Odom's punts were long and booming ones. In those days material was scarcer than it is today and at times the faculty, the normal class, and the Kendall School were drawn on to complete a team. At one time Dr. Gallaudet's husky son, Denny (215 pounds), played on the team. At another time the two star halfbacks were from the Kendall School. Later, they entered College and both belong on the all-time Gallaudet squad. They were Walter Rosson and Edmund Price. In later years Dr. Ely coached the team and was ably assisted by Walter Rosson.

Dr. Hall also played in the outfield on the baseball team when he was a Normal and when he was a member of the faculty. I am unable to find in back numbers of *The Buff and Blue* the line-up of any baseball team of that time, so I cannot tell

(Please turn to Page 10)

## —Campus

(Continued from Page 2)

outstanding star while he was a member of our college football squad in the Twenties. He is busily engaged now in transferring his knowledge to our stalwarts and they are responding nicely. To assist him we have Frank Turk, a star on our football team for the last several years. He is a counselor in the Kendall School now and does this coaching work as an "aside." This makes a good coaching team which we hope will eventually guarantee us an excellent football squad.

Nothing new has happened at the greenhouse, in the garage or in the power house. BUT going out from the power house we had huge tunnels all summer. The campus looked like a First World War battlefield. Trenches went in all directions. New steam lines were installed from the power house to Kendall School, Fowler Hall and the Gymnasium. It was necessary even to cut through the tennis courts. All in all, it was a mess. But everything is now in order again and we are certainly prepared for a cold winter.

The Kendall School is now a brighter place for our children. The first floor has been completely rewired for fluorescent lighting. Dawes House also had some face-lifting done in some of the rooms on the upper floors. It is an improvement.

Fowler Hall was completely painted inside. This included the Gymnasium. The Clothing Department also has new fluorescent lighting. Mrs. Lee, the former instructor of clothing, is now a full-time art instructor. Mrs. Edith M. Hill, who has her Master's degree in Home Economics from Columbia University, is now in charge of the Clothing Department and lives in Fowler Hall. As stated before, the dining room in Fowler Hall, which was originally for college girls and has more recently been the Kendall School dining room, is now a second cafeteria for the college students. With two cafeterias we are now able to feed the entire student body with greater facility. The waiting lines are much shorter these days.

College Hall looks very much as it has in the past. The hospital room, which formerly was immediately across the hall from Dean Fufeld's office, is now on the second floor in the room just over-head. Dr. George Detmold, who is holding the new position of Dean of Instruction, now occupies the vacated space as his office. We should not pass through the main office without noting an additional desk in the corner where Dr. Fufeld used to have his desk

(Please turn to Page 11)



Mr. Edward L. Scouten was graduated from the University of Omaha in 1937. While attending the university, he had already started his career in the education of the deaf with a supervisor's position in the Nebraska School for the Deaf. Upon completing his undergraduate education, Mr. Scouten went to the California School, at Berkeley, for further training in the teaching profession. Completing the teacher training program at the California School, he taught the next two years in the Rochester School for the Deaf. The following fall Mr. Scouten matriculated at Gallaudet College as a normal student. Completing this training with the M.A. degree in 1941, Mr. Scouten has remained at Gallaudet College ever since, with the exception of 1941-42 when he was in the armed forces. He was appointed chairman of the Preparatory Department during the 1953-54 school year.

Rex Lowman was appointed to the staff of the Preparatory Department in the summer of 1954. Prior to that, he had taught for one year each at the Georgia and the Virginia Schools for the Deaf. Before entering the teaching profession, he had worked for the Farm Security Administration in Little Rock, Arkansas, and during the war years, he again entered federal employment with the Economic Statistics Section of Population Division, Bureau of the Census. Following this, Mr. Lowman worked upon two major studies at the Brookings Institute, a nationally famous economic research organization. Subsequent to this, he re-entered federal employment, with service for the Social Security Administration and for the Office of Vocational Rehabilitation. Mr. Lowman is currently doing graduate work in economics at American University.

Graduating from Gallaudet with the B.S. degree in 1947, Mr. Rudolph Hines taught in the West Virginia School from 1947 to 1952. Subsequently, he transferred to the Montana School for the Deaf for one year, following which he was appointed to Gallaudet College as an instructor in the Preparatory Department, where he now teaches mathematics. Mr. Hines is doing graduate work at the nearby University of Maryland.

Mr. Andrew Vasnick was appointed as an instructor in the Preparatory Department during the summer of 1954. Following his graduation from Gallaudet College with the B.A. degree in 1951, he performed statistical work for the Liberty Federal Savings and Loan Company of Philadelphia, Pennsylvania. At the same time, he began graduate work at the University of Pennsylvania, followed by further work at Florida State University.

