GALLAUDET COLLEGE

HEARING
BEFORE THE
COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES
EIGHTY-THIRD CONGRESS
SECOND SESSION
ON
H. R. 6655
A BILL TO AMEND THE CHARTER OF THE COLUMBIA INSTITUTION FOR THE DEAF, CHANGE ITS NAME, DEFINE ITS CORPORATE POWERS, AND PROVIDE FOR ITS ORGANIZATION AND ADMINISTRATION, AND FOR OTHER PURPOSES

HEARING HELD AT WASHINGTON, D. C.
MAY 5, 1954

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GALLAUDET COLLEGE

WEDNESDAY, MAY 5, 1954

HOUSE OF REPRESENTATIVES,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10 a.m., Hon. Samuel K. McConnell, Jr. (chairman), presiding.

Chairman McConnell. The committee will please come to order. Mr. Phillips and Mr. Thornberry have introduced companion bills, H. R. 6655 and H. R. 6656. The bills were introduced July 30, 1953, I notice, last year. The purpose of them is to amend the charter of the Columbia Institution for the Deaf, change its name, define its corporate powers, provide for its organization and administration, and for other purposes.

(H. R. 6655 follows:)

[H. R. 6655, 83d Cong., 1st sess.]

A BILL To amend the charter of the Columbia Institution for the Deaf, change its name, define its corporate powers, and provide for its organization and administration, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Columbia Institution for the Deaf, created a body corporate by the Act of Congress approved February 16, 1857, as amended, is hereby continued as a body corporate under the name of Gallaudet College, and hereafter by such name shall be known and have perpetual succession and shall have the powers and be subject to the limitations contained in this Act.

Sec. 2. The purposes of Gallaudet College shall be to provide education and training to deaf persons, and otherwise to further the education of the deaf.

Sec. 3. (a) Gallaudet College is hereby invested with all the property and the rights of property, and shall have and be entitled to use all authority, privileges, and possessions and all legal rights which it has, or which it had or exercised under any former name, including the right to sue and be sued and to own, acquire, sell, mortgage, or otherwise dispose of property it may now own or hereafter acquire. Gallaudet College shall also be subject to all liabilities and obligations now outstanding against said corporation under any former name.

(b) With the approval of the Secretary of Health, Education, and Welfare the Board of Directors of Gallaudet College may convey fee simple title by deed, convey by quitclaim deed, mortgage, or otherwise dispose of any or all property title to which is vested in the United States, as trustee, for the sole use of Gallaudet College, the Columbia Institution for the Deaf, or any predecessor corporation: Provided, That the proceeds of any such disposition shall be considered a part of the capital structure of the corporation, and may be used solely for the acquisition of real estate for the use of the corporation, for the construction, equipment, or improvement of buildings for such use, or for investment purposes, but if invested only the income from the investment may be used for current expenses of the corporation.

Sec. 4. Gallaudet College is authorized to receive by gift, devise, bequest, purchase, or otherwise, property, both real and personal, for the use of said Gallaudet College, or for the use of any of its departments or other units as may be designated in the conveyance or will, and to hold, invest, use, or dispose of such property for such purpose.
Sec. 5. Gallaudet College shall be under the direction and control of a Board of Directors, composed of thirteen members selected as follows: (1) Four public members of whom: one shall be a United States Senator appointed by the President of the Senate; two shall be Representatives appointed by the Speaker of the House of Representatives; and one member shall be the Secretary of Health, Education, and Welfare, or his duly designated alternate; (2) nine other members, all of whom shall be elected by the Board of Directors, who on the effective date of this Act shall include those persons serving as nonpublic members of the Board of Directors of the Columbia Institution for the Deaf immediately prior to such date, and of whom one shall be elected pursuant to regulations of the Board of Directors on nomination by the Gallaudet College Alumni Association for a term of three years. The members appointed from the Senate and House of Representatives shall be appointed for a term of two years at the beginning of each Congress, shall be eligible for reappointment, and shall serve until their successors are appointed. The Board of Directors shall have the power to fill any vacancy in the membership of the Board except for public members. Seven directors shall be a quorum to transact business. The said Board of Directors, by vote of a majority of its membership, shall have power to remove any member of their body (except the public members) who may refuse or neglect to discharge the duties of a director, or whose removal would, in the judgment of said majority, be to the interest and welfare of said corporation.

Sec. 6. The Board of Directors shall have the power to—
(a) make such rules, regulations, and bylaws, not inconsistent with the Constitution and laws of the United States, as may be necessary for the good government of Gallaudet College, for the management of the property and funds of such corporation and for the admission, instruction, care, and discharge of students;
(b) provide for the adoption of a corporate seal and for its use;
(c) fix the date of holding their annual and other meetings;
(d) appoint a president, professors, instructors, and other necessary employees for Gallaudet College, delegate to them such duties as it may deem advisable, fix their compensation, and remove them when, in their judgment, the interest of Gallaudet College shall require it;
(e) elect a chairman and other officers and prescribe their duties and terms of office, and appoint an executive committee to consist of five members, and vest the committee with such of its powers during periods between meetings of the Board as the Board deems necessary;
(f) establish such departments and other units, including a department of higher learning for the deaf, a department of elementary education for the instruction of deaf children, a graduate department, and a research department, as the Board deems necessary to carry out the purposes of Gallaudet College;
(g) confer such degrees and marks of honor as are conferred by colleges and universities generally, and issue such diplomas and certificates of graduation as, in its opinion, may be deemed advisable, and consistent with academic standards;
(h) subject to the provisions of section 7, control expenditures of all moneys appropriated by Congress for the benefit of Gallaudet College; and
(i) control the expenditure and investment of any moneys or funds or property which Gallaudet College may have or may receive from sources other than appropriations by Congress.

Sec. 7. (a) All financial transactions and accounts of the corporation in connection with the expenditure of any moneys appropriated by any law of the United States for the benefit of Gallaudet College or for the construction of facilities for its use, shall be settled and adjusted in the General Accounting Office.
(b) It shall be the duty of the Board of Directors of Gallaudet College to have made annually a report to the Secretary of Health, Education, and Welfare as soon as practicable after the first day of July of each year the condition of the corporation, embracing in said report the number of students of each description received and discharged during the preceding school year and the number remaining, also the branches and type of training and education taught and progress made therein, together with a statement showing the receipts of said corporation and from what sources, and its expenditures and for what objects.

Sec. 8. There are hereby authorized to be appropriated such sums as the Congress may determine necessary for the administration, operation, maintenance, and improvement of Gallaudet College, including sums necessary for student aid.
and research, for the acquisition of property, both real and personal, and for the construction of buildings and other facilities for the use of said corporation.

Sec. 9. (a) The following statutes or parts of statutes are hereby repealed:
Sections 4859, 4860, 4861, 4862, 4863, 4865, 4866, 4868, and 4869 of the Revised Statutes of the United States, and all amendments thereto (31 D. C. Code, 1951 edition, secs. 1001, 1003, 1004, 1005, 1006, 1012, 1015, 1017, and 1019).


The proviso at the end of the first paragraph under the heading “Columbia Institution for the Deaf and Dumb” in chapter 235, volume 21, Statutes at Large, page 259, which appears at pages 275 and 276 and which reads as follows: “Provided, That when any indigent applicant for admission to the institution, belonging to the District of Columbia, and being of teachable age, is found on examination by the president of the institution to be of feeble mind, and hence incapable of receiving instruction among children of sound mind, the Secretary of the Interior may cause such person to be instructed in some institution for the education of feeble-minded children in Pennsylvania, or some other State, at a cost not greater for each pupil than is, or may be for the time being, paid by such State for similar instruction, and the sum necessary therefor is appropriated out of the sum above provided for current expenses of the institution,”; together with the amendment thereto at the end of the last paragraph under the heading “Columbia Institution for the Deaf and Dumb” in chapter 837, volume 26, Statutes at Large, page 371, which appears at page 383 and which reads as follows: “and hereafter the estimates for this expense shall each year be submitted in the annual estimates for the expenses of the government of the District of Columbia” (31 D. C. Code, 1951 edition, sec. 1009).

