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Alabama School for Negro Deaf, The

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THE ALABAMA SCHOOL FOR NEGRO DEAF

The School for Negro Deaf is an integral part of the Alabama Institute for Deaf and Blind. This school is a new \$385,000 group of buildings with a fine staff of experienced workers with the deaf. The faculty and Administrative staff are white people. The supervisors and domestic staff are Negro. We have approximately two hundred pupils in school and have but ten to fifteen pupils in a class. The work schedule for our children includes speech training and lip reading as well as writing, reading, arithmetic, social studies, and natural science. We have vocational agriculture, poultry production, the mechanical dairy arts (pasteurizing, sterilizing, and bottling), laundry work (washing, tumbling, steam pressing, and mangle), general maintenance (electrical, carpentry, and painting), and cement finishing and cement block manufacturing as boy's vocational work. The girls learn dressmaking, embroidering, making slip-covers and curtains, laundry work (sorting, checking, hand ironing, mangle, and steam pressing operations), hospital service and cafeteria service. All young children have handicraft and art classes. Typing is taught to the older children as part of their class work. An adult sewing project in conjunction with the State Rehabilitation Service provides for Negro girls in industrial types of sewing.

The school furnishes excellent meals to all children. Our 1000 acre school farm produces nearly all of our pork, beef, chickens, turkeys, eggs, and milk. An increasing volume of green vegetables is also being produced.

All children enjoy a full recreation program with a thousand dollar's worth of study wings, slides, a merry-go-round, climbing towers, see saws, trapeze rings, horseshoes, supervised play and exercise period, volleyball, softball, basketball and football. Every Saturday night there are free movies in the chapel—and often on Sunday nights also. Four times during the year live actors perform on our chapel stage. Once a month (on the usual holidays—Halloween, Thanksgiving, Christmas, etc.) the teachers prepare large parties to which all the children eagerly come. We have picnics, outings, and barbecues in season.

We publish a school newspaper—every six weeks—in which stories of our school activities are written up by our pupils. Every home receives a free copy through the mail.

There are no charges to the parents of pupils other than for clothing, transportation, and incidentals (about \$1.00 a month). Special medical facilities are at hand with our school hospital staffed by four graduate nurses and a physician on call. Affiliation with the Alabama School of Medicine (Departments of Ophthalmology and Otology) gives our pupils the best specialized attention possible at no cost other than special hospitalization that may prove necessary (and never undertaken without authority from the parents except in emergencies.)

School is in session for nine months a year with a two-week Christmas holiday during which every child is required to go home. Brief Thanksgiving and Spring holidays are provided but are not compulsory.

We are always glad to give information concerning the school and we welcome visitors. We are proud of the work of our staff and of our pupils.

AMERICAN ANNUALS OF THE GALLAUDET COLLEGE WASHINGTON 2, D. C. A PHILOSOPHY FOR THE ALABAMA SCHOOL FOR NEGRO DEAF

In developing a philosophy of education one needs to be aware of the nature of the educational task, the nature of the pupil to be educated, and the nature of the educational activities carried on for those pupils by non-school groups.

In our school (ours is the sense that it is the one in which we actively participate) the educational task is to furnish a language, to develop an identity of self as well as of environment, to establish skills of communication acceptable to a hearing world, to overcome racial prejudice by competence in socially accepted goals (not in competition—but in parallel growth) in addition to the normal educational tasks of Health, Safety, Vocation, Family, Citizenship, and Leisure Time.

The nature of the pupils, themselves, in our school differs in no detail from that in the public schools except that ours have the additional handicap of deafness and, possibly, years of social maladjustment and frustration due to their possible rejection by their family and teasing by their peers, or the equally anti-social "babying" and granting of their every wish.

Our school has the burden of all the educational activities normally carried on by the home, the church, the theater, and the Community for nine months of the year; and often what we teach the child in the nine months must be such that it satisfies him during the three months of loneliness and misunderstanding that is frequently his lot at home—because of the language barrier.

"We recognize that the process of growing up involves the acquisition of fundamental competencies children and youth need to have in more efficient and complex patterns as adults. The two age groups are not divisible, but a unit."

We believe that this quotation explains our fundamental philosophy. Education is directed growth toward acceptable citizenship, which includes all the varying factors of health, command of fundamental processes, worthy home membership, vocation, worthy use of leisure, and ethical character. To us citizenship is not a par with its factors but is the goal that is unattainable without the harmonious interaction of the varying factors—health, home, vocation, morals.

To further define our philosophy in terms of these goals, in health we strive to rectify the more serious abnormalities with which the children come to school. We examine and care for the teeth by our staff dentist, our ophthalmologists examine and correct the children's eyes (Operating and fitting glasses when necessary). Otologists examine and try to eliminate trouble in the ear, nose, and throat channels. A staff physician and four registered nurses try to prevent and to cure illness and the results of accidents. Our psychologist assists in cases of mental maladjustment. Recreational periods are planned for the fullest participation of all. All meals are carefully prepared so as to give each child the proper assortment of foods and are so designed as not to become monotonous. Rest and relaxation periods are longer than the minimum recommended for good health habits.

In learning command of the fundamental process we utilize field trips, written reports, textbooks, library and non-textual sources, visual aids, auditory stimulation, and much drill. In this important teaching area—transmitting command of the fundamental processes—our philosophy has not jelled and the different teachers are progressing at different rates and by different routes toward achievement.

Our philosophy toward worthy home membership has produced a school in which all children participate in the maintenance. The girls and the boys both make their own beds, straighten up their own living space, and then cooperatively (in small groups) clean up the general living space and, concentrically outward, the campus adjacent to their dormitories.

Four boys serve as janitors of the main building. (Before we installed a gas boiler, one boy was fireman of the stoker-fed furnace.) Every room has its own homeroom janitorial committee. In the dining room groups of boys and girls prepare the vegetables, serve the food, do the dishes and clean up for three meals a day. (The only paid help in the school are two cooks and a dining room supervisor.)

Vocational training is a must with us. The Alabama Vocational Rehabilitation Service claims that a negro deaf girl is the hardest placement problem they have. Until four years ago there had been no vocational courses given to this group. Since then vocational training has expanded until now three-fourths of all the work turned out for the one thousand pupils and staff members of our Institute in our seventy-five thousand dollar laundry is done by negro deaf pupils. Laundries in Birmingham, Mobile, Montgomery, and Talladega have been asking for trainees. In sewing any of twenty five girls can cut out and sew up a dress in a day. Our power sewing machine department (under Rehab) is filling an order from the United States for one hundred thousand pillow cases. The boys are learning mechanical dairy arts. (pasteurizing, sterilizing, and bottling) so as to be ready to step out into jobs that pay better than cotton chopping and cleaning barns. Our cement finishing department has laid all the sidewalks and curbing at school as well as having made thousands of cement blocks that have been used in building chicken houses, slaughtering pens, bakery and cafeteria additions on the farms and campuses of the Institute. The house the principal lives in, at the School for Negro Deaf, was built by a combination of negro and white deaf boys, over a period of eight months, during their regular vocational class periods under the supervision of the woodworking teacher from the white deaf school. All the slip-covers and curtains in the house were sewn by the negro deaf girls as classwork. Whenever pupils do productive or assigned work after school hours (8 A.M.-3:30 P.M.) they are paid for it. Students as a whole earn from one hundred to one hundred fifty dollars a month for such work.

In considering worthy use of leisure, monthly parties, weekly moving pictures, Friday afternoon social dancing classes and supervised game periods have been regularly scheduled and heartily enjoyed. Many other extra-curricular activities such as square dancing, special art classes, bookbinding, photography, choral club, boy scouts and girl scouts are being arranged for this year.

We believe our duty is to encourage ethical conduct because as Miss

Mowrey (N.E.A. President 1951) said, "Ethics cannot be divorced from education." We must teach "good and bad," "better and worse," "best and worst." Evaluation is impossible without a basic ethic. We are teaching children to live in society and we must develop in these children the ethics of our society as they are and try to show these children where the ethical standards could be improved.

In our school we stress the fundamental fact of our school—it is a school for negroes. The pupils are not to be ashamed of their race. They have a fine heritage to emulate. They are deaf—their conduct should be such that deaf people generally should be respected—not pitied nor ridiculed.

Our idea is that in teaching our pupils as we do, we are building in them an understanding of their citizenship in which they will live, communicate, have their families, work, play, and cooperate intelligently. Our philosophy is expressed in the actions of the pupils striving for full acceptance into citizenship on their own merits and enjoying the process.

STATISTICS—Attendance Record of the School Since 1937

YEAR	ATTENDANCE
1937-38	95
1938-39	108
1939-40	116
1940-41	113
1941-42	118
1942-43	110
1943-44	100
1944-45	101
1945-46	96
1946-47	108
1947-48	109
1948-49	142
1949-50	171
1950-51	202

YEAR OF 1950-51:

Primary Department	71
Intermediate Department	99
Advanced Department	32
Born Deaf	101
Became deaf before three years	40
Age unknown when deafness occurred	23
Lost hearing between 3 and 5 years old	26
Lost hearing after age of 6	12

THE ALABAMA BANNER



VOL. I NO. 1 THE ALABAMA SCHOOL FOR NEGRO DEAF

OCTOBER, 1949

EDITORIAL STAFF

Editor	Edward Warmley
Office news	
Field trips	
Animals	Willie Lockett
Candy and Coke	
A.E.A.	
Accidents	Annie Knight
P.T.A.	
Girls' Dormitory	Claudia Gunn
Movies	
Boys' Dormitory	Bsn Hudson
Dr. Bryan's Office	Betty Pope
Parties	
Playgrounds	Leverta Garner
Typing and Visual Aids	
Library and Study	Rosie Hudson
Sewing Room	
House Building	William Cook
Vocational Agriculture	
Brick and Cement	Marshall Burns
Maintenance	Milton Taylor
Chapel Programs	
Cafeteria	Bessie Anderson
Landscaping	Ella McCall
Chapel Talks	
Faculty News	Jerry Long
Visitors	Mary Saniers
Faculty Advisor	Mrs. Tate

* * *

FROM THE PRINCIPAL

With this issue "The Alabama Banner" greets all patrons and friends of the Alabama School for Negro Deaf with the first periodical published in the history of this school. In our publication we are endeavoring to inform the public of the activities and the spirit of the pupils at our school in the words of the pupils to as great an extent as is possible. We must admit that some of the articles have been grammatically tailored by members of the faculty, but the ideas presented are pupil organized.

