

EDUCATION OF THE DEAF
IN THE ATLANTIC PROVINCES

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PREFACE

It is fairly evident that the deaf child must be educated and the parents and community be aware of the possibilities available at a school such as the Halifax School for the Deaf.

The study is undertaken as a contribution to current thought on matters of concern to the deaf child, parents of deaf children, legislators and Boards of Directors. It will tell something of the way in which education of the Deaf began and how it progressed. It will consolidate in one work the historical, legislative and financial growth of the Halifax School for the Deaf from 1856 to present times.

Appreciation is expressed to Mr. Karl C. Van Allen, Principal of the Halifax School for the Deaf, Miss Ivey Trinder, the teachers at the School, and the firm of Duffus, Romans and Single, Architects, Halifax, Nova Scotia.

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INTRODUCTION

This thesis is meant to provide a historical study of the Halifax School for the Deaf. It divides naturally into three parts. Chapter 1 contains a historical sketch of the Halifax Institution of the Deaf and Dumb from 1856 to 1894. In 1895 the present building was constructed and shortly thereafter the name of the Institution was changed to the Halifax School for the Deaf; Chapter 2 deals with its history during that period. Finally, in Chapter 3 an attempt is made to synthesize the three Reports submitted by the Architects, dealing with the building and financing of new facilities in the Halifax area and the town of Amherst, Nova Scotia.

It will be noted that the rise of deaf education owed its first impulse to years of work devoted to the establishment of a charitable institution. The next stage saw the advancement of the scheme of public education through help derived from the State and local municipal effort acting under statutory obligation. The (private and public) elements merged successfully to achieve the fuller purpose. The state and the taxpayers fulfilled their obligation, the voluntary charities added their resources: funds to complete the welfare of the deaf child. The spirit of co-operation of voluntary agencies

and of charitable benefactors has never ceased, though the State has taken upon itself the ultimate responsibility of providing education for the deaf.

Deaf children attend schools for the deaf; they are not committed to these places of learning. A deaf child may leave a school any time he wishes. However, the parent is now subject to law just as the parent of a hearing child is. Children, whether deaf or hearing, must attend some school. The school is not an institution in the common meaning of the word. The school is not a home or an asylum. It is a place of education just as the public school is for the hearing child. The deaf child is not an "inmate" any more than the high school or college student is an inmate of his school.

The great importance of hearing in normal life must be continually borne in mind when considering the plight of deaf children. Theirs is not a simple physical handicap which can be remedied by mechanical devices. The deaf child makes his appearance on the scene, to all outward appearances, as the equal of a hearing child but his inability to hear and differentiate the sounds of the human voice prevents him from acquiring an early and natural understanding of his mother tongue. To such a child the world must remain unexplained and unexplaining. The same deficiency in hearing prevents him from making progress from the first babbling stage, through experimental

vocalization to intelligible speech.¹ This inability to understand speech and to speak prevents his normal integration into the family circle for deafness creates around him a barrier of increasing impenetrability making him a stranger even in his own home. Such a tragedy is not confined to the child himself but reacts in various ways on his parents and his close companions because of their inability to approach him through this strange barrier of silence. Thus at the outset of life there arises a situation between the deaf child on one hand with all his normal desires, his tendencies and his need for affection and understanding, and the parents on the other hand with their helpless longings to administer to their child's needs. Between them rears up an even widening barrier with growing bewilderment and helplessness. The result is frustration to the child and bitterness to the parent.

To Nova Scotia, the smallest of the Provinces originally embraced in the "Dominion of Canada", we believe belongs the honour of being the foremost among the British Colonies, practically to recognize the claims of the Deaf and Dumb to a share in the educational privileges enjoyed by others. It is true that the old Canadian Parliament, as early as 1854, voted a sum of \$80,000 which was never expended for the erection of Asylums for the Deaf and Dumb, and the Blind, but owing to political changes and complications,

¹Lassman, G. H., Language for the Preschool Deaf Child. New York: Grune and Stratton; 1950.

nothing was done by the larger and wealthier provinces of Ontario and Quebec commensurate with their resources, or the importance of the work. Beyond aiding to a limited extent the Roman Catholic school for deaf-mutes at Montreal, and that founded and conducted by Mr. J. B. McGann, in the upper province, Canada failed to recognize her obligations in reference to the education of her mute population, until 1870 when an Institute at Belleville was established by the Ontario Legislature, and education made free to all the Deaf-mutes of Ontario, a result largely due to the enthusiastic and indefatigable efforts of Mr. McGann.¹