The second proviso at the end of the first paragraph under the heading “Columbia Institution for the Deaf and Dumb” in chapter 142, volume 22, Statutes at Large, page 603, which appears at pages 625 and 626 and which reads as follows: “Provided further, That hereafter the report of said institution shall contain an itemized statement of all employees, the salaries or wages respectively, each of them, and also of all other expenses of said institution” (31 D. C. Code 1951 edition, sec. 1018).

The last clause of the first proviso and all of the second proviso at the end of the first paragraph under the heading “Columbia Institution for the Deaf and Dumb” in chapter 857, volume 26, Statutes at Large, page 371, which appears at page 393 and which reads as follows: “and hereafter there shall not be admitted to said institution under section forty-eight hundred and sixty-five of the Revised Statutes, nor shall there be maintained after such admission, at any one time from any State or Territory exceeding three deaf-mutes while there are applications pending from deaf-mutes, citizens of States or Territories having less than three pupils, for admission, together with the amendment thereto at the end of the last paragraph under the heading “Columbia Institution for the Deaf and Dumb” in chapter 235, volume 21, Statutes at Large, page 259, which appears at pages 275 and 276 and which reads as follows: “Provided further, That hereafter there shall be included in the annual Book of Estimates a statement showing the number of persons employed each year in this institution and the compensation paid to each” (31 D. C. Code, 1951 edition, secs. 1013 and 1014).

The proviso at the end of the first paragraph under the heading “Current expenses of the Columbia Institution for the Deaf and Dumb” in chapter 546, volume 30, Statutes at Large, page 597, which appears at page 624 and which reads as follows: “Provided, That directors appointed under the provisions of section forty-eight hundred and sixty-three of the Revised Statutes of the United States shall remain in office until the appointment and acceptance of office of their successors; and the directors of the institution shall have control of the disbursement of all moneys appropriated by Congress for the benefit of said institution; accounts for which shall be settled and adjusted at the Treasury Department as required by the provisions of section two hundred and thirty-six of the Revised Statutes” (31 D. C. Code, 1951 Ed., sec. 1007).

(b) All other laws and parts of laws, or of the charter heretofore granted, as amended, which are in conflict with this Act are hereby repealed.

Chairman McCONNELL. With this preliminary, I would like to ask Mr. Phillips to take the stand and discuss his bill, H. R. 6655, which is the same as Mr. Thornberry’s bill, H. R. 6656.

Mr. BARDEN. They are identical?

Mr. PHILLIPS. They are identical.

Chairman McCONNELL. We will be glad to hear from Mr. Phillips.
Mr. PHILLIPS. Thank you, Mr. Chairman. As your clerk knows, my name is John Phillips. I represent the 29th Congressional District of California. The bills, if the chairman please, may be considered together. They are identical bills, in every way. We have worked them together from the beginning and I think Mr. Thornberry has done as much or more detail work than I have.

We are both members, by appointment of the Speaker, of the Board of Directors of the Columbia Institution for the Deaf. Senator Saltonstall is the third congressional member, representing the Senate. We know of no opposition whatever to the bill, anywhere.

The report which you have before you from the Department of Health, Education, and Welfare is favorable with one suggested amendment, suggested by the Bureau of the Budget, which will appear on page 3, and which will change, on line 11, the number “four” to the number “three”. Now, there is no opposition to this whatever.

The original suggested draft of the bill called for three public members. There was some talk, prior to the present Bureau of the Budget, that perhaps by designation in the bill, the Secretary of Health, Education, and Welfare, or someone designated, should be written in the bill. The Bureau of the Budget suggests that be not written in the bill. That is the only question. There is no argument because we are in now the condition of the bill which was originally agreed upon, and which we think is the best.

It will make no difference in the board. A representative of the Department will sit on the board.

What happened was, as you see the date of the chartering of the college was 1857. It is the oldest institution and the only institution of its kind in all the world. And I wish more members of the Congress, Mr. Chairman, would go out and see this institution. It is a remarkable place. It has, I am sorry to say, been allowed to sort of, well, not die on the vine, but certain things wither a little bit, due to lack of the close contact with the Congress.

Now, under Dr. Elstad, that is being removed, and everyone of you would have an inspiring experience if you would go out and see some of the ceremonies or attend some of the meetings and see the works of the students.

So that this bill, in effect, is merely a codification. It is taking the acts that have applied to the institution over the years and writing them into a modification of its charter to produce them in one form.

The only one major change is the name of the institution, which has been legally the Columbia Institution for the Deaf, and would be the name by which it is generally known, which is Gallaudet College.

Is there anything else we should say?

I have changed the wording here, Mr. Chairman, and I will hand it to one of the clerks if they will be kind enough to make the indications in the bill.

Chairman McCONNELL. I notice, Mr. Phillips, it appears here: Amend the charter, change its name, define its corporate powers, and provide for its organization and administration, and for other purposes. Are there any very important changes to be set up?
Mr. Phillips. No, there are not, Mr. Chairman. They are all minor. They are all technical.

Chairman McConnell. They are all minor?

Mr. Phillips. Yes. As a matter of fact, they are bringing together the conditions which exist, into the one bill.

Mr. Chairman, in addition to Congressman Thornberry—Mr. Thornberry is here beside me—President Elstad, of Gallaudet College is here; and Mr. Baxter is here from the Department of Health, Education, and Welfare, and Mr. Collins, the attorney, of the institution, just came in, and Mr. Conley is also here.

STATEMENT OF HON. HOMER THORNBERRY, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF TEXAS

Chairman McConnell. Do you have anything you wish to add to what Mr. Phillips has said, Mr. Thornberry?

Mr. Thornberry. Thank you, Mr. Chairman.

Chairman McConnell. We will hear you and then there may be questions of Mr. Phillips and you after you have concluded.

Mr. Thornberry. That would be fine, Mr. Chairman. I have nothing to add. As Mr. Phillips has pointed out, both of us are on the board of this school. We have both agreed upon the provisions of this bill; it is badly needed. I would like to emphasize, in answer to your questions, whether there are any major changes. You can understand, when the institution was chartered back in 1857, there have been further changes; the Appropriation Committee from time to time has added provisions. All of those which are currently operative and which are effective have been brought into this bill. Those which no longer apply have been repealed. I mean, I want to make it clear, that we are repealing them but the reason for that is that they no longer apply and have no effect on the school at this time.

Chairman McConnell. What type of things would be repealed or eliminated?

Mr. Thornberry. Let me call your attention to them. If you will go over to page 7. You see there, at the beginning of the line 13, there is the type; there is a proviso talking about what you would do about indigents who are of teachable age, but who are mental cases, and what should be done with them. This institution has nothing to do with mental cases any more and that is repealed; and that is handled in another way by the District of Columbia.

It is just with reference to those types of things.

I am sure Mr. Phillips, Dr. Elstad and myself and Mr. Collins will be glad to answer any questions that the members of the committee may have.

Chairman McConnell. Thank you very much, Mr. Thornberry.

Mr. Thornberry. Thank you.

Mr. Phillips. Mr. Chairman, may I come back just briefly to give the reporter the proper names of those people who are here:

Mr. Reginald Conley, of the Office of General Counsel of the Department of Health, Education, and Welfare;

Mr. Edmund Baxter, consultant on special institutions for Health, Education, and Welfare;