As future numbers are made up, we sincerely hope that the process of publishing their own paper will so broaden the vocabulary and language dexterity of the pupils that less and less editing by faculty members will be needed.

As Principal of the School, I am proud of the initiative and hard work done by the student staff in collecting and writing the material contained herein.

ARCHER P. BARDES

OUR SCHOOL

Our school is situated on the Sylacauga Highway just inside the city limits. This year our campus is green with grass. Last year there was red clay everywhere and each time it rained, it became muddy and slippery. We could not keep the dormitories free from dirt.

We have sidewalks leading from one building to another now and we hope to have the road that leads from the highway to the administration building paved some day.

Our school grounds have no trees of any kind, so we are going to plant some pecan trees early this winter. We hope these trees grow to be beautiful and will have plenty of good nuts for us to eat.

Mr. and Mrs. Wright Gilchrist are Mr. Bardes' helpers this year. Both of them are former teachers. Mr. Gilchrist takes our principal's place when he is gone on a trip or to a business meeting and he also takes our boys and girls to the places where we are to learn our trades. He drives the school bus on these trips. Each afternoon when school is out, he sees to it that we all get exercise and that we play fair.

We have supervisors to see that the boys and girls behave themselves and keep clean. They are Mrs. Clemmie Gilmore, and Mrs. Henrietta Reynolds for the girls and Mr. Herbert Slay, William Cook, and I for the boys.

Clemmie Gilmore has been working with us nearly three years and has a son who is deaf and who attends our school. Mrs. Gilmore had also worked with our pupils at the old school where the negro blind still are. We hope she continues to work with us and that all pupils will be good to her.

Henrietta B. Reynolds recently took a job here as supervisor of our smaller girls. She is from Rome, Georgia and she had formerly taught in the Georgia School for Negro Deaf in Cave Springs, Georgia. Mrs. Reynolds had attended Clark College in Atlanta before she took up her work with the deaf. We want her to like us and stay with

us. Mr. Herbert Slay, a World War II veteran, has been acting supervisor of the boys for nearly a year. He lost part of his hearing while in the service at Okinawa. He uses a hearing aid. He is learning lip reading and speech improvement from Mrs. Giott and Miss Teegarden. He also is in training here as a cook and is a great help in our kitchen.

Herbert has just agreed to a new Veterans Administration contract that will have him working with us for eighteen more months.

Miss Ossie R. Lawson is our dietician. She has taken the place of Mrs. Johnson, our former dietician.

Miss Lawson graduated from State A. & M. College, Normal, Ala. before starting to work here. She is a nice and beautiful woman. We certainly hope that she likes her work with us.

Our cook is Mr. Ernest Griggs. He learned how to cook at Tuskegee Institute. He worked at Panloy's Restaurant in Indiana for years before he returned to Talladega this summer. He is a good cook and makes fine salads and other food that we enjoy every day.

NEWS FROM THE PRINCIPAL'S OFFICE

There are 146 students enrolled in our school now. 16 new students have been enrolled this year. 4 of them were not up to our standards, so were returned to their homes.

Mr. Bardes' secretary, Miss Wade, is sending letters to all parents asking them to attend the Parent Teachers Association meeting in the school chapel, October 16th. Many parents of our children will come and their children will be glad to see them.

Mr. Bardes received a letter telling us that we will have three stage shows this year. The first will be next Tuesday, October 11th. We will see some ponies and dogs do tricks. Later we will see a magician and be shown how glass is blown into different shapes. We can see all three shows for 75c.



GREETINGS

I welcome the first issue of "The Alabama Banner". Congratulations to students and teachers. It pleases me that the students have written most of the articles and stories in the paper. We should strive to make it better with each issue. We should be proud of our school and try to keep it clean and orderly.

I hope the parents will take more interest in the school and their children. All parents belong to the Parent Teacher Association.

With everyone working hard, we can have the best school we have ever had.

Please call on me if I can help the School and the paper.



DR. JOHN E. BRYAN'S OFFICE

One morning I went to Dr. Bryan's office. I was surprised when I got in there the first time. He had so many papers on his desk. It made me feel that the letters were too many for him to read.

He gave me a map of Alabama with the State Capitol pictured and the signature of Governor James E. Folsom. He also gave me copies of the "Mississippi Missionary" and "The Word and the Way".

He has a beautiful picture of "The Pilgrims". It is about one yard long and a half-yard wide. It hangs above the mantel.

In the office there is a large bookcase full of many books. I noticed two large tables - one for himself and one for his guests. I saw the picture of our first President, George Washington.

Dr. Bryan's room is very nice. Two big pictures of horses, named "Man of War" and "War Admiral" hang on the wall. On the same wall I noticed a large electric clock. A picture of Roosevelt hangs near the bookcase.

On the fireplace is an award presented to Dr. Bryan by the National Conference of Christians and Jews.

A big Webster's Dictionary is located near his desk.

The room is light because of three large windows.

This was my first time to be in Dr. Bryan's office. I was very proud.

B

FLOWERS AT SCHOOL

Our traffic circle is filled with flowers. Different kinds of flowers have been blooming there all year. At present the center is filled with Aggeratum, around which Chrysanthemums and Santa Daisies are planted. The Daisies have bloomed and the Chrysanthemums are budding now. Outside of this ring is one of red pom-pom

(Page 10)

Thirty-seven of the counties in our state are represented in the enrollment of our school.

Bibb	5	Lee	1
Butler	2	Limestone	1
Calhoun	3	Lowndes	2
Chambers	2	Madison	4
Cherokee	1	Marengo	6
Choctaw	4	Mobile	13
Clarke	1	Monroe	1
Conecuh	1	Montgomery	11
Coosa	1	Perry	1
Craig	1	Pickens	1
Dallas	1	Pike	1
Elmore	1	Shelby	1
Escambia	1	St. Clair	1
Etowah	1	Sumter	1
Greene	1	Talladega	5
Hale	1	Tuscaloosa	1
Henry	1	Walker	1
Houston	1	Wilcox	1
Jefferson	26		



THE WEINER ROAST

On October 1st we had our first party of the new school year. It was a weiner roast under the direction of Miss Lawson, our dietician, and the domestic staff.

The children lined up for the roast about six o'clock. They roasted their weiners on long sticks. We liked them very much. Miss Teogardan and Mrs. Gielt came just in time for the weiner roast. I can't tell how many weiners they ate. We were sorry Mr. and Mrs. Bardes weren't here. Mr. and Mrs. Gilchrist watched after the boys and girls while Mr. Bardes was gone.

I ate two weiner sandwiches. We also had potato salad, doughnuts, marshmallows, drinks, etc.

The little "kids" ate so much that they could not eat any more, but the larger boys and girls acted like they wanted more - especially the boys.

When we had finished eating, we threw the paper plates in the garbage and went to our dormitories to wait a while before the movies were shown.

BP



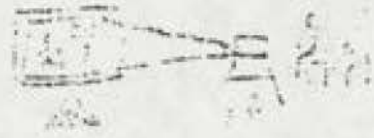
THE HALLOWEEN PARTY

Last October 27th the pupils here had a Halloween party. It began at six P.M. and lasted until nine-thirty. The girls and boys put on masks. They looked very funny in their masks. The teachers came and taught the girls and boys games to play. We played many games. Dr. Bryan came to our party. He said, "Hi!" to all the boys and girls. William Cook took some snapshots of him. The funniest person at our party was one

of our teachers, Mrs. Harper. She had put on a sheet, funny shoes and a red mask. She looked like an old witch. The other teachers laughed at her. So did the Children. We danced some games. We tried to bite apples out of a tub of water. The larger girls and boys played tug-owar. My team won. Mr. Bardes brought some paper pumpkins and put each of them in a window. Each window had a pumpkin glowing in it. Mr. Bardes let the lights off for a few minutes and then he put them back on. At eight o'clock the smaller children ate. After they had finished, they went to the dormitories and went to bed. The larger boys and girls stayed until nine-thirty.

Mrs. Harper and Mrs. Monerief are in charge of our Halloween Party for this year. We expect to have as good a party as we did last year.

BP



VISUAL AIDS

Mrs. Tate teaches some of the boys and girls everyday. She has a little picture show in her room for them. The pictures are similar to the stories and to the work that is being done in the regular classes.

These stories teach the children how to keep nice and clean and how to be friendly to each other. Some of the girls and boys try their best after she has taught them.

She has a class every thirty minutes. All of the boys and girls start to school at 8:30 A.M., so this shows that she is working all the time.

One day a highway patrolman showed us a moving picture. It was about how to go safely across the street. It showed how the police directed the school children. He helped them across the street safely. We must obey traffic rules. LG

Twenty-seven of our pupils are from Jefferson County.



MY VACATION

When I returned home from school last summer, my mother told me that I would have to remain at home. During the summer I went fishing on clear days but I never caught anything but some twigs or an old crawfish. On rainy days I would get on the bed and read a book. I read many books and some funnies. Sometimes I visited my friend who had been in my class when I had gone to public school in 1947. She is in the eleventh grade now. Once we had a quiz and we asked each other questions in history. She was surprised that I knew as much about history as she.

I enjoyed my summer vacation very much. I went to church several times but I did not like to go because I couldn't understand what the preacher was saying. I heard some of the songs the people sang. I knew one and the tune to it. It was "Nearer My God to Thee".

AK



VISITORS

Dr. Bryan visited our study hall Tuesday night, October 3rd. He said that the boys and girls were quiet and working hard with their books. Dr. Bryan was proud that the pupils were nice in the Library.

Rev. Blackford came to school September 27th and showed us pictures of his trip to Florida and Virginia.

Rev. Fletcher was here the last Sunday in September. He preached to us. His talk are always interesting.

Sometimes people come to see Mrs. Bardes' cats. Often they buy one.

MS



THE HOSPITAL SERVICE

Nellie Johnson and I are learning to work at the hospital. We want to learn and we must work hard. I have a good job working in the hospital. Miss Billie LeFoy is the head nurse. She likes Nellie and I. Some other girls and boys work in the laundry and have many clothes to press and iron every day. Mrs. Palmer is the vocational supervisor for the girls. All the boys and girls obey Mr. Bardes and will help work. Some of the girls are enjoying their work.