The Toronto School, which subsequently removed to Hamilton, was not opened until some time after the commencement of operations in Halifax. The Halifax School began in August 1856, that of Toronto not until 1858.²

The history and progress of the Halifax Institution afford an encouraging illustration of what may be accomplished, by persevering and unostentatious effort. Small and insignificant in its beginnings, the Halifax Institution of the Deaf and Dumb has gradually attained a position of usefulness and respectability, such as its most ardent friends could, perhaps, hardly have anticipated.

¹The Second Annual Report of the Halifax Institution for the Deaf and Dumb. 1857-58, pp. 7, 8, 9.

²Ibid., p. 7.

CHAPTER I

HISTORY OF THE HALIFAX SCHOOL FOR THE DEAF AND DUMB (1856 - 1894)

The Halifax Institution owes its origin to Mr. William Grey, a deaf-mute, and a graduate of the Edinburgh Institution. Emigrating from Scotland, Mr. Grey was landed, by stress of financial circumstances at Halifax in the month of August, 1855. Mr. Grey, his wife, and daughter found a place to live and carry on his trade as a tailor, on Argyle Street. Business was not good; so a friend suggested that he start a school for the "Deaf and Dumb" as a means of earning a living. He advertised and the advertisement attracted the attention and interest of Rev. James Cochran, D.D., Clergyman at Trinity Church on Jacob Street. Mr. Cochran's interest in the deaf and dumb had been first awakened, some years before by a meeting on board an American ship with the celebrated Laurent Clerc. Laurent Clerc, was a French deaf-mute, who, in 1817 assisted Thomas H. Gallaudet to found the Hartford Deaf and Dumb Asylum, the oldest school for the deaf in the United States.¹

¹The Twentieth Annual Report of the Halifax Institution for the Deaf and Dumb. 1877, p. 21.

Mr. Cochran set himself to enlist the sympathies of other benevolent persons in Halifax on behalf of the deaf-mutes of his native province. Along with Andrew Mackinlay, Esq., Custos of the County, and for many years afterwards the esteemed Chairman of the Board of Directors, he obtained for the infant cause the notice and support of the Legislature and the community, organized a Board of management, and took other steps for the proper establishment and equipment of the school.¹

The first Legislative aid was a grant of £300 (1200 dollars) in the spring of 1857, the grant in subsequent years being enlarged to sixteen hundred dollars and two thousand dollars as the value and claims of the project became better understood. This with the voluntary contributions readily obtained, enabled the promoters of the infant institution to provide more suitable accommodation for the school, and to engage Mr. J. Scott Hutton, then and for twenty years previously an instructor in the Edinburgh Institution, as Principal. Mr. Grey was retained as assistant teacher.²

Bringing from Scotland the needful books and apparatus for the work, kindly donated by similar Institutions in the mother country, to the value of about two hundred dollars, Mr. Hutton commenced his duties in Halifax on the 4th of August 1857 with four pupils. The year following,

¹The First Annual Report of the Halifax Institution for the Deaf and Dumb. 1857-58, p. 3.

²Ibid.

the attendance having increased to twenty-seven, additional accommodation was procured, a Matron, Mrs. Vinecove, engaged, and the general management then, for the first time, placed in the hands of the Principal and Matron, who henceforward resided in the same building with the pupils. The school previously being only a day school, three or four of the boys boarded in the house of the assistant-teacher, and others with friends in the city.¹

At the close of the first regular session of the school, as an organized institution, in 1858, a public meeting on its behalf was held in the Mechanic's Institute, presided over by A. Mackinlay, Esq., President of the Board of Management, and attended by the Bishop of Nova Scotia, and other prominent citizens, when, for the first time before a Halifax audience, an exhibition of the method and results of deaf-mute instruction was given. The examination of the pupils, brought the condition and claims of the deaf and dumb before the community, and gave a valuable impetus to the new cause.²

During the summer vacation immediately following, the Principal, accompanied by several of the pupils, undertook the first of a series of annual tours in the Provinces of Nova Scotia, New Brunswick, and Prince Edward Island,

¹The First Annual Report of the Halifax Institution for the Deaf and Dumb. 1857-58, p. 3.