Mr. Leonard M. Elstad, president, Gallaudet College;
Mr. Linton M. Collins, secretary and attorney for the board.
Chairman McConnell. Now, with reference to the amendment,
Mr. Phillips——
Mr. Phillips. Yes.
Chairman McConnell. Do you have the exact wording of that?
Mr. Phillips. Yes. I gave it to your staff director.
Mr. Graham. I have it here, Mr. Chairman.
Mr. Phillips. It strikes the word——on page 3, line 11, it strikes
the word “four” and inserts “three.”
It strikes out all of line 15 and all of line 16 up to the number “2.”
Mr. Graham. And it strikes out the word “nine” and inserts the
word “ten” in line 17.
Chairman McConnell. Will our clerk read the amendments for
the committee, please?
Mr. Graham. Strikes out “four” in line 11, on page 3, and inserts
in lieu thereof “three.”
It strikes out on lines 15 and 16 “and one member shall be the
Secretary of Health, Education, and Welfare, or his duly designated
alternate;”——
Mr. Barden. You want that stricken out?
Mr. Phillips. Yes; to strike that out. There is nothing put in
for that.
Chairman McConnell. Then in line 17?
Mr. Graham. In line 17, strike out the word “nine” and insert in
lieu thereof the word “ten.”
Chairman McConnell. Those are the only amendments offered
to this bill?
Mr. Phillips. That is correct.
Chairman McConnell. Now, are there any questions before we
hear from the others? Any questions of Mr. Thornberry or Mr.
Phillips?
Mr. Bailey. I have no particular questions, Mr. Chairman, except
to say that at the invitation of some West Virginia students attending
Gallaudet College, I have had the pleasure of attending at least
two graduating exercises, and I am impressed with the fact that they
have an excellent institution out there. And I want to do what I
can to bring it up to date, revitalize it, and I certainly have no
objection to the bills.
Mr. Thornberry. Thank you, Mr. Bailey.
Chairman McConnell. Mr. Miller.
Mr. Miller. May I ask what is the purpose of seeking the change
of the name of this institution?
Mr. Thornberry. I will be glad to answer that question, Congress­
man Miller.
Among all of the graduates of this school throughout the United
States, it is known as Gallaudet College. If you bring up in a dis­
cussion, the Columbia Institution for the Deaf, they do not know it.
Let me put a personal experience, if I may. Before I came to Con­
gress, I was vitally interested in the problem of education of the deaf.
My mother and father were both deaf from infancy. I grew up among
deaf people, and among all of them the school is known as Gallaudet
College.
I came to Washington and I wanted to find out about Gallaudet
College and I tried in the phone book to find out about Gallaudet
College. I phoned down to the Department and of course they know of it as Columbia Institution for the Deaf. But it is a misleading name. What you have out there is the only senior college for the deaf in the world, and it ought to be called Gallaudet College rather than Columbia Institution for the Deaf.

Mr. Miller. Just why did it get the name Gallaudet in the beginning?

Mr. Thornberry. That is not a difficult question to answer, Mr. Miller.

Mr. Phillips. It was founded by Dr. Gallaudet?

Dr. Elstad. Yes.

Mr. Thornberry. I will tell you why, because the man who started the college and founded it, and began it was named Gallaudet and it was named after him at that time.

Mr. Miller. Well, that is very interesting and I think it is just due his honor to give it that name officially, and I certainly would agree with you.

Mr. Thornberry. We take that view too.

Dr. Elstad. Could I also add that the father of this same Gallaudet was Thomas Hopkins Gallaudet, who started the first three public schools in the United States for the deaf, in 1817, so it is to honor his name too—father and son.

Mr. Bailey. May I ask a question at this point?

Chairman McConnell. Certainly, Mr. Bailey.

Mr. Bailey. Most of the States have schools for the deaf and blind and the graduates of those State schools which are comparable to high schools move on up to Gallaudet College for advance training; is that right?

Dr. Elstad. That is correct.

Mr. Thornberry. Mr. Bailey, there is no other place for them to go.

Mr. Bailey. I think the Members of Congress have the right to make recommendations and requests for the admission of students from States. I did on 1 or 2 occasions.

Mr. Thornberry. And they have in the past, and I have done that, where they wanted to get tuition in behalf of the student, the college has had a program of referring them to Members of Congress.

Mr. Phillips. Mr. Chairman.

Chairman McConnell. Yes, Mr. Phillips.

Mr. Phillips. Excuse me for coming back again, but the clerk of the committee has just called my attention to the fact that in the Phillips bill, which we are considering, on page 8, on the last line, line 25, there is a typographical error. That should be 837 at the beginning of line 24 instead of as written in the bill 857.

Chairman McConnell. 837 instead of 857?

Mr. Phillips. Yes. It is a typographical error and I think you can probably correct it under the authority of the committee; but I call it to your attention.

Chairman McConnell. I think it may be very desirable and I know we would be glad to hear from the president of Gallaudet College, Dr. Elstad.
STATEMENT OF DR. LEONARD M. ELSTAD, PRESIDENT, GALLAUDET COLLEGE, WASHINGTON, D. C.

Dr. Elstad. Mr. Chairman, I am very pleased to say a few words. It is the only college for the deaf in the United States. We have students from 40 different States and from seven foreign countries.

I had the opportunity to travel in Europe 4 years ago and I found 1 high school outside the United States for deaf students. So if anyone had to be deaf, this is the country to be deaf in, because they do have a chance for higher education.

It is a liberal arts college, giving a bachelor of arts degree and a bachelor of science degree and they can go on and get their advanced work above that.

Being a liberal arts college, we are not, and we do not give too many technical courses, because as we expand we hope to add courses in business, architecture, and the more technical work, but our students have no difficulty, after graduation, in getting good positions.

In civil service, we have a number of the students in civil-service positions now, and the graduates go back into their schools as teachers. About 40 percent of them go back as teachers in the high schools, in various schools for the deaf in the United States. Among the girls, many of them get married. We are good homemakers; it is a very good place to get a husband or a wife—I do not know that that is the only purpose of the college education; our graduates do marry well and do well in the professions.

Chairman McConnell. What are your requirements for getting into the institution, not only academic but financial?

Dr. Elstad. We have never turned a student down for financial reasons. It costs us about $1,700 per student. Each one automatically gets a $900 scholarship now, so that leaves $800 to be provided for each student. Vocational rehabilitation will help in the various States, to the extent of $250, which is the tuition part of that $800, which leaves $550 for the parents. Now, if they cannot pay that, we try to determine in each case how much they can pay and we ask them to pay that much, and we get an additional scholarship for the balance.

It is our responsibility to come out at the end of the year in the black.

About 70 percent of our money comes from the Congress. I might say when I came there 9 years ago, our tuition income was around $45,000; this year, the Bureau of the Budget has asked us to be responsible for $198,000 in tuition, so we have gone from $45,000 up to $198,000, and the balance comes from congressional appropriation.

We are trying our best to get the tuition up and the congressional appropriation down, and we are continuing to work on that.

Mr. Bailey. May I ask another question, Mr. Chairman.

Chairman McConnell. Yes, Mr. Bailey.

Mr. Bailey. Just why, in a valuable institution of that kind, do we need to be so diligent in trying to get the sum appropriated down?

Dr. Elstad. Well, if Congress would come through with funds for buildings, that is what we need now. We have $260,000. Remember this is the only college for the deaf in the world. We ought to be large enough to take care of all of the students who qualify, and right now we cannot do that.
This year we had 170 take examinations 2 weeks ago. We are grading those papers now and out of that, we can accept only about 70 students, which will leave 100 who will not be able to come in because we do not have room. And we feel that we should be large enough to take care of all of them.

Mr. Perkins. Mr. Chairman.
Chairman McConnell. Mr. Perkins.
Mr. Perkins. Are the States' vocational rehabilitation constitutions uniform throughout the Nation; is the amount limited to $250 in cases of this kind?

Dr. Elstad. That is the maximum that we get for any student, but they will add up to $50 for books and supplies and occasionally, some of them will give them aid toward transportation.

Mr. Perkins. Is that a State regulation or a Federal regulation; that is what I want to get at.

Dr. Elstad. Well, I think that is an agreement between the States and the Federal Government.

Mr. Perkins. And the Federal Government?

Dr. Elstad. Yes, and the office here.

Chairman McConnell. Mr. Barden.

Mr. Barden. Dr. Elstad, I think you are doing a fine job out there.

Mr. Thornberry. Mr. Chairman, may I ask Dr. Elstad to tell the committee what our problem out there is so far as the physical plant is concerned, and when the last major building was built out there?

Dr. Elstad. The last major building was built out there when the girls' dormitory was burned in 1917, and there had to be a building to replace that. We have not had any new construction since that time.

We are asking for a library-classroom building now. $240,000. And the alumni, the deaf people, let me remind you, have raised $100,000 and we have $10,000 from the Meyer Foundation, and that together makes $350,000 to provide a library-classroom building. But we immediately need a gymnasium. In fact, we really need it more than we do the library, but it is not possible now to ask for a gymnasium, so we are asking for the library building first.

We have one room, 75 by 55 feet, the first gymnasium built in the District, which was patterned after something at Harvard. That is the only thing you can say for it. We have all of the athletic events, the intramural, in that one room.