Vera Murphy is the cook in the hospital. She is deaf, but is not one of our students. She is older than we are and she used to go to our school.

EM

LAST SUMMER

My sister and brother went with me to Montgomery last summer. We saw a good movie. I went to church every Sunday. My mother went to Birmingham in June to visit my father who lives there. I helped work for my mother. We washed clothes.

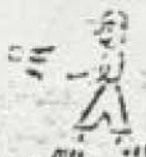
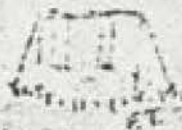
EM

MRS. TATE

Mrs. Tate is our typing teacher. She teaches our class how to type. We have five typewriters. There are four boys and seven girls in the class. Some of us are improving in typing. We like it very much. We make many mistakes, but we laugh at them. Mrs. Tate is anxious to teach us.

The ones that are not typing are supposed to work on the newspaper each afternoon.

LG



OUR PLAYGROUNDS

Every afternoon at four P.M. the boys and girls go out to the playground. The girls play volley ball and the boys play softball. The girls enjoy playing volleyball.

Mr. Gilchrist is our instructor. He makes things interesting for us. All of the little boys and girls take exercise. They skip, jump rope, run around in a circle and sing "A tisket". We have swings at our playground. Some of the girls love to swing. Our principal tells the girls and boys not to swing too high. Some of them think he does not see them and he catches them and punishes them. He tells them to stop swinging high. Some of the girls have swung too high and have fallen onto the ground.



THE GIRLS' DORMITORY

Miss Claborn and I went to school on home service night. December second, we went to the girls' dormitory. We were surprised when we saw the walls painted blue. They are very pretty. Three men painted the walls last summer or last year. All of us girls are happy in the dormitory.

The small girls sleep on the second floor. The large girls sleep on the first floor. Our supervisor is Mrs. Glennie Gilmore. The small girls go to bed at 7:30 every night. The large girls go to bed at 8 o'clock. All of us get up at 6 every morning except on Sunday.

We change our bedsheets every

girls must get up early in the morning to be ready to work in the kitchen serving breakfast. Some of us iron our dresses before going to the kitchen or school. We like to look clean. Most of us dress up very nice, so we can be nice to look at whenever we are singing or speaking in the chapel.

Mrs. Glennie Gilmore is the girls' supervisor downstairs. She wakes us up early every morning at six o'clock. She writes a list of a group of girls' names on a paper every week. She gives each girl a duty to do and she is supposed to keep her assignment clean for a week. She always tells us that we do not know when visitors are coming. Every Friday evening some of the girls wash the blinds to keep dust off them. We wash the windows once a month, but we wash the windows every morning before going to school. We have some pretty furniture in our dormitory. There are pretty big chairs and tables. Sometimes the chairs are broken. The person who breaks the chairs is the one to pay for it.

We, the girls, like to get play games and read good books. Sometimes we talk about our boy friends or what we did at home last summer. Some girls practice signs for one song they are to give in chapel.

Some girls are washing the underclothes every afternoon. I broke the flywheel of the hand one day. A man came and repaired it.

MOVIES

We have movies every Saturday

THE A. E. A. MEETING

The first local A. E. A. business meeting was held Friday, September 30, at the A. S. D.

Mrs. Grace and Mrs. Gorgan were elected members of the executive committee for the A. S. N. D.

Local dues were voted on and set at \$1.00 for the year. The N. E. A. dues will be paid according to each teacher's individual salary.

The following committee were formed - one teacher from each school on each committee. Their names are as follows: On the Program Committee is Mrs. Colburn for Colored Deaf School; the Social Committee, Mrs. Gielt; Public Relations, Miss Teegarden, Professional Relations, Mrs. Tate; Teacher Welfare, Miss Johnson; Spiritual and Religious Relations, Mrs. Smithson; Legislation Committee, Mrs. Harper.

Our first meeting will be a social one to be held on Thursday October 27th at the White Blind School. The second meeting will be held on February 9, 1950 at the White Deaf School. The third meeting will be held on April 13, 1950 at our school.

A meeting was held on October 5th at the Y. W. C. A. at 10:30 in Birmingham. The teachers were invited.

I hope that we will get better education and enough money to support our schools.

There have been no delegates selected yet.

Those teachers, whose names are listed in this issue, are teaching at the School for the Colored Deaf.

MRS. RAMEY'S PARTY

On Saturday afternoon, October 5, in our library Mrs. Gilchrist gave a stork shower for Mrs. Ramey, one of our former teachers. She invited many of her friends to the party. The guests came. They brought Mrs. Ramey many gifts. After they had the games and talked, they all went to the table. They had cookies, ice cream, and candy. Edie and Callie were the waitresses. They carried the food to the guests. They wore nice clothes.

ANIMALS

Mr. Bardes has some cats behind our school.

A few days ago one of the cats gave birth to two pretty kittens. Mrs. Bardes took them into her dining room. One of the cats likes to be petted, but the others can't be.

Our teachers and principal tell us to be kind to animals. I shall be kind to all animals except reptiles.

WL

GANDY AND COKE DEPT.

We have a candy store in our school building.

Last year we sold \$533.75 worth of candy and got \$88.41 profit with which we bought playground equipment and electric irons.

I often buy something when I am out for recess. Curtiss' Baby Ruth and cheese or peanut butter crackers are my favorites.

Sometimes some of the girls buy a new kind of candy which they have never tasted before. One would tell the others how delicious it tastes. Then all would buy the same thing.

We do not have any chewing gum in our store. I think Mr. Bardes is wise because he knows we will chew while we are in class and we can't study our lessons.

Mr. Bardes' secretary is the clerk of the store this year.

WL

BOYS' DORMITORY

Every day the boys clean up the rest room. They clean the venetian blinds and mirrors. They are clean. Three boys make up the beds. On the second floor several boys mop the floor. Edward Warmley is a supervisor of the children on the second floor. The children must go to bed at 9:00. We eat breakfast at 6:55. One day Edward whipped a boy. He cried. Edward said to the boy, "Please wash your face and hands." William Cook and Slay are the supervisors of the large boys on the first floor. The supervisors tell the boys to move to chairs quietly. They are not supposed to play in the dormitory. If some boys disobey, Slay scolds them. Some of the boys clean up the rest room. All of the boys must go to bed at 9:00. They must go to school on time. We have to wear nice clothes.

WL



TRADES

All of our boys and girls began learning different trades last year. At first they did not like the new way, but this year they like it more. This will help them to know how to do real work when they leave this school.

There are two groups of boys learning bricklaying.

One group Marshall Burns, Lee Green, Eddie Long, Ocie Rawls, Charles Hutchinson, and William Cook work in the morning, and the other group Clifton Brown, Johnnie Walker, Jerry Long, and Perry Columbus work in the afternoon.

They have been making concrete blocks to build our principal a home. Our principal hopes they can make over fifty blocks a day.

The morning group make twenty-four to twenty-six blocks each morning. The afternoon group come to take their place so they can go to school. The afternoon group makes nearly as many as the morning group.

We are hoping that our principal can have a home to live in before the coming of next year.

There are two groups that work on the laundry. Each is a group of eight persons.

Four are boys and four are girls. They are Edward Waruley, Ben Hudson, Carl Bohannon, W. L. Grease, Rosie Hudson, Betty Pope, Martha Deane, and Flora Thomas.

The A.M. group and the P.M. group take turns so one group will be in school. The boys learn pressing and washing. The girls do the ironing and operate the large mangle. They are learning to know their work so when they leave school and get a job, they will be ready to do the work the right way.

This school is teaching them not to jump from job to job in a short time.

ME

MR. MILLER'S WORK

One day Mr. Miller was told to repair a broken window pane in Mrs. Harper's room. He talked with Mrs. Harper for a while. Then he went back to the shop and got his tools. He came back with William Cook as his helper and removed the broken glass, put in a new one and left the room while Mrs. Harper was not there.

She did not know it had been fixed and again she talked to Mr. Miller. Mr. Miller told her that he had just put in a new one while she was out of her class room. She reached out and saw that the glass had been repaired.

Mr. Miller was now in his shop for four days because his mother was sick. She passed away. The teachers sent flowers to the funeral. Our class gave Mr. Miller a note of sympathy.

Mr. Miller is a teacher, too. He teaches the high school boys and girls. He is my teacher, too. He is a good teacher. We like him. We is kind.

ME

MR. CALDWELL'S SHOP

Mr. Caldwell is a shop teacher. The negro boys learn many things. They learn quickly. Mr. Caldwell is very happy.