²The Second Annual Report of the Halifax Institution for the Deaf and Dumb. 1859, p. 9.

addressing public meetings and holding exhibitions on behalf of the Institution, in the principal towns and villages. The tour succeeded in awakening the interest in a department of benevolent effort new to the great body of the people, the accession of new pupils, and the replenishing of the funds.¹

The first spontaneous movement in the Province, in aid of the institution, took place on the historic shores of Cobequid Bay. A Bazaar was held in the thriving town of Noel, Hants County, in July 1858, at which time the Principal and several of the pupils were present by invitation, an occasion memorable to the Principal as the first on which he had the privilege of advocating the claims of the Deaf and Dumb before a rural audience in the Maritime Provinces.²

In November 1858, the proceeds of a Bazaar in Halifax amounting to £400, under the patronage of the Countess of Mulgrave, wife of his Excellency the Lieutenant-Governor, enabled the Directors to purchase the premises on Gottingen Street, previously rented. In the ensuing year the property was disposed of by the Board, and in August 1859, the present site, formerly known as Brunswick Villa, commanding a magnificent view of the harbor and surrounding country, was purchased for £1600, a step which proved highly advantageous

¹The Second Annual Report of the Halifax Institution for the Deaf and Dumb. 1859, p. 9.

²The First Annual Report of the Halifax Institution for the Deaf and Dumb. 1857-58, p. 5.

to the interests of the institution.¹

On the 17th of February 1859, a second exhibition of the school was held in the Mechanic's Institute on the Grand Parade, Barrington Street to a crowded and interested audience, and by request, repeated on the 14th of March in the Temperance Hall on Poplar Grove which was filled with a capacity audience representing all classes and creeds in the community, drawn together by the rapidly growing interest felt in the work. The following appeared in one of the city papers to show the public opinion as to the improvement of the pupils:

According to notice there was a meeting in connection with the Institution for the above afflicted and interesting Class, in the Mechanic's Institute, on Thursday evening. The room was densely crowded in every part, not an inch of standing space even being vacant, and numbers were unable to gain admission. A. Mackinlay, Esq., Chairman of the Directors, presided, and announced the purpose of the meeting to be in order to show the progress and ordinary working of the Institution.

The Rev. Mr. Cochran read a Report showing a rapid and satisfactory advancement in the number and proficiency of the pupils, and in the needful appliances for their personal comfort and mental improvement. As this report is shortly to be published, it is unnecessary to say more as to its contents. Mr. Hutton, the Principal, then proceeded to exhibit specimens of the course of education pursued at the establishment, exercising the pupils in writing sentences and in more lengthy compositions - in the meaning of words, application of the various parts of speech, in arithmetic, and "sign-language", including most intelligible delineations of Scripture narratives - as of Abraham and Isaac, Cain and Abel, Christ restoring sight to the blind, etc., all of which reflected the highest credit on the Principal, pupils, and all concerned. Several gentlemen addressed the meeting. In compliance with a general desire expressed by those present, it is intended to hold another public meeting in a larger

¹The Second Annual Report of the Halifax Institution for the Deaf and Dumb. 1859, p. 4.

room, in the course of a few weeks. Owing to the crowded state of the room it was impossible to take a collection, but contributions to the amount of £7-5s-9d were taken at the door by two of the pupils, as the audience passed out. Persons willing to become annual subscribers were requested to leave their names with Mr. Mackinlay or the Rev. Mr. Cochran.¹

During the Legislative session in the spring of 1859, the pupils had the honor of giving their first exhibition before the members of both branches of the Legislature, on the floors of the House of Assembly, to which, in connection with similar exhibitions in subsequent sessions, may be attributed the promotion of that spirit of liberality uniformly displayed by the Legislature of Nova Scotia towards the Institution. The Committee of the House of Assembly on Humane Institutions, 1859, had this to report:

Your committee have also visited the Institution for the Deaf and Dumb in this city, and have much pleasure in bearing testimony to its continued usefulness and efficiency. Under the admirable teaching of Mr. Hutton, many of the pupils have made surprising progress, and evince great aptitude in acquiring information; and your committee are satisfied that no object can be more worthy of the patronage and support of the Legislature than an establishment such as this, furnishing, as it does, ears to the deaf and speech to the dumb. The unceasing exertion of the reverend Secretary of this Institution are worthy of the highest praise. There are thirty pupils at present attending this Institution. Your committee, after due consideration of the whole matter referred to them, recommend to the House a grant of four hundred pounds to the Institution for the Deaf and Dumb in the city of Halifax.²

In the Spring of 1860, the teaching staff was

¹The Halifax Colonist - February 18, 1859.