I am going to ask the Board at the meeting this afternoon if we can spend $19,000 of board funds to make a hay barn into an auxiliary gymnasium, which will provide us a little more room for the immediate future.

But we need practically a whole new plant to take care of this increased population as it comes; we just have to have it. But the Bureau of the Budget has talked us down each time and one of the reasons for this bill that we are asking for now is because they say "Get your charter revised and then we will help you." So this is one step in that direction.

Mr. Barden. Dr. Elstad, I am just sorry this committee is not really better informed on the subject of the institution which you say is doing a marvelous job. I am rather astounded at the financial difficulties that you find yourselves in, in the way that you have to raise money for a cause that all America is heartily in favor of. I am just wondering if the Bureau of the Budget has in mind that when
you revise your charter, that you incorporate under a foreign country so that you would be eligible for more liberal allowance.

When anyone in a foreign land experiences 50 percent of the difficulty that you are experiencing, we dump the jackpot, and here we hand out pennies and sweep out the dust.

I happen to have been pretty close to an institution similar to the one that you have referred to here, in North Carolina.

Dr. Elstad. I know that is true.

Mr. Barden. I was a member of the legislature when we began to take notice of it. It is a type of institution that is not advertised much and people do not talk about it very much. But when you go back among the people and find those who are handicapped in the manner in which your students are handicapped, we soon find that when we do give them an education, they are outstanding in their community.

Dr. Elstad. That is right.

Mr. Barden. For the past several years, I happen to know that, similar to my friend from Texas who certainly has made a great record, the father and mother of our State treasurer was afflicted, not only deaf but could not speak, as well.

I believe this committee would be interested in some unvarnished truth about your problems out there.

Dr. Elstad. We will be glad to give them to you.

Mr. Barden. Not just what you get through the budget, but the actual facts concerning the problems that confront you. I have found this committee to be most responsive to situations of that kind and the Congress would be also.

I notice that you do not teach vocational training.

Dr. Elstad. That is in the picture, Mr. Barden.

Mr. Barden. That is in the picture?

Dr. Elstad. Yes.

Mr. Barden. But from your statement of a few minutes ago, you do not teach it? I think certainly it should be made available to everyone who desires it.

Dr. Elstad. Let me make this point: We are a liberal arts college. We are trying to be accredited as a liberal arts college and the accrediting agency sent six professors down here in 1952, and they went through an intensive survey and came up with a very thick report on what we needed to have and to do before we can gain accreditation, and it is our point that we will have to be accredited as a liberal arts college first and then add these other business courses and bread and butter courses later.

Mr. Barden. Does not the equipment that you have and the time of faculty personnel that you are able to employ have considerable bearing on whether you are accredited or not?

Dr. Elstad. Yes. But not being an accredited college, we have difficulty in getting members of the staff. They do not want to be connected with something that is not first class, and that is what the Government feels now, that the Government should not aid something that is not first class. We have first to become accredited and to become accredited we have to have a better staff; to offer a more thorough, richer curriculum and have additional facilities. And those are the requests which will go before the Bureau of the Budget this summer. And from now on.
Mr. Barden. Well, it is additional facilities that you need, and additional salaries, and the budget does not like it, and I think we will be more friendly to you.

Mr. Bailey. You do not always agree with the Bureau of the Budget on educational matters?

Mr. Barden. Well, I do not understand them; I will say that much.

Mr. Phillips. Mr. Chairman.

Chairman McConnel. Mr. Phillips.

Mr. Phillips. May I say, Mr. Chairman, that is a source of embarrassment to us on the board and to the college, because here is an institution of Federal standing, of Federal connection, of Federal responsibility, and it is not accredited in the educational field, solely because Congress has denied it, over the years; the Federal Government has denied the money for the building that would make it accredited. It is not a question of the quality of the work. It is of the highest anywhere. It is a question of just not having the conditions on the faculty and the physical buildings which make it possible to get this recognition as an accredited institution.

I would like, Mr. Chairman, if possible, to have you ask Mr. Baxter, who is appearing here in behalf of the Department of Health, Education, and Welfare, to point out that this is a long-term program, and those of us who are very closely interested are trying to do something about what Mr. Barden is talking about.

Mr. Barden. Well, the thing that struck me right in the face is the fact that it is the only college—

Mr. Phillips. The only college of its kind in the world.

Mr. Barden. The only college; that being true, I think the responsibility is rather heavy on us to see that it is a first-class college and that is one place that we can do some good without becoming fouled up in the aid to education or the church, or anything else. I think just common sense prompts us to move in that direction. You know this is the first time I have heard a discussion of this, and, frankly, it is a source of a little embarrassment to me because I used to be chairman of this committee. You are a mighty modest group down there.

Dr. Elstad. Well, that is right.

Mr. Barden. You do not always let us know what we can do for you.

Dr. Elstad. I think we should say for the Congress, that Congress has not had a chance to vote on this thing. It has been stopped in the Bureau of the Budget. You have always given us all the Bureau of the Budget has allowed and that is why we would like to have the Congress have a chance to vote on these things, because we think you would support the institution.

Mr. Barden. Dr. Elstad, let me say this: I think the Bureau of the Budget is a very necessary agency of this Government but I do not mind saying, either on the record or off the record, that I think they have, in recent years, taken themselves too darned seriously, and they have set themselves up to direct, supervise, guide, and control. They were never set up for any reason except to give to the Congress the benefit of their judgment on what the proper amounts were, and I have seen some glaring mistakes, and occasionally, when it gets hot enough, they will change their minds.
But that is not so unlike a lot of agencies in the last many years, who, after they had bedded down and trimmed their nests and so forth, they got pretty haughty, so I am not just picking out the Bureau of the Budget, but I am saying that the Congress still has the leeway to exercise its own judgment in matters of this kind, in line with the views of the American people, and I say to you without any reluctance whatever, in my opinion the American people want that to be a first-class college, and they are not inclined to be penny-pinning about it.

Mr. Bailey. I second the motion.

Mr. Gwinn. Mr. Chairman.

Chairman McConnell. Yes, Mr. Gwinn.

Mr. Gwinn. Dr. Elstad, I am sorry I did not hear your statement. It is rather interesting though to one who would not want to plan his life on the basis of what Congress will do from year to year, to see that the effect of this institution, as worthy as it is, being a dependent upon the Congress and the Government, has come to. While I am in favor of this bill, it would be interesting to know why the institution has not come under voluntary management and constitutions in face of the difficulties with Government?

Dr. Elstad I would like to speak to that question, Mr. Gwinn, because it is an interesting thing to know that in England, they call their institutions schools for the deaf and dumb. Now, they find themselves over there in teaching the deaf children to speak, as we do in this country, and we asked them in convention not so long ago, why do they want to keep the word “dumb” in the name, and they told us, “when you ask for charitable gifts, as we must in our country, people are not sorry for deaf people; they are sorry for deaf and dumb people; so we leave the title that way. So that we can get charitable gifts.”

There is nothing about a deaf person that creates within the heart the ability to put your hand in your pocket and to give out. People are not inclined to give to any cause connected with deafness. Blindness is apparent. The spastic is apparent. The crippled person and the heart case, you can see them, because they cannot be active, but deafness does not cause any concern in the heart of the human breast. You see, it is a very difficult thing to get foundations and individuals to become concerned about deafness, and that is why such institutions seem to have had a very difficult time in getting grants.

This $10,000 we got from the Meyer Foundation is the first one, in my knowledge, that we have got. But it is the beginning.

Mr. Gwinn. How many students do you have?

Dr. Elstad. We have 260 from 40 States.

Mr. Gwinn. Of course, there is a tremendous number above that. Where do they go?

Dr. Elstad. No, there is not a tremendous number. There are only 21,000 deaf children in schools for the deaf in the United States. California has between 400 and 500.

Mr. Barden. That is right.

Dr. Elstad. And it varies in different States. West Virginia has around 250, something like that; Minnesota, 280. But there are only 21,000 children, and deafness is such a severe handicap, educationally, and very few of them get up to college level, because of their handicap, in getting it all through the eye instead of through the
ears—they just do not get up to the college level in their academic progress. But that is all being improved as the educational programs are being improved and more and more will reach college levels. That is why we should be ready.

Mr. Bailey. How much of a waiting list do you have?