ME

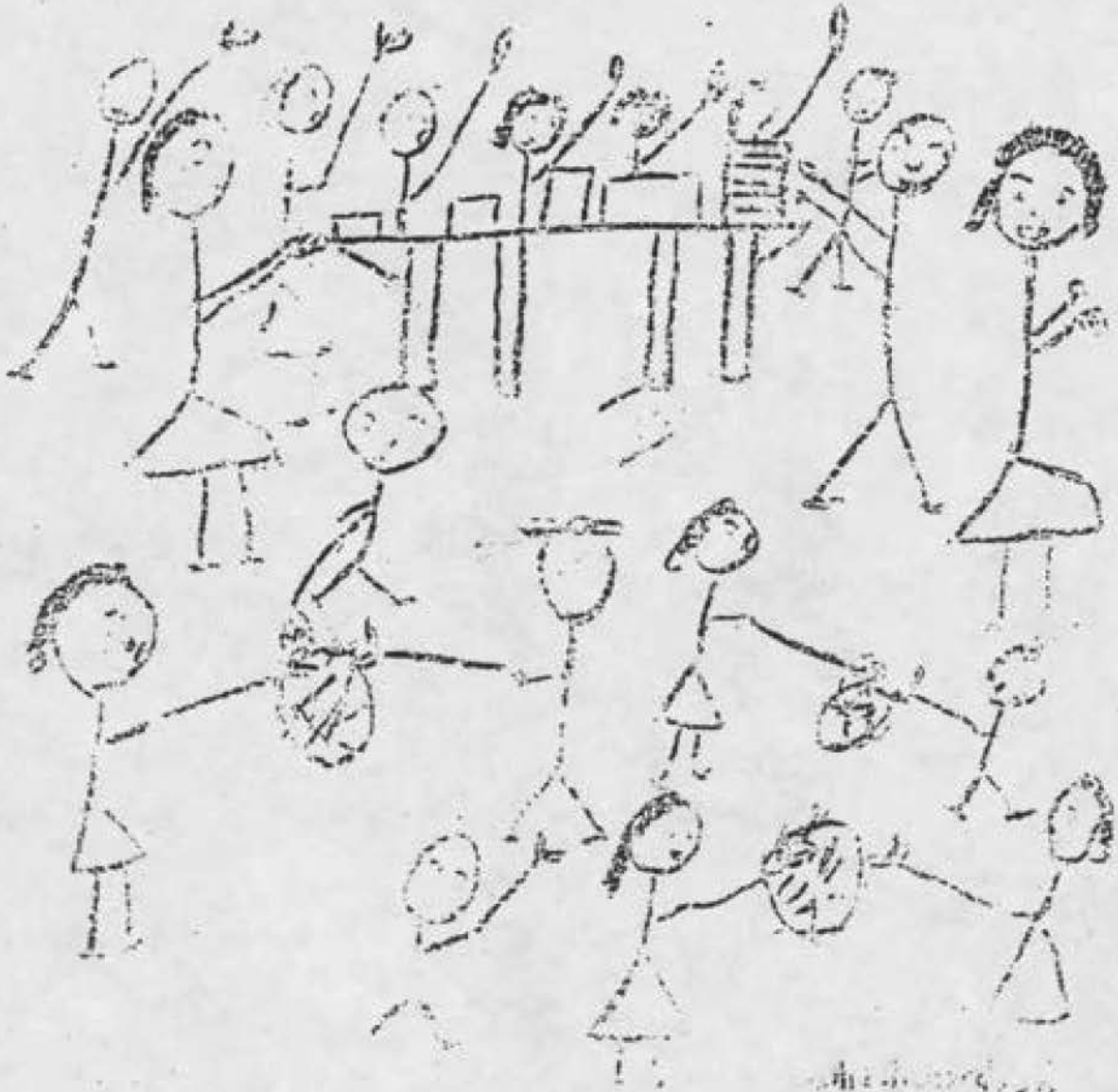
Five of our boys went to the hog house. They made a trough for hogs' food. Mr. Caldwell told the boys what to do. They brought some sand and put it on the ground by the trough. They dug the trough and put it in the whel' berry. By time they will take cement for the hog trough.

One Thursday coming we made some concrete blocks. We worked from 8:30 A.M. to 11:30 and we made 25 blocks between that time. With those blocks, we are going to build a house for our principal.

(Continued-Page 10)

PREPARING FOR THE WEINER ROAST

Mr. Miller took eight of us boys into the woods to get some sticks for roasting coney's. Two boys cut the thin sticks and the rest gathered them. Saturday evening October the first the boys and girls had an outdoor party. While getting the sticks, one boy saw three snakes. He ran and called the rest of us and we killed them. One boy was goin' to use a knife from our kitchen. I told him not to, but to throw stones or get a stick to kill them. After that they looked this way and that way in case there would be some more around.



THE PARTY

At the party the boys and girls were given two coney's each. We roasted them on sticks over the fire. It was fun to see some of the roasting weiners - some were black, some slipped off and fell into the fire. When we finished cooking them, we were given buns and potato salad and marshmallows. I took some pictures of the children when they were lined up and while they were eating their hot dogs and taking their drinks. We had a good time.

Con't from page 3 Flowers

q
Zinnias and orange and yellow miniature Marigolds. Outside of these are four rows of Gladiolias (2500 bulbs). The outside or fence row of flowers are large Marigolds. At the right times the front of our school has been kept pretty with Jonquils and Iris. Holyhocks and Shasta Daisies have bloomed with Scabiosa and Snapdragons.

Henry Brown is our ground-keeper. He has just put out three bushels of lemon lillies along our driveway. During the summer he set out almost as many white iris along the highway empanment. EM

Con't from page 8 CALDWELL

The six negro men come to the school for the Negro Deaf and they laid concrete blocks for the foundation to the house for our principal.

One morning some boys and I dug ground and filled in the porch.

Mr. Patton brings some white deaf boys to our school. They work and help the men. They move the heavy planks and remove the nails. It will make the sills. When they get the termite shields they will start the house.

Mr. Bardes has taken a movie of what the white deaf boys and the negro deaf boys are doing. WC

MR. ELLIOTT

I went to the farm to see the white deaf boys doing their work. Mr. Elliott taught them how to plant cabbage. They watched him carefully. Then he told them to show him what they could do. After they did their work, he told them to put papers over them to keep them from the hot sun. Some of the boys said they were glad to learn farming. One said, "I am going to be a farmer and I will not have to buy my food, but I will have plenty to eat".

One of the boys plowed the field and took the weeds off to allow the vegetables to grow. When he finished plowing, he rode a mule and went back to the barn and put it in the barn.

About the afternoon work: Seven negro deaf boys work on the farm. They are Willie Doss, William Twitty, Lonnie Ervin, Willis Jenkins, Press Allen, Billy Scales, and Lawrence Dill. One boy plowed the field, another boy poured water into the holes and on the ground and the next boy put some cabbage plants on the ground near the hole and other boys planted cabbage in the holes and pressed loose ground around the plants. The field looks pretty with the cabbage in straight lines.

Another time, seven of our boys worked on the farm. Two boys cut grass and another boy pulled weeds from the corn. The other boys watered the strawberries with a hose. One boy plowed the field and made terraces to keep the soil from being washed away.

Mr. Elliott is a good teacher to the boys and he teaches them how to work on the farm. WC

THE DINING ROOM

All of the girls and boys try to be quiet in the dining room. We have very good meals. Dr. Bryan came to visit the kitchen last week. The boys clean the dining room floor every afternoon.

The boys and girls are learning how to be polite in the dining room.

Some girls and I serve dinner every day in the cafeteria. The girls and boys still like to look around and talk during meal time. We have a man cooking in the kitchen.

Mr. and Mrs. C. E. Jones came to visit the kitchen last year. They looked at the improvements in the room.

I was surprised to see Mr. Bryan come to the kitchen two weeks ago.

All the cafeteria girls washed the windows one morning. Some of the girls washed the walls last week. Some other girls picked chicken a few days ago. Willis Thornton opens the cans of grapefruit juice and passes pears to all the children every morning at recess.

Con't ON Page 11

(Cont. from page 10 DINING ROOM)

Miss Lawson is our dietician. We like her very much. She teases us how to eat and how to keep a cafeteria clean. We try to keep the kitchen clean all the time. Mrs. Palmer comes to see the girls almost every day. She tells us that we must keep everything clean.

Mrs. Baker goes into the kitchen every morning. She is pleased to see it kept clean. The girls look out in the yard and see that it is also kept clean.

We put on clean dresses every morning. We will be proud when our new uniforms come. They have already been ordered.

Herbert Slay sprayed in the kitchen to get rid of the flies that had been multiplying. He did it because flies are filthy. They are germ carriers. After they get onto food, they give people tuberculosis and typhoid fever. So we are keeping the health rules in removing the flies. DA

MY VISIT TO MR. RAMEY'S SHOE SHOP

One morning I went to visit the A. C. D. shoe shop. There I saw many machines. I was surprised. I was there for the first time. Of course, I do not know the names of the machines, but they surprised me very much. There is a sewing machine for shoes. On a table near the door there were many shoes - mostly women's. In the shoe shop there are many posters to teach the boys how to work on shoes. There is a large box for putting children's shoes in. He has an auto solor. It is very large. In the shoe shop there are three large electric lights. There is much material in the stock room. There are many tools for shoes.

CHAPEL PROGRAM

One Tuesday morning Martha Seare read from the Bible the 25th chapter of St. Matthew. She spelled every word to the pupils and teachers. The story she told us was short. When

she finished, Mr. Gilchrist stood and said, "Does any body have any thing to say?" Addie got out of her seat and went to the stage and sang Psalm 23. She sang it too fast for me to understand. Some of the children understood her. When she left the stage, Mr. Gilchrist told the pupils a short story.

Wednesday morning Edward Grier read the story from the Bible. He read verses 22 to 27 of St. Matthew 25. He spelled every word very nicely to the pupils.

Mr. Gilchrist stood on the stage and told a story about "The Coyote and the Fox". Every pupil enjoyed the story of the Coyote and the Fox.

Johnny Walker got on the stage and said the Lord's prayer at the close of the program.

In the chapel one morning Mr. Gilchrist was on the stage waiting for some one to read a story from St. Matthew 25: 29 to 32 in the Bible. Katherine Pettaway is a small girl. She spelled every word very clearly. Ben Hudson sang a song to the pupils. He sang "The Lord Is My Keeper". He sang it slowly so the small children could understand. The pupils always enjoy reading the stories from the Bible. I do, too. NT

P. T. A.

About every six weeks the parents of the girls and boys meet and discuss future plans for the school. The P. T. A. is for the benefit of the school. This, of course, often calls for money. With some of the money that they have given the principal has bought lockers for our dormitories. The P. T. A. Now has money to buy swings and other outdoor things so that we may have lots of fun and exercise. The next P. T. A. meeting will be October 16th. On this date they plan to decide exactly what things to buy. AK

ACCIDENTS

Last week Mr. and Mrs. Gilchrist baby girl broke a coke bottle and cut her finger. Many of the girls

Continued on page 12

have accidents every day. I shut my trunk and my finger was inside. It did not break, though. Bessie cut her finger with a butcher knife recently. A small boy stuck his fork in his finger instead of his food today. Miss Lawson, the school dietitian burned her arm with hot grease. Francella fell and sprained her thumb. Mr. Sardes cut his finger on a broken glass last Monday. Laverta sprained her thumb on the volley ball as it was thrown over head on the playground. Willie Locket was hit by the volley ball yesterday. Celia got a black eye from a fast volleyball. I slipped in some syrup this morning and had to change my dress.