## Kendall School Grows With College

By JOSEPH P. YOUNGS, JR.

*Principal, Kendall School*

*(Gallaudet's growth has affected the Kendall School, too. Not all of us are Kendall alumni but each has a fond spot for Kendall School, so . . .)*

The Kendall School has undergone several important and significant changes in recent years.

A considerable physical change occurred in the fall of 1953 when the College took over the classroom building which had served the children of Kendall School for sixty-eight years. At the same time, Dawes House, the boys' dormitory, was converted into a dormitory for the young women of the Preparatory Department. House Number Three, now called Fay House, was converted into a classroom building for the white children of Kendall School. The boys were moved into House Number Two, now known as Ballard House. This arrangement served to accommodate the pupils for the academic year 1953-54.

### Integrated in 1954

Following the Supreme Court decision regarding segregation in the public schools in May, 1954, the Kendall School undertook another great change when it took immediate steps toward desegregation. In September, the school was completely integrated. The classroom building and dormitories which had served the Negro pupils since their construction in the spring of 1953 were converted into primary cottages and a school for the primary pupils. The older children moved into Ballard, Denison and Fay Houses along old faculty row. This arrangement is functioning rather well.

### In Dept. of Education

Beginning in the second semester of the present academic year, 1954-55, the Kendall School was made a section of the Department of Education in the college. Headed by Dr. Elizabeth Van Loven, the Department of Education includes the undergraduate and graduate divisions in education, the speech department and the Kendall School. This change brought the Kendall School teachers into the Gallaudet College faculty and gives them the same status as the instructors in the Preparatory Department. Aside from the benefits of better salaries, the teachers receive recognition for their duties as critic-teachers of the college students doing practice work in the laboratory school.

Currently, there are eighty-seven pupils enrolled in the Kendall School. There are 35 girls and 52 boys. Four-

teen of the pupils are not residents of the District of Columbia. Kendall still manages to send a number of pupils to Gallaudet each year. At the present time there are twenty students in college who received substantial academic boosts in the Kendall School, either as regular pupils or as post-graduates from other schools for the deaf.

### Twelve Teachers

There are twelve full-time teachers on the staff, in addition to Miss Isabelle Walker, supervising teacher, and the principal. The educational program begins with the first preparatory and preschool level and follows through to secondary levels. The vocational program in the Kendall School is weak, because of the lack of facilities and instructors. It is hoped that this work may be developed as the college expands into its new buildings. Boys may receive training in printing, typing, and office practice. There is a minor shop program for the younger boys. Girls have some homemaking courses.

As Gallaudet College continues to grow, the relationship between the Kendall School and the college will become more and more intimate. College students do considerable practice teaching in the Kendall School. Kendall School teachers function as critics and offer special courses on methods of teaching the deaf. Perhaps no school for the deaf in the United States has spawned so many teachers currently active in the profession, as the Kendall School. The future of the Kendall School as a school for the deaf children of the District of Columbia, and as a laboratory school for the Gallaudet College students, and teachers-in-training, is bright because the future for Gallaudet College is bright. As the College grows, so shall the Kendall School.

## Berlin, Germany, Honors Gallaudet Philosophy Prof.

Dr. Christopher Browne Garnett, Jr., professor of philosophy at Gallaudet, recently received a special award from the government of Berlin, Germany.

The award, a porcelain replica of the Berlin Liberty Bell, was given in recognition of Dr. Garnett's work in developing the American Memorial Library in West Berlin, when he was serving as a cultural officer under the United States Military Government, 1948-52.



From DAVID L. de LORENZO

"Qui scit ubi sit scientia habenti est proximus"

—William Frederick Poole

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VAULT  
FILE # 1



# Hebrew Association for the Deaf

OBJECTS:—To foster a communal spirit among the Jewish deaf of New York; to promote their social and intellectual welfare; to provide them with religious instruction and opportunities for public worship; and to secure work for the unemployed.

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Phone: SCHuyler 4-8797

MR. A. FELIX NASH,  
*Executive Director*

MARCUS L. KENNER,  
*Asst. Executive Director*

Feb. 27, 1934.

Dr. Percival Hall, Dean  
Gallaudet College  
Washington, D. C.

Dear Dr. Hall:

I have recently been informed by a group of college students that colored deaf students are not permitted to study at Gallaudet.

If that is so, Dr. Hall, is there any other college open to them? Your reply, would of course be communicated to them; however, I should be very much obliged for the information for my own enlightenment as well.

If it is true that they are not permitted to study at Gallaudet while Howard University is provided for those who hear, would it not be desirable to get a group of educators interested in sponsoring a movement to assist colored deaf who may wish to train themselves for the teaching profession in the South?

Your advice would be highly appreciated.