Dr. Elstad. As I said, 170 took the examination 2 weeks ago. We will be able to take 70 of those. Now, we maintain that there is another 70, at least, in there that should have this chance to go to college. So I would say from 50 to 70 a year, and that is going to increase.

Now there are deaf students that go to hearing high schools and compete with hearing children. They graduate from the hearing high school and have had a pretty tough time getting that far, and they do not want to face a 4-year college course over the years with hearing students, so they apply also. But many of them did not even know there was a Gallaudet College; and when they find out about it, they ask why they were not told, and as we become better known, that enrollment will increase too, you see.

Mr. Lucas. Mr. Chairman.

Chairman McConnell. Mr. Lucas.

Mr. Lucas. May I say to you, Doctor, that, as one member on the Democratic side, I would be glad to join your sponsors and you could not have better ones, in introducing legislation that would provide additional facilities at your institution. I think that our own Federal Government institutions should be standard in this field.

Dr. Elstad. Yes.

Mr. Lucas. And it is a matter of shame to me to know that Gallaudet College is not an accredited institution. If you will confer with your two sponsors or have them confer with me, or I invite you to come to see me, I should be glad to introduce legislation, if it is desired, to provide these additional buildings that you need, so that you may obtain accreditation, so that the Congress of the United States and the people of the United States can look with pride on Gallaudet College.

Dr. Elstad. We have a board meeting scheduled for this afternoon and I will be glad to bring that to the attention of the board, with the results of this meeting.

Mr. Elliott. Mr. Chairman, may I ask if these two bills, Mr. Phillips' bill and Mr. Thornberry's bill are identical?

Mr. Phillips. Yes; they are identical.

Mr. Thornberry. We are in agreement. As Mr. Phillips has indicated before you came in, Mr. Elliott, may I say that Mr. Phillips and I introduced identical bills, with the understanding that H. R. 6655, Mr. Phillips' bill, would be considered.

Mr. Wier. And I think you might add that both of you are on the members of the board of this institution.

Mr. Thornberry. Yes.

Mr. Barden. Will you gentlemen be satisfied with a unanimous vote?

Mr. Thornberry. We would.

Mr. Phillips. If that is the most we can get, we will be very glad to get it.

Mr. Chairman, may Mr. Baxter be heard?
Chairman McCONNELL. Mr. Baxter, we will be very glad to hear from you.

Mr. PHILLIPS. Mr. Baxter is from the Department of Health, Education, and Welfare and represents that Department on the board.

STATEMENT OF EDMUND BAXTER, CONSULTANT ON SPECIAL INSTITUTIONS, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. GwINN. Will you identify yourself for the record, Mr. Baxter?

Mr. BAXTER. Edmund Baxter, consultant on special institutions, Department of Health, Education, and Welfare.

I may say, Mr. Chairman, that there is some encouragement, gentlemen, on progress within the executive branch, this year; the Bureau of the Budget did approve the library-classroom building which I think, as Dr. Elstad mentioned, marks the first time in a number of years that a building has been approved.

Mr. BARDEN. May I ask the estimated cost of that building?

Mr. BAXTER. $350,000, including a Federal appropriation of $240,-000, and private donations of $110,000.

Mr. THORNBERY. $100,000 of that comes from the alumni and $10,000 from the Meyer Foundation grant.

Mr. BAXTER. $10,000 came from the Meyer Foundation, yes.

We have also put together a minimum program for accreditation, in which you would include, of course, the library building, a gymnasium, and a few other buildings.

Mr. BARDEN. May I interrupt, to ask if the Bureau of the Budget approved all of the money you requested?

Mr. BAXTER. Yes, sir, for this year. I beg your pardon. They approved $410,000 for operating expenses when we had requested $430,000. In the case of the building, they approved the $240,000 requested.

Mr. BARDEN. What did they cut the $40,000 off for?

Mr. BAXTER. I could not tell you, sir.

Dr. ELSTAD. May I answer that question, sir?

Mr. BARDEN. Yes.

Dr. ELSTAD. We were given a ceiling by the Department—is that right, Mr. Baxter?

Mr. BAXTER. Yes.

Dr. ELSTAD. And that ceiling demanded that there be cuts. Now, it should be said, Mr. Chairman, that ours is the only agency that did not get a cut, a big cut. We got a smaller cut than any. I have to say that for them. We had a cut of $20,000 to bring it down within the ceiling established for this Department.

Mr. PHILLIPS. His question was, what was the $20,000 for?

Dr. ELSTAD. What did the cut represent?

Mr. BARDEN. Yes.

Dr. ELSTAD. That was for salaries. We divided up the salaries, maintenance and many different points. We could have used 4 times that much, but we had to divide that $20,000 into salaries and into repairs and replacements, which are tremendous. And we had to cut some place, so we took it off——
Mr. Barden (interposing). Were not those salaries necessary to accomplish the very objective you have in mind of getting to be an accredited college?

Dr. Elstad. That is correct.

Mr. Barden. Do I understand that the Bureau of the Budget said to you, now here is so much; do everything within it.

Dr. Elstad. They said, make your budget within that amount. They did give us $22,000 and told us to go out and get an increase in tuition. They said, we will allow you 2 new positions, 1 instructor at $6,000 and 1 for $3,500, and a small sum to fix up the gymnasium, water mains and a few things like that, but they told us to go out and get $10,000 in increased tuition and that is the only way we can get it.

Mr. Barden. Was that the Department or the Bureau of the Budget?

Dr. Elstad. The Bureau of the Budget.

Mr. Elliott. Will the gentleman yield at that point?

Mr. Barden. Yes.

Mr. Elliott. I do understand that you can hire an instructor to do instruction work in this very specialized field for $3,500?

Dr. Elstad. We had one instructor and one professor, and the instructor was one who has a master's degree and he has to be a single person, and he will live in the institution and we will subtract $500 for maintenance. So he will get $3,000. It is not enough, I will admit, but that is an instructor. That is not the professor.

Now, the professor is required to have a doctor of philosophy degree and he will start at $5,500 or $6,000; to get one with experience we will have to go to $6,000.

Mr. Barden. Well if you can get those instructors in there at $2,500——

Dr. Elstad. $3,500.

Mr. Barden. Well, $3,000 when you get through with it.

Dr. Elstad. Yes.

Mr. Barden. With the "deducts."

Dr. Elstad. Yes, $3,000.

Mr. Barden. Well, if you ever put vocational training in there, and he learns to be a brick mason, you are going to lose him.

Dr. Elstad. This came out in the House hearing, this same question on salaries. We have the salary schedule that is set up, which we will present to the Bureau of the Budget this summer when we appear before them, at the next hearing. And we hope they will accept that. It is going to take $3,500 to put that salary schedule into effect for the minimum, maximum and the graded increases for next year, and we hope that they will accept that, because it is necessary. You cannot get an instructor unless you can promise him some future.

You remember when they come to your college, and are trained to teach in our college, they cannot transfer from here to Columbia or some other institution very easily, because they will say, well, what did you do down at Gallaudet, and they will say, well, I was a teacher, and they will say, well, we are not interested. They come as the last stop, and we want the best, and we want them to stay there. And in order to do so, we have to pay them.

Mr. Barden. And the longer they stay with you, the better they will be?
Dr. Elstad. And they should be paid. Now, so far, we have been waiting for Government raises. We are not a Government institution, but we wait for Government raises, but you cannot procure a professor on a promise that he will get a Government raise in salary because they want to know what the raise is going to be year after year. They cannot raise a family unless they are going to have it from year to year. It is a little difficult to recruit at our place.

Mr. Barden. I do not believe that there is a janitor or a clerk, and I wonder if the pages do not make as much. I do not know just what it is, but I am astounded at your being able to get personnel to teach at $3,000 a year. And I am doubly astounded that the Department should ask you to cut a little bit more.

(Off the record discussion.)

Mr. Gwinn. I think in the light of the conversation up to now, it ought to be remarked from this side of the committee with the great interest on the Democratic side, that it is not a reflection on the Republicans who have just taken over, to approve this thing after 20 years of a Democratic administration.

Mr. Barden. Now, Mr. Chairman, let me say this. I am sure the gentleman is not serious about that. Because when it comes to conservative Government and so forth, well I would not question his right to be the number one, but I am not so far behind and I could not ever challenge his standing in that respect, but this is not a Republican or Democratic matter. This is a matter for the American people. The affliction is no respecter of party affiliation. It falls upon the just and the unjust.