We should try to be more careful.
**** AK

MORE CANDY AND COKE

Last Monday as I was coming from Chapel. I stopped to get a drink of water. There I saw a salesman coming to get new products in our store. I stood there for a long time watching him bring down the unsold products. The salesman Miss Wade asked me to buy some. I said to her, "I don't want any." I asked Miss Wade if she had any more. She said she had some more. I said I would buy some. She brought me a box of candy and a box of coke. I paid for them and she gave me the change. I went home and I found that the salesman had left the store. Mr. Bar-

OUR TRIP

We rode on the bus last September twenty seventh. We stopped at our farm. We saw many turkeys, chickens, two large pigs and some rabbits. We went to the woods. We learned the names of the trees. They were the American Ash, the Red Oak, the American Elm, the Wild Black Cherry, and the Black Walnut. We found some hickory nuts. We came back to school. We had a good time.

Mrs. Colburn's "C" Class

THE ANIMAL SHOW

Tuesday morning, October 11th the A.S.N.D. had an animal show on the Chapel stage. We liked it very much. The first animal was a pony. This pony had lived in Canada. It was six years old. It was black and white. Its name was Spangle. Spangle was a smart pony. Mr. E. L. McCall was its owner. Mr. E. L. McCall trained the pony and the dogs. There were seven trained dogs. One was from Alaska. The others were from Siberia. They were sled dogs. They had plenty of seeds. Mr. McCall told the pony to bow. It bowed. He told the pony to lie down. It lay down. When the pony had finished its tricks, it seemed that it did not want to leave the stage. Mr. McCall had a hard time getting it out. At last he pulled it, then he pushed



Dr. Powrie V. Doctor
Gallaudet College
Washington, D.C.



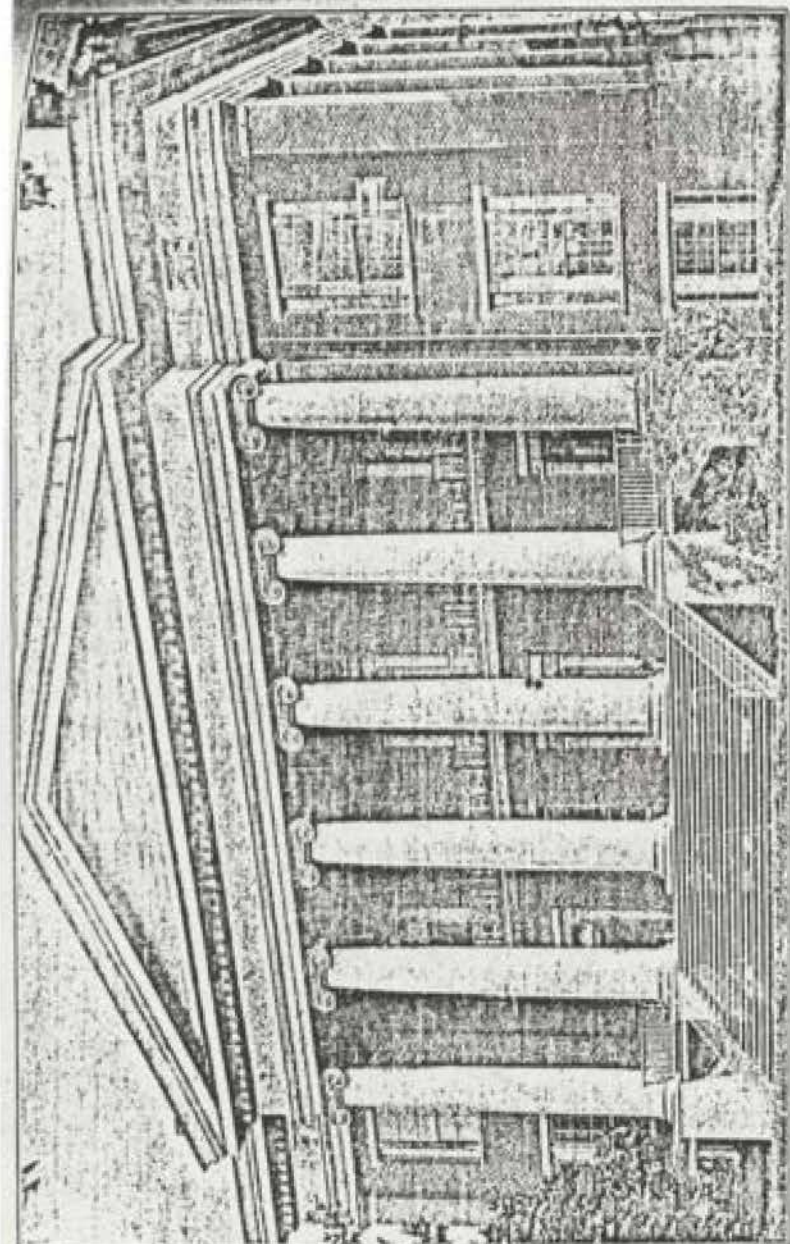
CIRCULAR OF INFORMATION.

Alabama Institute for the Deaf,

Alabama Academy for the Blind,

Ala. School for Negro Deaf & Blind.

TALLADEGA, ALA.



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PRINTED AT THE INSTITUTE FOR THE DEAF,
TALLADEGA, ALABAMA.
- 1892 -

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LOCATION.

These schools are all located in the town of Talladega, in Talladega County, in North-East Alabama. No better place in the State could be chosen for the location of schools of this character, Talladega being notably among the healthiest towns in the State—high above the sea, surrounded by mountains, the air is pure and bracing; easy of access, having three lines of railway running into the city, and bringing us within four hours run of Montgomery and in three hours to Birmingham.

The "Institute for the Deaf" is within a quarter of a mile of the public square of the town, southeast from the square.

The "Academy for the Blind" is just one-half mile east of the "Institute for the Deaf," on the same street.

The "School for Negro Deaf-Mute and Blind" is located one-half mile south of the Academy for the Blind and at the intersection of Fourth Street with the Chandler's Springs Road.

PREFACE.

THERE are on the rolls of these Schools, at this time, eighty-eight (88) Deaf; sixty-three (63) Blind pupils, and in the Negro School for the Deaf, Dumb and Blind, sixteen (16) pupils.

There are in this State at least three hundred (300) Deaf and Blind children, of suitable school age, who ought to be in school.

Less than half of those who are entitled to the benefits of these schools have availed themselves of the opportunity afforded them to obtain an education and equip themselves for the battle of life, and this in spite of the fact that *board and tuition* are free.

Generally, parents are anxious for their seeing and hearing children to go to school, and frequently practice great self-denial in order to send them. Is it not strange, then, that these unfortunate deaf and blind children, whose only hope of success in life depends upon their being educated, should be kept at home to grow up in ignorance, and that, too, when they can be educated at less cost to their parents than their more fortunate brothers and sisters?

Parents assign many reasons for this unnatural conduct. They are unwilling to be parted from the child for nine months in the year, admitting at the same time, that they can do nothing for the child at home. They choose, rather, to condemn the child to a life of ignorance and deprivation rather than part with it for a few years, giving as a reason for such conduct that their love for the child is so great that they cannot bear the separation. We cannot refrain from questioning the wisdom of such love.

They do not like to send their children to a "Charitable Institution;" while in one sense these schools are charitable institutions, in that they are provided and supported by a generous people, in another and broader sense they are not "Charities." In their support and maintenance the State is simply performing a duty to itself.

In conception, and in fact, these are purely *educational* institutions, and in no sense "Houses" or "Asylums" for the destitute.

BUILDINGS, GROUNDS, ETC.

INSTITUTE FOR THE DEAF.

The property of the State, known as the "Institute for the Deaf," is within a quarter of a mile of the public square of the city of Talladega, embraces seventeen acres of land, five substantial brick buildings, two, three and four stories high.

The Main Building is a four-story brick, with slate roof; in this building are the girls' dormitories, sitting rooms, sewing rooms, bath rooms; in this building, also are teachers' and officers' quarters, reception rooms, parlors, etc., the Superintendent's office and apartments.

To the right of the Main Building is the School Building, a three-story brick, slate roof. Here are the class rooms and chapel, and, on the third floor, boys' dormitories and hospital.

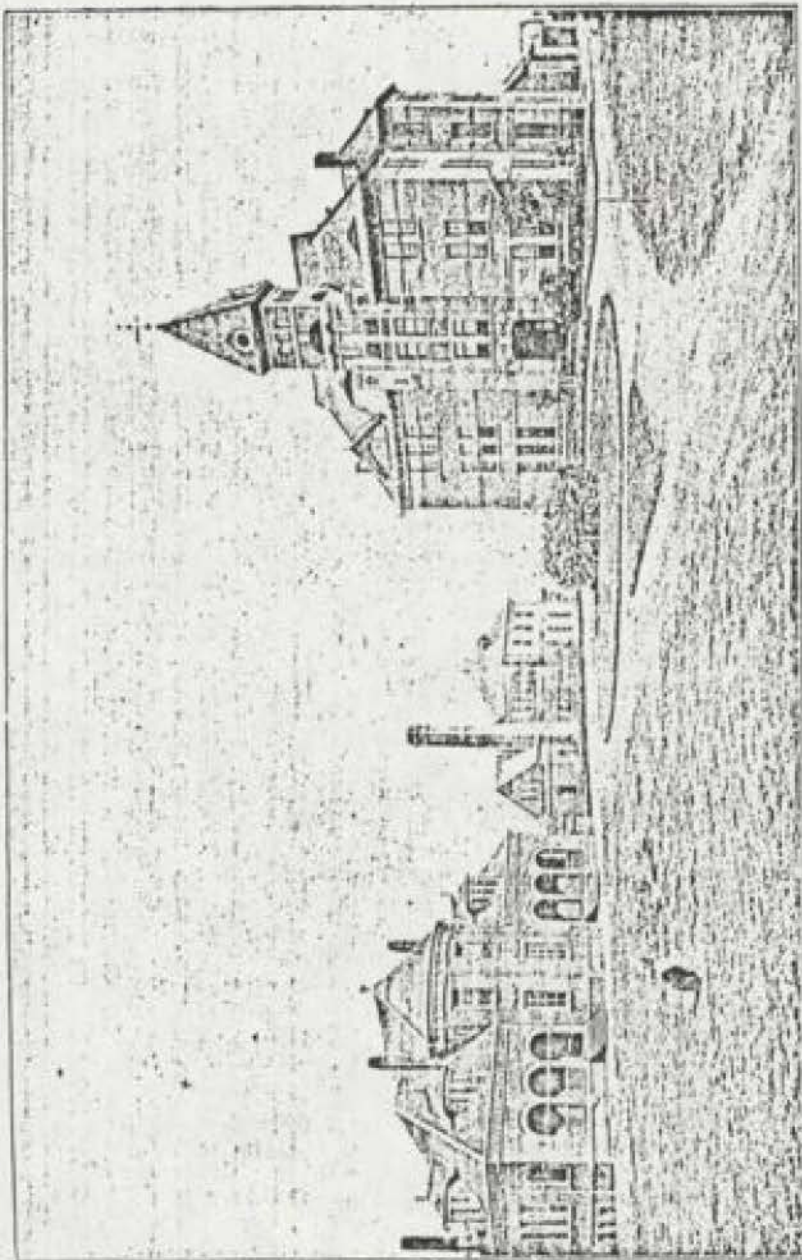
To the left of the Main Building is a three-story brick, slate roof, containing boys' dormitories, study-halls, sitting-rooms and bath-rooms.