Very sincerely yours,

*Felix Nash* Director



Colman  
Duff

March 1, 1934

Miss Tanya Nash  
210 West 91st St.  
New York City

My dear Miss Nash:

I have your letter of February 27 in regard to colored deaf students at Gallaudet College.

Let me say in the first place that the law distinctly provides that colored deaf children of the District of Columbia shall not be taught in our institution but elsewhere. Excellent arrangements are made for these children at Overlea, Maryland near Baltimore. All the institutions of learning in the District of Columbia are based on the separation of the white and the colored races. We have very fine schools for colored children here through high school and normal training and Howard University which does excellent work in many lines and has liberal aid from the United States Government.

We have in our own institution the very serious question of accommodations for other than white students, as we have no single rooms in our dormitories, nor do we have more than two such buildings, one for boys and one for girls. Many of our students come from the south, where it is the custom, as well as here, to educate the two races separately. I can not remember since I have been connected with the college in 1895 as instructor that any colored person has been admitted to our advanced department.

In regard to the number of students well enough prepared to take up such work I am convinced there are very few. Statistics show that deafness is not as prevalent among the colored as among the white. As far as I know the demand for colored teachers of the deaf is almost negligible. The schools for the colored deaf in Maryland and Virginia are manned by white teachers. This is possibly the case in other parts of the country. I do not believe it would be feasible or wise to move toward the special institution to prepare such a group. In such schools for the deaf as those in New York and St. Mary a very good foundation work might be laid, and with the aid of a small amount of money in scholarships the very few capable students might be helped in their work in colleges for hearing boys and girls. A number of graduates from the Rochester School for the Deaf have done well in colleges and universities in New York. I believe





AVC Cites Recreation Facilities

VETS ATTACK SEGREGATION  
AT SCHOOL FOR DEAF & DUMB

Segregated schooling for white and Negro deaf and dumb children at Columbia Institution for the Deaf on Florida-av ne today was attacked by the American Veterans' Committee (AVC), District Chapter.

Negro deaf and dumb children first were admitted last September after a long fight to bring them home from schools to which they previously had been sent in Maryland and Pennsylvania.

Now AVC has turned its attack on the school's facilities, where whites are boarded five days a week and Negroes are bundled back and forth in taxis between their homes and the schools, as day pupils.

The AVC also charges white children are given vocational training and a recreation program, while Negroes have only academic classes and no recreation.

The complaint by-passed the District School Board. It was sent to President Eisenhower and the District Commissioners.

--from THE WASHINGTON DAILY NEWS,  
February 10, 1953

September 16, 1952

Mr. Kenneth E. Carter  
Assistant Editor  
EBONY Magazine  
1820 S. Michigan Avenue  
Chicago 16, Illinois

Dear Mr. Carter:

We have your letter regarding your visit here. I think it is better that you did not come in August. Any time from now on will be satisfactory. The following are the names and addresses of the six Negro students we have here this year:

Mr. Eddie Crawford 19 Channing St., N. E. Washington, D. C.	Miss Ida W. Gray 15 Pear Court Conemaugh, Penna.	James D. Magness Iron Station, N. C.
Mr. Jeremiah Germany 14038 Orleans Detroit 3, Michigan	Mr. Andrew Foster 6025 Avenue G Fairfield, Ala.	Mr. James Massey 1012 E. 10th St. Austin, Texas

With kindest regards,

Sincerely yours,

Leonard M. Elstad  
President

LME:lg



**Ebony**

September 11, 1952

*Monday  
Feb  
Ester  
Magnum  
Mossley*

Dear Dr. Elstad:

I did not ask you in our previous correspondence when your college will open for the Fall term and when regular student activities begin.

I had planned to be in Washington in August, but since the trip has been postponed, it will probably be more convenient for all concerned.

What are the names and addresses of the four Negro students attending Gallaudet?

I will let you know beforehand when we will arrive in Washington.

Sincerely,

*Kenneth E. Carter*

Kenneth E. Carter  
Assistant Editor

KEC:wm

Dr. Leonard M. Elstad, President  
Gallaudet College  
Washington 2, D. C.



## Gallaudet College For Deaf Graduates 37 at Ceremony

Gallaudet College, the world's only college for the deaf, yesterday held its 90th commencement exercises sending 37 graduates out into a world of silence, yet equipped to be useful citizens.

The occasion marked the first time in the school's history that a Negro student was awarded a diploma. He is Andrew Jackson Foster, 28, a native of Alabama who plans to go into the ministry as well as the teaching of the deaf. Also, for the first time, a masters degree was awarded to another Negro student, Mrs. Hylda Maxwell Purce, a graduate of Howard University, who plans work in the educational field for the deaf.