Mr. Gwinn. May I say, Mr. Chairman, that I am a bit surprised at the hard-heartedness of the Democrats through all of these years.

Mr. Barden. Now, let me say this: The gentleman sat on the committee with me and I never heard it presented. The question has never been before this committee and certainly the department has never called it to our attention. This is the first time the matter has ever come before us.

Chairman McConnell. May the Chair say something: This bill is brought to us by a Republican and by a Democrat and there is no opposition anywhere, so let us not try to develop any.

Mr. Barden. Mr. Chairman. I move we report the bill favorably and instruct the chairman to make the necessary arrangements to have it brought to the floor.

Mr. Gwinn. Mr. Baxter, had you concluded your statement?

Mr. Baxter. I think enough has been said in behalf of the bill, and I have no further comments.

Chairman McConnell. Is there anybody else?

Mr. Gwinn. I would like to ask Mr. Baxter a question.

Chairman McConnell. Very well.

Mr. Gwinn. How long have you been in the department?

Mr. Baxter. The department, of course, was created last year.

Mr. Gwinn. Did you come from the United States Office of Education?

Mr. Baxter. No, sir; I am with the Office of the Secretary.

Mr. Gwinn. How long have you been there?

Mr. Baxter. About 8 years in all, sir.

Mr. Gwinn. Has the department had jurisdiction over this school during those 8 years?
Mr. BAXTER. Yes, sir. It was transferred to the Department about 10 years ago.

Dr. ELSTAD. 1940.

Mr. BAXTER. In 1940.

Mr. GWINN. What has been your responsibility during that time?

Mr. BAXTER. Over the years I have served in a number of different capacities.

Mr. GWINN. I mean your department's responsibility for this institution.

Mr. BAXTER. Well, in general, we have treated Gallaudet College, or the Columbia Institution for the Deaf, as a private corporation, which is federally aided and have, of course, avoided interference with their educational policy. The responsibility within the department has been primarily in the field of general policy in fiscal matters and not in connection with the educational program as such.

We have a different relationship, of course, to Gallaudet College from the one we would have with the usual Federal activity. Studies have been made, over the last few years, in fairness to everybody concerned, about the needs of Gallaudet. One was made in 1949, by Dr. Gallagher, of the Office of Education, and it provided a very sound basis for our present plans of improving the whole college setup.

Mr. GRAHAM. Have any of those been submitted to the committee?

Mr. BAXTER. I do not think they have been submitted to the committee, sir, but Mr. Phillips and Mr. Thornberry, I think, have been informed of them, and have seen them.

Mr. GRAHAM. What was the purpose of the study?

Mr. BAXTER. Basically to determine the long-term role of the college; its needs; what needs to be done to obtain accreditation; whether new buildings are needed; what the relationship should be to the Government. The Gallagher study, I think, is a very sound one. It is one we are following today.

Mr. GRAHAM. Did you show any new buildings were required?

Mr. BAXTER. Yes.

Mr. GRAHAM. When was this study completed?

Mr. BAXTER. It must have been completed in 1949 or 1950. There was a previous study in 1947.

Mr. GRAHAM. Why does the Department not submit such findings then; how does it intend to get these facilities, buildings?

Mr. BAXTER. Sir, we presented this year to the Bureau of the Budget a request for the first one, the library-classroom building, which was previously mentioned.

Presumably the college will submit next year, for 1956, the need for a gymnasium in their own budget; they will request a number of buildings and I am sure they will be considered as a part of this plan.

Mr. GWINN. Has it been necessary for the college, during the last 8 years, to submit any of their plans or programs to your Department as a routine matter?

Mr. BAXTER. Yes, sir; they have submitted them over the last few years, I think there was a need for an overall evaluation; there has been a need for closer relationship to the Bureau of the Budget, and we are trying our best to get a closer understanding with the Bureau of the Budget on the needs of this institution.

Mr. GWINN. The college has functioned through you in its relationship to the Government, whatever it is?
Mr. Baxter. Yes, sir, in general.

Mr. Gwinn. Then the Department has some responsibility for the conditions that have been described here this morning?

Mr. Baxter. That is right, sir.

Mr. Gwinn. Do you go to the Bureau of the Budget, as one department, presenting the educational situations to the Bureau of the Budget?

Mr. Baxter. Yes, we do, and it is our policy to give Dr. Elstad and members of the board an opportunity to be heard at the Bureau of the Budget.

Mr. Barden. Will you permit me to interrupt to ask this question?

Mr. Gwinn. Certainly.

Mr. Barden. I understood you have made a very careful study, appraising the needs for this institution, and looking toward its being an accredited college?

Mr. Baxter. That is right.

Mr. Barden. Now, when did you have that available?

Mr. Baxter. Well, sir, the study, which we are following in our plan, was made in 1949, by the Office of Education.

Mr. Barden. You had that available when you made this so-called allocation or request for funds for this institution?

Mr. Baxter. That is correct. But during the last year, we have made, let us say, an evaluation of the studies that have been made previously, and in their review——

Mr. Barden (interposing). All right. Now, in this evaluation, did you, or did the Department, find that additional salaries were necessary in order to obtain the type of men that would enable this institution to become an accredited college?

Mr. Baxter. As I recall, the study points up the need for some increase in salaries, and I think the college has made moves in that direction. Is that correct, Dr. Elstad?

Dr. Elstad. Yes.

Mr. Barden. But the move, I mean the Department's move, was in the opposite direction, was it not? You called for a cutting down?

Mr. Baxter. No, sir. I think——

Mr. Barden. Did you request funds that that study indicated were necessary in order to give the increased salaries to get the necessary people to teach?

Mr. Baxter. We probably did not request the exact amount recommended in the study, because, of course, it is very rare that a Government agency or private organization accepts fully the recommendations of a study group. We have this year a recommendation to the Bureau of the Budget above past years.

Mr. Barden. How much increase in salaries of instructors and teachers?

Mr. Baxter. Dr. Elstad, will you answer that?

Dr. Elstad. By way of explanation, we said that, to get the number of instructors, we would need, the whole cost would be about $70,000. We knew that was impossible, to get the staff up to where it should be, so we asked for what we thought we could get, and then, of course, we sent this to the Department and they told us—they sent back a ceiling and said, you will have to stay within that.

Mr. Barden. How much under your request was in that ceiling?

Dr. Elstad. I think it was around $30,000, was it not? It was about $30,000.
Mr. Barden. The amount that the Department approved permitted you to grant what percentage increase on your teaching personnel?

Dr. Elstad. It would give us finances to hire five instructors that we needed, some new instructors.

Mr. Barden. All right, but what about the increase, in order to get it up to where you could make it an accredited college?

Dr. Elstad. That was the amount, salaries for five instructors.

Mr. Barden. That would not permit you any increase to improve your standards?

Dr. Elstad. We got some of those and paid for them out of tuition increase, not out of Federal money. We do have the 2 sources of income, and we went out and reevaluated every student, sir, and got $100 more tuition from this 1 and $150 from this 1, and every new student that came in paid a little bit more, the new student, and with that increase in money, we hired the additional staff members and paid for them. That is the only way we could do it.

Mr. Barden. Well, the results of the study did not teach the Department anything on the question of instructors?

Dr. Elstad. They are sympathetic; I will say this is the first time——

Mr. Barden. I know, but you cannot pay instructors with sympathy. They cannot enjoy sympathy.

Dr. Elstad. I want to be fair to the Department. I think they have done a good job for us within the amount of money they have had. And I think the whole trouble has been with the Bureau of the Budget. Each year they have put up the hurdle for us to jump over; and these surveys have been hurdles and we got the surveys; we got the survey and we are over that hurdle.

Then the last one was this charter, which you have before you now. They said, when you get this charter and once and for all establish the Government’s responsibility, then come back and we will see what happens.

Mr. Barden. Well, there is only one hurdle I know which the Bureau of the Budget cannot jump over and that is over there under that dome, and if the facts are given to us, justifying the increase for this institution, I have implicit faith in the Congress of the United States to approve it. And as far as I am concerned, I just do not like the idea of going back, and, in a manner, assessing the handicapped people who have finished from that institution, and putting the pressure on them, in a moral sense, to come on across, to pay all they can, to reach down as far as they can. I know some other institutions that do that with them.