In the rear of the Main Building, and at a little distance from it, is the "Mechanical Department," a two-story brick, metal roof; in this building we have a steam boiler and engine to furnish power for wood-working machinery, printing presses, sewing machines, etc. The printing office, cabinet shop and shoe shop are all in this building; a steam laundry, perfect in its appointments, occupies one end of the ground floor.

Immediately in the rear of the Main Building, and connected with it, is a two-story brick, metal roof, containing kitchen, store room, bath-rooms, lavatories, etc. There are, in addition to these, several frame buildings on the place affording room for stables, water closets, etc.

The Institute is supplied with gas from the city gas works and water from the city water works.

The fire protection is ample, there being two double hydrants in the yard, and the school owns its own hose-reel and five hund-



ALABAMA ACADEMY FOR THE BLIND.

- 9 -

red feet of best three-inch "White Anchor" hose, and in term time a fire company, composed of deaf boys, well drilled, gives to all on the place a very satisfactory sense of security from danger by fire.

Of the seventeen acres of land, the front yard, containing ten or twelve acres, is set in grass, and full of fine forest trees—oak, elm, maple, etc.; in the rear, and on either side, are play grounds for the children, also flower and vegetable gardens.

The sanitary conditions are carefully looked after; the mortuary record showing but four deaths since the establishment of the schools, in 1858, the facts being that in each of these cases there was chronic or hereditary trouble before entering the school.

ACADEMY FOR THE BLIND.

This property lies one-half mile east of the Institute for the Deaf, on the same street. It consists of six acres of land and three handsome, new brick buildings.

The Main Building, an imposing three-story brick, with slate and metal roof, stands on the highest ground and near the center of the lot. In this building we have the chapel, dining room, boys' and girls' dormitories, sitting rooms, study halls and music rooms, boys' and girls' hospitals, teachers' and officers' quarters, reception rooms and Superintendent's business office.

To the right, and in front of the Main Building, is the School Building, a two-story brick, with basement, containing class rooms, music rooms, library, etc., also boys' dormitory and sitting room.

Immediately to the right of the Main Building is a two-story brick, slate roof, containing shops, laundry room, bath room, and boiler room, in which our steam plant is located.

All three of these buildings are comfortably heated by steam, lighted by gas from the city gas works. We are also supplied with water from the city water works, and have an abundant supply for all purposes.

Although our place is new, the grounds are beginning to assume shape, and are in good condition. The site is a commanding one. The drainage is perfect; here, as at the Institute for the Deaf, the sanitary conditions are carefully looked after, the best evidence of which is that we have had no case of serious sickness since we have been in our new quarters.

SCHOOL FOR NEGRO DEAF AND BLIND.

The building for this school is a handsome three-story and basement, brick building, covered with slate and trimmed with stone, elegantly furnished throughout. The lot embraces eight (8) acres, and is a fine site for a public building. It will accommodate seventy-five pupils.

OBJECTS OF THE SCHOOLS.

As before stated, these are schools, pure and simple. They were established and are supported by the State, in acknowledgment of the fact that deaf and blind children are as much entitled to an education as their hearing brothers and sisters, and while they were in one sense charitable institutions, they are not to be considered charities in the ordinary acceptation of the term, and in no sense *Asylums*.

Those who have lost simply hearing, or sight, and retain their mental faculties unimpaired, do not ask the State to provide for them beyond the necessary equipment for the struggle of life, and it is for this purpose that these institutions are maintained. Idiotic or helpless deaf or blind children have no place in these schools.

When children are received in these schools and it is ascertained that they are incapable of receiving instruction, they are at once sent home, in simple justice to the people who give their support to the institutions as schools.

It is the object of these schools to give intelligence, pleasure, and happiness to a class which, without aid, must necessarily live in darkness; to make useful, self-supporting, contributing citizens of a class which, without help, would in most cases, be dependent upon charity.

It is proposed to give the pupils in these schools a practical English education, the course of study being very much the same as that in the common public schools of the State including Language, Composition, Grammar, Rhetoric, Geography, (physical and political,) Mathematics, Physiology, Anatomy, Natural Philosophy and Mental and Moral Science. With the deaf especial attention is paid to the English Language, as it presents, with them, the first as well as the greatest difficulty, for the reason that it is to them as much a foreign language as French and German to an English speaking hearing child. With the

blind much attention is given to Music, there being no means by which a talented blind person can more readily or more pleasantly make a living than by following the profession of music. The idea, however, that all blind persons are musical, is as fallacious as it is wide spread; the proportion of natural musicians among the blind is no greater than among among the seeing, and to think that it is, is only another evidence that many people believe the blind to be precocious and peculiar, when they are neither.

In all of these schools there is a Mechanical or Industrial Department, where the pupils are given trades, by means of which they may become entirely, or in part, self-supporting.

At the Institute for the Deaf the boys are taught general habits of industry; they receive special instruction at the following trades: Printing, Shoe making, Cabinet and Carpenter work, House painting, Vegetable and Landscape Gardening; the girls are taught Housework, Plain and Machine Sewing, Dress making, Cutting and Fitting, Crocheting, House cleaning, etc.

At the Academy for the Blind the boys are taught Mattress making, Cane seating, Collar making, Basket making, Piano tuning and repairing, etc. The girls also learn Cane seating, in addition to Sewing, Knitting, Crocheting, House cleaning, etc.

These several arts and trades are run solely for the purpose of benefitting the pupils, and while there is some little revenue from some of the branches of trade, they are without exception run at an expense; but this is not allowed to stand in the way of the best interests of the pupils; the provision made for instruction in each branch is in all cases first class, the trades being carried on in the same way, and viewed in the same light, as the literary and musical departments. We consider the Industrial Department of equal importance, almost if not quite, as the Educational Department.

The average deaf mute or blind person, who has no trade to rely upon, is almost certain to make a failure in life. Many such, who could never hope to command more than from eight to fifteen dollars per month, as common laborers, with their trades learned in school often make that much per week.

"THE WILSON SHOP."

The "Wilson Shop," at the Institute for the Deaf, is now in complete running order with all the latest improved wood-working machinery and a new automatic engine.

RULES, TERMS OF ADMISSION, ETC.

The following Rules, Terms of Admission, etc., apply to The Institute for the Deaf, The Academy for the Blind and The School for the Colored.

1. The benefits of the schools are free to all Deaf and Blind children in Alabama, whose hearing or sight is so impaired as to prevent their being taught in the ordinary public schools. Board, Books, Tuition and Medical Attendance are furnished free; parents or friends must furnish Clothing and pay Traveling Expenses. Clothing should be plain, substantial and warm, and every article plainly marked.

2. The minimum age for admission is eight years, and none will be received under that age without special action on the part of the Board of Trustees.

3. The applicant must be of sound mind, and free from such chronic disease as would prevent study.

4. The time allowed by law for a pupil to remain in school is eight years; the Board however may extend the time, if in their judgment the progress of the pupil justifies it. The Board reserves the right to discharge any pupil at any time for good cause; and in no case will a child be continued in school after it is fully ascertained that he can make no farther progress in his studies.

5. The school session lasts forty weeks, beginning about the fifteenth of September. A pupil entering the school at any time during the year, is expected to remain until the session closes, and will not be allowed to withdraw, unless for some very good reason. Nothing so interrupts the work and tends to demoralize the classes, as taking the pupil from school before the close of the session. Any pupil taken home during the session, without the consent of the Board, forfeits the privilege of attending the schools.

6. It is very important that all pupils enter school at the beginning of the session. If a pupil comes in late, he is behind in his

class, and not only does little good himself, but prevents the class from making the progress it should make, by dividing the time of the teacher. See that your child comes promptly at the beginning of the session and gets a fair start with his class.

7. Boys are put at a trade as soon as they are large enough to work and have discretion enough to handle tools without danger to themselves. In selecting a trade, we always, as far as possible, consult the individual taste and talent of the boy, and the wishes of his parents. All pupils who are large enough, are required to work at some sort of manual labor, and there is no deviation from this rule, except in cases of physical disability, which are very rare.

8. The parents and friends of the pupils are at liberty to visit the children at any time, but when making these visits, they cannot be entertained at the school.

9. All letters and packages should be directed in care of the "Institution for the Deaf," or the "Academy for the Blind," or "School for the Negro Deaf and Blind."

10. Any further information desired can be had by addressing

J. H. JOHNSON, Principal,

J. H. JOHNSON, JR., Supt.,
Institute for the Deaf,

TALLADEGA, ALA.

W. A. WILSON, Supt.,
Academy for the Blind,

J. S. GRAVES, Supt.,
Negro School Deaf and Blind,
TALLADEGA, ALABAMA.

Schools for the Deaf

R. K. Holcomb

The Alabama School for Negro Deaf

By Archer P. Bardes, Principal

WHILE THE Alabama Institute for Deaf and Blind was founded by Dr. Joseph H. Johnson in October 1858, no provisions were made for the education of the Negro deaf of the state until 1891, at which time Dr. Johnson was authorized by the state legislature to initiate such education. In Dr. Johnson's 1892 Biennial Report to the Board of Trustees are these interesting highlights of the beginnings of the school:

"Since the date of last report 'The Alabama School for Negro Deaf-Mutes and Blind' has been established by legislative enactment and placed under your supervision and my general management.