### Nelson Rockefeller Speaks.

Nelson A. Rockefeller, under-secretary of the Department of Welfare, made the principal address. He told graduates that "Gallaudet College is an expression of that impulse to struggle against obstacles, which has lifted mankind out of the darkness of savagery into the light of civilization."

Diplomas and degrees carried the signature of President Eisenhower, patron of the college.

Dr. Leonard M. Elstad, president of the college, admitted a slight mixup in the presentation of diplomas. It was found before the ceremony, he said, that two graduates had been married yesterday morning. The bride and groom are George Wesley Dickson of Pennsylvania and the former Alice Elizabeth Sandstrom of Michigan. Dr. Elstad said the Sandstrom diploma should have carried the name "Dickson," perhaps.

### Speeches Translated.

Oral speeches were translated into the language of signs as were two musical selections.

### Degrees were awarded to:

**Bachelor of Arts.**  
Aller, Winona  
Baker, Louis  
Bart, Maywood  
Carlson, David  
Duck, Dale  
Foster, Andrew J.  
Rushes, Robert J.  
Knutel, Lucille  
Kubacki, Teruko  
Kukieski, Audrian  
Ludwig, William  
Nordstrom, William  
O'Rourke, Betty  
Pearce, Leonard J.  
Ramirez, Dolores R.  
Ramsell, James  
Rodriguez, R.  
Samson, William  
Watersides, V.

**Bachelor of Science.**  
Blumard, Carl  
Cobbage, Elia  
Cherninski, R.  
Duckson, George  
Greathouse, R.  
Johnson, Enver  
Marill, Medford  
Sandstrom, Alfre  
Wenzel, Eleanor

**Master of Arts.**  
Rogers, Earl  
**Master of Science in Education.**  
Delgado, Gilbert  
Giangreco, M.  
Kraus, Namala  
Lamb, Carey  
West, Marcella  
**Professional Diploma in Administration**  
**Schools for the Deaf.**  
Olanowicz, C. J.  
Lane, Richard

Honorary degrees were conferred on two members of Congress. Representatives Homer Thornberry, Democrat, of Texas, and John Phillips, Republican, of California.

Honorary degrees also went to the Rev. J. Stanley Light, Episcopal missionary to the deaf of Milton, Mass., and the late Truman L. Ince, once superintendent, Missouri School for the Deaf at Fulton. The Ince award was made posthumously.



FIRST NEGRO GRADUATE—Andrew Jackson Foster of Alabama, first Negro to graduate from Gallaudet College in the school's history, receives his diploma from Dr. Leonard M. Elstad, president of the college. —Star Staff Photo.

## Columbia Deaf Institution Backed on Charter Change

The House Education and Labor Committee yesterday voted approval of a bill to modernize the charter of the Columbia Institution for the Deaf, here and went on to talk of the need of expanding its plant.

Leonard M. Elstad, president of the institution, which would officially be called Gallaudet College, told the House unit the institution needs "practically a whole new plant." So far, he said, it has failed to get the approval of the Budget Bureau for such a project.

The institution needs about \$10 million, including provisions for a library, gymnasium and new classrooms and dormitories, he said. Pending budget requests include funds only for the library.

Dr. Elstad said the school also needs \$70,000 for more teachers and \$25,000 for pay raises.

Representative Phillips, Republican, of California, author of the charter change bill, said the

institution has not been given college accreditation "solely because Congress has not given it the necessary funds."

## Senate Passes Gallaudet Charter Bill

The Senate yesterday passed and sent to the White House a bill to change the name of Columbia Institution for the Deaf to Gallaudet College and to strengthen its charter.

The bill codifies laws relating to the institution which are now scattered through appropriation acts and other laws of the last 97 years and gives the private corporation's board of directors more authority to run the institution.

The bill would not change the institution's function, which is to serve as the world's only college solely for the deaf and give a high school education to deaf children in the District. Gallaudet officials have said the new charter should help the college get accredited and help win Budget Bureau backing for its proposed building program.

### Ford Theater

## Landmark's Restoration Furthered

The House yesterday passed and sent to the White House a bill directing the Interior Department to make a cost study of restoring Ford's Theater, 511 10th st. nw., to the way it looked in 1865 when Abraham Lincoln was shot there.

The House also approved and sent to the Senate a bill changing the name of Columbia Institution for the Deaf to Gallaudet College and codifying laws applying to it.

The bill does not change the function of the institution at Florida ave. and 7th st. ne., which in addition to operating the only college for the deaf in the world also teaches deaf children of the District through high school. It merely officially gives the institution the name by which it is best known.

The Senate postponed action on a bill to create twenty-seven new Federal judgeships, including three additional judges for District Court here in Washington. The bill came up on a unanimous consent calendar call, but was held up as too important to pass without discussion.