Chairman McConnell. Mr. Miller.

Mr. Miller. I would just like to ask Mr. Phillips, the author of one of these bills, a question or two. I understand that this Gallaudet College is a private institution?

Mr. Phillips. It is a private institution in the sense that it is operated in a charter, but it has been related to Government supervision and cooperation since 1857. It has had a relationship to the Government to try to operate as much as possible on an independent basis. But it has had Government help, actually, in the budget, for how many years, Dr. Elstad?
Mr. Elstad. It started in 1857.
Mr. Thorneberry. 1857.

Mr. Phillips. Since 1857, there has always been money in the Federal Budget for this institution. But I do not think that anyone has brought out yet, that in addition to Gallaudet College, that that institution takes care of the deaf children in the elementary schools in the District of Columbia. They come there as young students in separate buildings and with separate teachers and are put under supervision of the faculty at Gallaudet College itself.

Mr. Miller. Then in your opinion, since this would not be establishing a precedent, it is only a matter of increasing the appropriation; this could not, by any stretch of the imagination, be considered a precedent?

Mr. Phillips. No.

Mr. Miller. For the United States Government to contribute toward private educational institutions?

Mr. Phillips. That question has never arisen, because it is not that type of institution. The only question in the minds of the Bureau of the Budget, as mentioned by Mr. Baxter, was the fact they felt the charter should be drawn together into one document, the way it is chartered, with the subsequent references to the institution—should be drawn together with the changes and the change of name. I would call it a codification, or a clarification. There is no precedent being established.

Mr. Miller. I just wanted to have it brought out in these hearings that when the committee is considering this matter that we have in mind, that we are not establishing a precedent or following any precedent in which the Federal Government is contributing toward a private educational institution.

Mr. Phillips. It has always been considered either a Government or a quasi-Government institution.

Mr. Miller. Thank you.

Chairman McConnell. Mr. Gwinn.

Mr. Gwinn. I would like to ask Mr. Baxter 1 or 2 other questions.

Chairman McConnell. Very well.

Mr. Gwinn. What other institutions does the United States Office of Education have responsibility for, similar to Gallaudet College, if any?

Mr. Baxter. I might mention, sir, that the United States Office of Education has no official relationship with Gallaudet College. Gallaudet College works directly with the Office of the Secretary of the Department.

Mr. Gwinn. The Office of the Secretary.

Mr. Baxter. Yes.

Mr. Gwinn. But prior to the creation of this Cabinet setup, it was the Office of Education?

Mr. Baxter. No, sir. It has always reported directly to the Administrator or the Secretary—the Administrator of the Federal Security Agency or the Secretary.

Mr. Gwinn. Before it went in under the Office of Education, Health, and Welfare, you did have official relationship with the Gallaudet College?

Mr. Baxter. Yes.

Mr. Gwinn. That was within the Office of Education?
Mr. Baxter. No, sir; it was in the Office of the Administrator of the Federal Security Agency.

Mr. Gwinn. I see. Then you were under him, but the responsibility of the Administrator was handed to you, I take it.

Mr. Baxter. That is right, sir. It happens that I was not personally in this position.

Mr. Gwinn. I mean, your department.

Mr. Baxter. Yes.

Mr. Gwinn. I am talking about the Department with which you have been for 8 years. Now, my question is, what other institutions do you bear this same relationship with?

Mr. Baxter. There are two others in the educational field: the American Printing House for the Blind, at Louisville, Ky.; and Howard University.

I also have an administrative relationship with Freedmen's Hospital and with St. Elizabeths Hospital.

Mr. Gwinn. Are you on the board of each of those, or do you have a representative on the board?

Mr. Baxter. No, sir; I am not on the board of any. I think the position of the Department is that since these are private institutions in the field of education, that it is proper for them to have a privately controlled program in the field of education.

Mr. Gwinn. You have made recommendations with regard to Howard University, for example?

Mr. Baxter. Yes, sir.

Mr. Gwinn. Does that answer somewhat the question, or further enlarge on the question of the gentleman from Kansas, Mr. Miller, that these other institutions are quasi-Government or quasi-private in character?

Mr. Baxter. That is right.

Chairman McConnell. Any further questions?

Dr. Elstad. I think it might clarify the matter a little, by stating that perhaps the reason why the Government should be responsible for the higher education of the deaf is that, for instance, in the State of North Carolina, there are 9 students at Gallaudet College from your State, and 16 from the State of Minnesota. Now, Minnesota could not set up a college for 16 students and North Carolina could not set up one for 9. And there is no place for them to go, so the idea is to have one centrally located school where these students can come together for their education.

Mr. Phillips. For higher education.

Dr. Elstad. For higher education; that is why Kansas, which has 5, I think, and the only way those 5 can be educated is to come to one central place.

Mr. Barden. Doctor, the only way it could be met otherwise would be to set up a compact between the 48 States, and to have each State contribute and the best way to handle that is the way it has been done.

Mr. Phillips. Mr. Chairman, I think Mr. Collins, the counsel and secretary to the Board, wants to call attention to a legal point after you have finished with Mr. Baxter.

Chairman McConnell. Any further questions?

Mr. Graham. Mr. Baxter, is Howard University—does Howard University bear the same relationship to the Department as Gallaudet College?
Mr. BAXTER. Yes, sir, in general.
Mr. GRAHAM. What has been the attitude of the department in regard to Howard University?
Mr. THORNBERRY. Very liberal.
Mr. BAXTER. I think you could get a number of varying opinions on that.
Mr. GRAHAM. Well, we would like to have yours.
Mr. BAXTER. Well, the Bureau of the Budget, of course, has not satisfied the needs of Howard University, and it has not satisfied the needs of Gallaudet, nor of the American Printing House, as far as that goes.
Mr. THORNBERRY. Mr. Baxter, will you tell the committee, however, how does the building program of Howard University compare with the building program of Gallaudet? I think in all fairness their building program, their houses, have been kept in pretty good shape to date, from year to year, have they not?
Mr. BAXTER. That is right, sir, so far as the physical plant is concerned, Howard University has a much better one and has received much, much more money than has Gallaudet for a building program.
Mr. BARDEN. May I interrupt there, just to ask a question?
Mr. THORNBERRY. Certainly.
Mr. BARDEN. What, if any, is the difference in the standard of pay for the teacher personnel; how do the salaries paid in one institution compare with the other?
Mr. BAXTER. As between Howard and Gallaudet?
Mr. BARDEN. That is right.
Mr. BAXTER. I think Dr. Elstad made a check on that a few weeks ago. We try to keep them pretty close together.
Dr. ELSTAD. They compare very favorably now.
Chairman McCONNELL. Any other questions?
Mr. ELLIOTT. May I ask a question right there?
Chairman McCONNELL. Yes, Mr. Elliott.
Mr. ELLIOTT. I understood the question a moment ago, and I want to direct this question to Mr. Thornberry, I understood a moment ago in this building program for Gallaudet College, you have $350,000 scheduled for this year, $240,000 of it from the United States Government; $10,000 from the Meyer Foundation; $100,000 as gifts from former graduates of this Gallaudet College; is that correct?
Mr. THORNBERRY. That is correct.
Mr. ELLIOTT. I would like to say for the record that I think that is the most—I think that is the largest amount of money that I have heard of, of a few people being called upon to contribute to a building program or a college. I believe that is more than many of the large universities are getting in gifts from their graduates for an entire year.
Mr. PHILLIPS. Of course that is correct.
Chairman McCONNELL. Of course I do not have to mention this to you, because you are on the subcommittee, but as you delve more and more into the activities of the physically handicapped, when they have the opportunity, it is amazing what they do, how sincere and earnest they are. That is something we will have to bear in mind, naturally, in preparing the bill for the physically handicapped.
Mr. GRAHAM. How much was appropriated for Howard buildings?
Mr. BAXTER. Over what period?
Mr. Graham. Well, during the same period of time, and what is the projection?

Mr. Baxter. Well, the Howard building program was started about 25 years ago and has continued over the entire period. They have substantive legislation for a building program.