For this purpose the sum of \$12,000 was appropriated for erecting buildings—the building site having been donated—and the sum of \$6,000 appropriated annually for maintenance, until the number of pupils shall exceed thirty, after which time the school shall be maintained on the per capita plan as in the Academy for the Blind. (Editor's note: At that time \$300 per pupil.)

The buildings for this school have been erected on a lot embracing six acres

The main building is three stories high with basement, well built with good hard brick, trimmed with stone and covered with slate. The necessary outbuildings, servants' house, barn, baths, water closets, etc., are built of wood and painted, the whole furnished in a plain but good and substantial manner.

The amount appropriated by the act, establishing this school has been sufficient for the purpose and has been expended as shown by the report of the treasurer.

The school was opened for the reception of pupils January 4, 1892. Mr. J. S. Graves was placed in charge as superintendent and senior teacher of the blind with Mr. Robert

Spivey, graduate of the Academy for the Blind, as assistant. Mr. Alfred F. Wood, late principal of the day school for deaf-mutes in Toledo, Ohio was placed in charge of the colored deaf."

The 1892 enrollment of the school showed but thirteen deaf and twenty-two blind pupils. Two of the deaf and five of the blind did not return for the second year, but additional students came and before 1896 more space was needed and new wings were added to the original buildings.

Since 1892 the Alabama School for Negro Deaf has been an integral part of the Alabama Institute for Deaf and Blind. For fifty-five years the Negro deaf and the Negro blind were housed together on the one campus. In 1947 a new campus was selected and three new two-story brick and tile buildings were erected to house the Negro deaf, the blind pupils retaining the old campus upon which new buildings have also been erected since the partition.

Dr. Josiah Graves served as head of the schools until 1922, from which time his wife served until 1925. Mr. M. L. Striplin succeeded Mrs. Graves and held office until 1929. For the next two years Mr. L. R. Divine supervised the school. In 1931 Mr. C. E. Jones became principal and guided the destiny of the school until he retired in 1947 at the time of the separation of the deaf from the blind. Mr. Archer P. Bardes was chosen principal and for two years the former policy of combining the admin-



Dr. John E. Bryan, President of the Alabama Institute for Deaf and Blind, and Archer P. Bardes (right), Principal of the School for Negro Deaf.

istration of the deaf and blind was continued—even with the pupils on different campuses three miles apart. In 1949 it was decided that it would be a better plan to give the Negro deaf a full time principal and Mr. Bardes has continued since then as Principal of the School for Negro Deaf.

It is important to note here that while all these principals have been allowed much autonomy in the management of the school, all of them have been directly responsible to the Superintendent (or President—as now recognized) of the Institute for Deaf and Blind for the program they wished to carry out and dependent upon him for the equipment and supplies deemed necessary for the proper conduct of the school. Especially in times of economic depression the Negro school had difficulty in maintaining the quality of service that it wanted to give. In the last few administrations though—notably those of Dr. H. G. Dowling and Dr. John E. Bryan—financial support for the Negro schools has been on a par with that for the white schools and the services rendered to the Negro deaf and blind have been constantly expanded until now their schools have some innovations not matched in the schools for the white deaf and blind.

The present School for Negro Deaf is a new \$385,000 group of buildings with

The members of the faculty of the Alabama School for Negro Deaf, 1951-52. Left to right: front: Mr. Elliott, Mr. Ramey, Mrs. Smithson, Mrs. Harper, Mrs. Grace, Mrs. Pollitt, Mrs. Gilchrist, Mr. Bardes, principal. Rear: Mrs. Moncrief, Mrs. Canada, Mr. Gilchrist, Mrs. Gaines, Mr. Caldwell, Dr. Bryan, president, Mrs. Dempsey, Miss Sparks, Miss Artis, Mrs. Stout, Mrs. Ramey, Mrs. Grogan, Mrs. Colburn, Mr. Pollitt.



a fine staff of experienced workers with the deaf. The faculty and administrative staff are white people (as they always have been since the school's inception). The supervisors and domestic staff are Negro. There are fourteen teachers in the academic department, seven in the vocational a principal, and assistant principal, and a supervising teacher composing the faculty. Of these, nine are themselves deaf — three of them having had at least two years at Gallaudet. All of the hearing teachers have had some college training, with seven having secured their baccalaureate degree. (Two of these will receive their Master's degree this summer.)

According to the latest statistics of the *American Annals of the Deaf* the Alabama School has the largest enrollment of any school for Negro deaf in the nation. In 1950-51 two hundred and two pupils were enrolled. (The *Annals* recorded 175 as of October 31, 1950.) Classes vary in size as do those of all state schools — from six to thirteen in a room. The classwork scheduled includes speech and speech reading as well as the more necessary reading, writing, arithmetic, natural sciences, and social sciences. Sign language is not barred in the classrooms. Speech training is considered secondary to comprehension. All young children have handicraft and art classes. Typing is taught to the older children as part of their academic work. Individual Maico Hearing Aids, a Microtone hearing table, and a Jay Warren "T-2" twelve station auditory training unit are in constant use during the teaching day. A library of children's records containing Mother Goose Rhymes, Patriotic Songs, Advice as to Conduct, Safety, and Health, Children's Dances, Christmas and other holiday tunes, lullabies, and old favorite folk songs, as well as special speech records, sound discrimination records, recorded instrumental music, hymns, and story records are utilized with the auditory training program. Four filmstrip machines and a library of seven hundred filmstrips are in constant demand by the teachers in helping enrich the educational experiences of the children in reading, arithmetic, Bible-work, patriotism, ethics, aesthetics and all aspects of living.

The entire school newspaper (every six weeks) consists of stories of school activities written by the pupils. Every home receives a free copy through the mail. In fact, there are no charges to the parents of pupils other than for clothing, transportation, and incidentals (about \$1.00 a month is suggested for spending money.) School is in session for nine months a year with a two-week Christmas holiday during which every child is required to go home. Brief Thanksgiving and Spring holidays are

provided but are not compulsory.

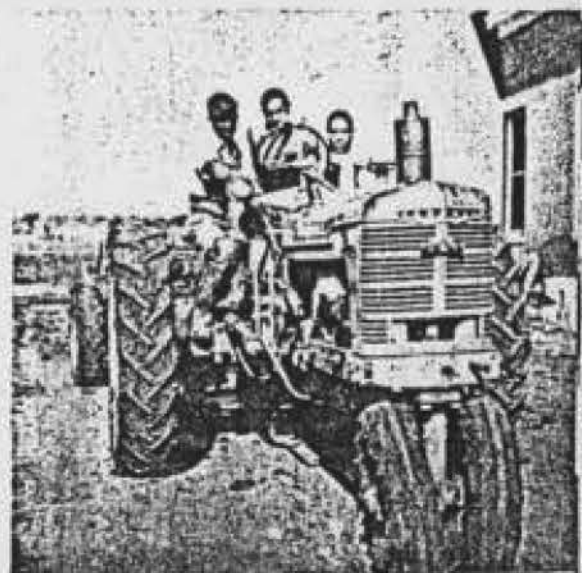
Parental satisfaction with the school program is evidenced by the strong P.T.A. organization at the school. The cooperation of the parents of the deaf children in all P.T.A. projects at the school since its establishment at the present location has resulted in the installation of lockers in both boys' and girls' dormitories, double sets of playground equipment worth over \$1,000, the purchase of a flag pole, the financial support of both Boy Scout and Girl Scout troops, the initiation of a college scholarship fund for use of capable Negro deaf Alabama youth, and the present project — the purchase of two television sets.

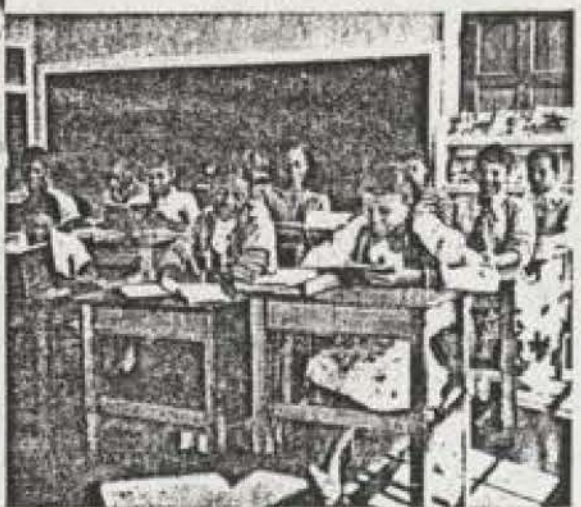
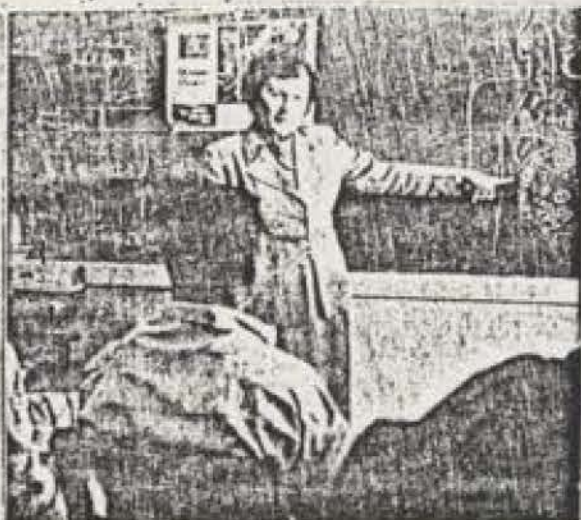
T. P.T.A. at the School for Negro Deaf is the only P.T.A. organization in Alabama that has Negro parents and white teachers cooperating closely in the improvement of educational opportunities for children in the state. This P.T.A. also is the only P.T.A. active in the four schools of the Alabama Institute for Deaf and Blind.

The school feels its responsibility for the moral and religious training of the children. Chapel programs the first thirty minutes each day, with the children giving Bible readings, hymns, and prayers in sign language not only give the children daily contact with things spiritual but also give them comprehension and a feeling for the subject matters that they try to convey to their fellow students. A special feature of the chapel exercises is that each week a different teacher is the director and once during the week her class enacts a short playlet, a dance, or a special program in simple costume. Quite often the more successful playlets are re-enacted for visitors; for instance, the program for the February P.T.A. meeting consisted of a short speech classroom demonstration that had pleased some visitors, a Virginia Reel, a playlet "Mail Order Wife," another playlet "The Three Pigs," portions from the Boy Scout Week program and from the Girl Scout Investiture Ceremony. All but the speech work had been originally prepared for the pupils' own enjoyment.

In developing its philosophy of education for the school, the staff was aware of the nature of the educational task, the nature of the pupil to be educated, and the nature of the educational activities carried on for those pupils by non-school groups.

Pictured at right, top to bottom: (1) Mrs. Vanderford, dietitian, with two student helpers. (2) Three boys from the dairy class with tractor and manure spreader. (3) Two girls in sewing class. (4) Miss Artis, Rehabilitation Service Supervisor in Sewing, with two graduates seamstresses working on Navy pillow case project. Machines are extremely rapid high-powered Singers.





In the Alabama School for Negro Deaf it is felt that the educational task is to furnish a language, to develop an identity of self as well as of environment, to establish skills of communication acceptable to a hearing world, to overcome racial prejudice by competence in socially accepted goals (not in competition — but in parallel growth) in addition to the normal educational tasks of Health-Safety, Vocation, Family, Citizenship, and Leisure Time.

The nature of the pupils, themselves, in the school differs in no detail from that in the public schools except that these have the handicap of deafness and, possibly in some cases, of years of social maladjustment and frustration due to possible rejection by their family and teasing by their peers, or equally anti-social "babying" and granting of their every wish.

The school has the burden of all the educational activities normally carried on by the home, the church, the theater, and the community for nine months of the year; and often what is taught the child in the nine months must be such that it satisfies him during the three months of loneliness and misunderstanding that is frequently his lot at home — because of the language barrier.

"We recognize that the process of growing up involves the acquisition of fundamental competencies children and youth need to have in more efficient and complex patterns as adults. The two age groups are not divisible, but a unit." This quotation explains the fundamental philosophy of the school. Education is directed growth toward acceptable citizenship, which includes all the varying factors of health, command of fundamental processes, worthy home membership, vocation, worthy use of leisure, and ethical character. In the Alabama School for Negro Deaf citizenship is not held on a par with its factors but is the goal that is unattainable without the harmonious interaction of the varying factors — health, home, vocation, morals.

More detailed definition of this philosophy in terms of these goals shows that in health the school strives to rectify the more serious abnormalities with

which the children come to school. A staff dentist examines and cares for the teeth. Ophthalmologists examine and correct the children's eyes (operating and fitting glasses when necessary). Otolologists examine and try to eliminate trouble in the ear, nose, and throat channels. A staff physician and four registered nurses try to prevent and to cure illness and the results of accidents. A psychologist assists in cases of maladjustment.

All meals are carefully prepared so as to give each child the proper assortment of foods and are so designed as not to become monotonous. The thousand acre school farm produces nearly all the pork, beef, chickens, turkeys, eggs and milk served. An increasing volume of green vegetables is being produced.

Recreational periods are planned for the fullest participation of all. The children enjoy the sturdy swings, slides, merry-go-round, climbing tower, seesaws, trapeze rings, horseshoes, supervised play and exercise period, volleyball, softball, basketball, and football. Every Saturday night there are free movies in the chapel — and usually on Sunday nights also. Four times a year live actors perform on the chapel stage. Once a month (on the usual holidays — Halloween, Thanksgiving, Christmas, etc.) the teachers prepare large parties to which the children eagerly come. Picnics, outings and barbecues are scheduled in season. Rest and relaxation periods are longer than the minimum recommended for good health habits.

In learning command of the fundamental processes field trips, written reports, textbooks, library and non-textual sources, visual aids, auditory stimulation, and much drill are all combined or used as deemed best by the individual teachers. In this important teaching area — transmitting command of the fundamental processes — techniques and methods are not static and every teacher is allowed freedom in developing comprehension and usable knowledge. One requirement in every class room, though, is for every teacher to use the first period every day to familiarize herself with the pupil activities of the past twenty-four hours in order to improve the pupil's language expressing everyday occurrences. At the same time this news period serves to focus attention upon what everybody is doing rather than limiting observations to "I" and "My."

The philosophy toward worthy home membership has produced a school in

At left, top to bottom: (1) Mrs. Smithson teaching physiology to advanced class. (2) Mrs. Grace with class at handicraft project. (3) Mrs. Moncrief with class now in its fourth year in school. (5) Mrs. Ramey and Mr. Bardes with a class at the auditory training unit.

which all children participate in the maintenance. The girls and the boys make their own beds, straighten up their own living space, and then cooperatively (in small groups) clean up the general living space and, concentrically outward, the campus adjacent to their dormitories.

Four boys serve as janitors of the main building and are trusted with a master key to the building. In the dining room groups of girls and boys prepare the vegetables, serve the food, do the dishes, and clean up after three meals a day. (The only paid adult help in the school are two cooks and a dining room supervisor.) Whenever pupils do productive or assigned work after school hours they are paid for it. Students, as a whole, earn from one hundred to one hundred fifty dollars a month for such work.

Vocational training is a must. The Alabama Vocational Rehabilitation Service has stated that a negro deaf girl has been their hardest placement problem. Until four years ago there had been no consistent vocational courses given them. Since then vocational training has expanded until now three-fourths of all the work turned out for the one thousand pupils and staff members of the Institute in the school laundry is done by negro deaf pupils. Laundries in Birmingham, Mobile, Montgomery, Tuscaloosa, and Talladega have been asking for trainees. In sewing any of fifteen girls can cut out and sew up a dress in a day. The power sewing machine department (under Rehab) has been producing two thousand pillow cases a week for the United States Navy.

The boys are learning mechanical dairy arts (pasteurizing, sterilizing, and bottling) so as to be ready to step out into jobs that pay better than cotton chopping and cleaning barns. The cement finishing department has laid all the sidewalks and curbing at school as well as having made thousands of cement blocks that have been used in building chicken houses, slaughtering pens, bakery and cafeteria additions on the farms and campuses of the Institute. The house the principal lives in on the school campus was built by a combination of negro and white deaf boys, over a period of eight months, during their regular vocational class periods under the supervision of the woodworking teacher from the school for white deaf. All the slip covers and curtains in the house were sewn by the negro deaf girls as class work.

Right, top to bottom: (1) A scene from a Christmas play, "Christmas in Many Lands." Sweden is represented here. (2) Class in dance costumes, January, 1951. (3) Children on the playground merry-go-round, most popular of recreational equipment. (4) Intermediate girls at volleyball.

In considering worthy use of leisure, monthly parties, weekly moving pictures, Friday afternoon social dancing classes and supervised game periods have been regularly scheduled and heartily enjoyed. The adult negro deaf in the community make it a point to attend all special activities at the school and we feel that such association has proven mutually beneficial.

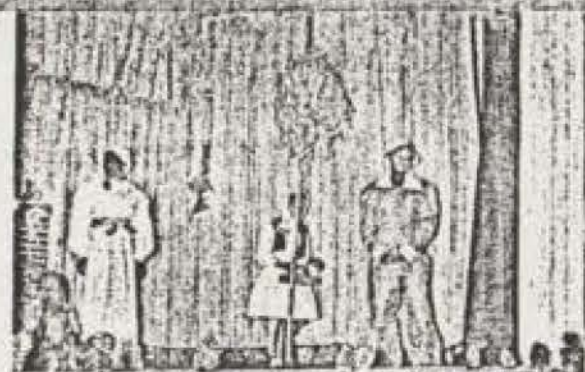
Many other extra-curricular activities such as square dancing, special art classes, bookbinding, Boy Scouts, and Girl Scouts have been organized successfully this year.

The school recognizes along with Miss Mowrey (N.E.A. President 1951) that "Ethics cannot be divorced from education." Good and bad, better and worse, best and worst must be taught — and the good, better, and best emphasized and ingrained into the will of all.

Sunday School is taught each Sunday by the classroom teachers on all but the third Sunday of every month, on which days pupil conducted Christian Endeavor is held. Time is granted monthly to Rev. Fletcher — Episcopalian, Rev. Lennon — Lutheran, and Rev. Johnson — Christian Fellowship of the Deaf to hold non-sectarian Bible services.

The fundamental aspect of the school is not neglected — it is a school for negroes. The pupils are not to be ashamed of their race. They have a fine heritage to emulate. They are deaf — their conduct should be such that deaf people generally should be respected — not pitied nor ridiculed. The older pupils are allowed to go to town unchaperoned on Saturday and Sunday afternoons as long as the boys go in pairs and the girls in groups of three. In five years no merchant or towns-person has reported any untoward incident.

The ultimate aim in teaching the negro deaf in Alabama is that of building in them an understanding of their citizenship in which they will live, communicate, have their families, work, play, and cooperate intelligently. The philosophy of the school is expressed in the actions of the pupils striving for full acceptance into citizenship on their own merits and enjoying the process.



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	Ludwig, William
Boler, Louis	Nordstrom, William
Burr, Marwood	O'Rourke, Betty
Carlson, David	Franko, Leonard J.
Clark, Dale	Hammers, Dolores K.
Foster, Andrew J.	Hansell, James
Hughes, Robert J.	Rodriguez, R.
Knitell, Lucille	Sampson, William
Kubota, Teruko	Whitehead, V.
Kukieski, Andrew	
Bachelor of Science	
Bisard, Carl	Johnson, Royce
Cabbage, Eric	Marin, Medford
Cherwinski, R.	Sandstrom, Alice
Dickson, George	Wetzel, Eleanor
Greathouse, R.	
Master of Arts	
Rogerson, Earl	
Master of Science in Education	
Delgado, Gilbert	Phillips, Benjamin
Giangreco, M.	Purce, Hylda
Keslikish, Namala	Wahl, Lewis
Lane, Carey	West, Marcella
Professional Diploma in Administration	
Specialty for the Deaf	
Giangreco, 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. Ingle, once superintendent, Missouri School for the Deaf at Fulton. The Ingle 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.

Elstad Papers
Clippings
Box 51 Folder 29
1953-54

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. n.w., 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. n.e., 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.