Mr. Graham. How many students are there in Howard University, approximately?

Mr. Baxter. Approximately 4,000 full time, as I recall.

Mr. Graham. Just from your recollection, what is the outlay for the plant; what is the capital outlay for the physical plant?

Mr. Baxter. Some of their buildings were erected immediately after the War Between the States and date back to 1865.

Mr. Graham. That is a little later than Gallaudet?

Mr. Baxter. That is right. And of course it would be hard to guess at those. But they have a plant that is worth over $25 million in buildings.

Mr. Graham. Are they required to use a barn or anything like that for their athletic facilities, in trying to expand their gymnasium facilities?

Mr. Baxter. I do not think they are.

Mr. Miller. Mr. Chairman.

Chairman McConnell. Mr. Miller.

Mr. Miller. I would like to ask the witness if Howard University is also a quasi-public or quasi-private institution. Where does the quasi come in with Howard University?

Mr. Baxter. Its corporate structure is very similar to the Columbia Institution or Gallaudet College. It is a private corporation, but it receives Federal support.

Mr. Miller. Where does that come in, in differing from any other educational institution?

Mr. Baxter. Actually, I think it dates back to the charter issued by the Congress in about 1867 for Howard University as a private institution, but over the years it has had varying amounts of Government aid, since 1867.

Mr. Miller. Then all that would be necessary to make any institution, a private institution, a quasi-public institution, would be to give it a charter; a Federal charter, is that the idea?

Mr. Baxter. Well, I suppose a charter was issued because of a recognition by the Congress that there was a special need for that particular type of institution. I would hesitate to try to answer that question fully.

Mr. Miller. I am just trying to see that great dividing line between what is, and what is not.

Mr. Baxter. Well, in the case of Gallaudet, I think we have a clear-cut need—and I will talk mostly about Gallaudet——

Mr. Miller. I can understand that quite well.

Mr. Baxter. We have a great need for assistance to handicapped groups.

Mr. Phillips. That was the theory at least in creating Howard University, to some extent, at least, at the time it was created.

Mr. Baxter. Yes, sir. In fairness to Howard University, I think it should be pointed out that they are providing professional training for perhaps half of the Negro doctors and dentists and other professional groups in the country.
Mr. Miller. I am very sympathetic toward the purpose, but I am very, I might say, much concerned as to just how far you can carry this thing, where you are going to draw the line. Why can you not say that every child is handicapped by age, if nothing else? And when are you going to say when the Government should step in?

Mr. Thornberry. Mr. Miller, may I answer that question?

Mr. Miller. Certainly.

Mr. Thornberry. Let me point out this to you, if I may, and I do not want to impose unnecessarily on the committee's time. I think the reason for the fact that Congress chartered an educational institution of higher learning for the deaf in 1857 was the clear recognition that nowhere in the United States—or for that matter, in the world—was there an institution of higher learning for deaf people.

Mr. Phillips. And none being supported privately.

Mr. Thornberry. And nowhere was there available funds to support one privately.

Other handicapped, the blind, the crippled, can go to any institution in the United States that is already established, either by the State or by private institutions, for their education, because they can hear and talk. Now, at the inception, maybe at the end of the War Between the States, and I do not want to get involved in that question because I come from the South, but there may have been recognition at that time, that there was a need for providing higher learning for those people. I do not think that need exists now. I think there are institutions all over the United States that provide adult educational facilities for the people who go to schools and universities.

But from 1857 until now, there has not appeared anywhere any indication, any desire, or a hope for the establishment of a senior college for the deaf, either in the United States or in the world. And, for example, today, Gallaudet College is the only senior college for the deaf in the world.

And to talk to me about setting a precedent, if it is a precedent to educate the people, may I say that there is not a one of them, if they are given an opportunity to get an education, there is not a one of them on the public payroll for assistance except what they earn for themselves.

You can search the records everywhere in this very Department, there is nowhere an eligibility for a person to receive an assistance for the mere reason that he is deaf. There may be perhaps people over 65 who receive assistance—either old-age assistance under the social security provisions—but they do not receive a dime because they are deaf. Nowhere in the social security program do you recognize them as you do the blind; nor do you set up a program for the physically handicapped as you do for the blind.

And here you have the opportunity and the history shows that where they have been given the opportunity, they go out and make a living for themselves, and I do not care whether you want to call it a precedent or not, but one of the most shameful things in the history of this country is the way we have had out here a college to educate the deaf and the way we have neglected them, by this Congress and by the Federal Government, to provide the proper facilities, and I am happy.
to see that this committee is recognizing the opportunity that we have to do something for them.

Now, there are several reasons why there has been a delay and for what has happened to Gallaudet College.

It is not easy to have a college or an educational institution for a few people who do not have a political voice; and, in time, people have just forgotten that they are there. It was not put under the Federal Security Agency for the purpose of saying that it would be the direct responsibility of the Government. Somebody said, well we have got to locate it somewhere, so the Bureau of the Budget can locate it for funds. But we are not going to worry about supervising it or anything else. So over the years, it has just been left alone, while other people, other institutions, have said we have got to go to work and get the money for our people.

Now, I think one of the reasons they have not come to Congress is because the people out there are consecrated; they are consecrated toward working to educate their people and they have been too busy to come to Congress to tell their story. Whenever the story has been told adequately, Congress has responded and that is a part of our job and that is what we are going to do, and that is one of the reasons why we are interested in Gallaudet College, and that is one of the reasons we want this bill, because every time we go to the Bureau of the Budget, they say, you do not have the legislation up to date. Here it is, and here is the challenge for this committee to act on.

Mr. MILLER. Mr. Chairman, I think the Gallaudet College maybe owes me a vote of thanks for having brought out this very eloquent plea for—on behalf of the college, and if he presents a similar plea to the House, there is no question about what will happen to the bill.

Chairman McCONNELL. Knowing Mr. Miller, I am not at all worried about what he will do about the bill.

Mr. THORNBERRY. May I say, Mr. Chairman, that I appreciate Mr. Miller perhaps arousing me up to what I did say.

Chairman McCONNELL. Are there any further questions?

Mr. LANDRUM. I want to ask one question if I may.

I have heard it said that Howard University owns the real estate on which the Griffith Stadium is constructed. Do you know if that is correct?

Mr. BAXTER. I do not think they own the real estate there. They own the real estate on which Freedmen's Hospital is constructed. I may be in error about the other.

Mr. LANDRUM. I just wanted to ask the question for information.

Mr. THORNBERRY. May I just indulge the committee this much, Mr. Chairman. I think, in this instance, you have been good enough to hear the story, but on the board of Gallaudet College serve a number of gentlemen who have no connection with it at all, and have no people in their family who have, but consider it a public opportunity, and want to do all they can for it. And I know that is true of one of the gentlemen who is present today, Mr. Collins, who is a member of the board, and is secretary of the board, and I would like for the committee to hear him, if he may be heard.
STATEMENT OF LINTON M. COLLINS, ATTORNEY-SECRETARY OF THE BOARD, GALLAUDET COLLEGE, WASHINGTON, D. C.

The Chairman. Mr. Collins, we will be very glad to hear from you. The time is pressing a little bit, and we would like to have action on the bill.

Mr. Collins. Thank you, Mr. Chairman. I will make my remarks brief. In fact, I would like to say that Mr. Thornberry has already expressed better than I could have, what I had in mind to say. And I am very happy to say that these gentlemen have sponsored the position that I have taken before the board for the 10 years that I have served on it. And that is, that if a matter is properly presented to the Congress, we can always expect the Congress to respond favorably.

I do want to add also that during my service on the board, we have never had more cooperative sponsorship than we have had from these two gentlemen. And may I pay a tribute to Congressman Phillips and Congressman Thornberry, and add that during the 10 years I have been on the board, they have been about the only Members of Congress who have attended the sessions, the graduating sessions, of the institution, to see what we are doing. It is a great challenge and I am delighted to invite you men, especially those who have shown so much interest in this matter, before the Congress, to come out and see these handicapped people, see what they are doing, what they are acquiring, and if you do, I believe your interest would be even broader than it is now.

We invite you to come out.

Chairman McConnell. Thank you very much for your statement. Your testimony is appreciated very much, gentlemen.

(Whereupon, the hearing was adjourned.)

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