²The Second Annual Report of the Halifax Institution for the Deaf and Dumb. 1859, p. 21.

strengthened by the accession of the Principal's father, Mr. George Hutton, for nearly forty years engaged in the instruction of the Deaf and Dumb in Scotland. Mr. Hutton moved with his family to Nova Scotia, in response to his son's pressing invitation and appeal for aid, at a time when the funds were inadequate to meet the expense of an additional salaried teacher urgently required, and for ten years, till his death in 1870, gave his voluntary services to the Institution without stated remuneration.¹

In 1862 an act of incorporation was obtained from the Legislature for the greater stability of the Institution. Additions and improvements were made from time to time to meet the growing necessities of the work. In 1864-64, a new schoolroom and dormitory were added to the building, with other improvements, at a cost of over \$3,000. And, again in 1874 extensive alterations and additions were made, including hospital accommodations and heating apparatus, at an expense of about \$9,000. These changes about doubled the original extent of the building besides providing for the increased comfort and efficiency of the establishment.²

During the first twenty years deputations from the Institution visited every section of Nova Scotia and Prince Edward Island, most of New Brunswick and part of Newfoundland,

¹The Third Annual Report of the Halifax Institution for the Deaf and Dumb. 1860, p. 12.

²The Twentieth Annual Report of the Halifax Institution for the Deaf and Dumb. 1877, p. 23.

bringing the claims of the Deaf and Dumb before the people and awakening an interest in the cause. In this work nearly 11,000 miles were travelled, between 300 and 400 public meetings held, and nearly \$9,000 collected for the funds of the Institution. The time occupied in these periodical journeys amounted to about seventy-four weeks, or nearly a year and a half.¹

By these and similar efforts the Governments of the three Maritime Provinces and Newfoundland were enlisted in the cause of deaf-mute education. Nova Scotia led the way in 1857, the first year of the Institution; New Brunswick followed in 1860, Prince Edward Island 1866, and Newfoundland in 1877. In the first twenty years Nova Scotia contributed \$47,000, New Brunswick a little over \$8,000, Prince Edward Island between \$3,000 and \$4,000 and Newfoundland \$500 for the support of the Institution.²

The whole amount received and expended in carrying on the work during the first twenty years was approximately as follows:

Received from Legislative Grants	\$ 59,420
Proceeds of Tours & Exhibition of pupils	8,782
Voluntary Contributions and Bequests	51,902
Payments of Pupils for Board etc.	<u>4,896</u>
TOTAL	<u>\$125,000</u>

¹The Twentieth Annual Report of the Halifax Institution for the Deaf and Dumb. 1877, p. 23.

²Ibid.

Current Expenses for 20 years	\$105,000
Purchase of Property, Building and repairs	20,000
Total Expended	<u>\$125,000</u>
Average Annual attendance for 20 years	- 48 pupils
Average Annual cost per pupil approx.	- \$130.00 ¹

It appears that the number of Deaf-mutes received into the Institution during the first twenty years was one hundred and ninety-four, of whom one hundred and eighteen were males and seventy-six were females. Nova Scotia supplied one hundred and thirty-three, New Brunswick thirty-eight, Prince Edward Island fifteen, Newfoundland seven and the United States one.²

It is recorded that one hundred and nineteen pupils were born deaf, and seventy-five lost hearing in childhood from disease or accident, the proportion being about two-thirds born deaf and one-third deaf from accident or disease subsequent to birth. Of the latter class, in twenty-seven cases out of seventy-five, deafness was caused by fevers of various kinds. Scarlet fever alone was responsible for half that number; while eight other cases attributed deafness to ulcers or abscesses in the throat and ear.³

In 1879 a most unexpected change in the staff occurred in the removal of the well-known J. Scott Hutton, who for

¹The Twentieth Annual Report of the Halifax Institution for the Deaf and Dumb. 1877, p. 24.

²Ibid.

³Ibid., p. 25.

20 years had been the esteemed Principal of the Institution.

We parted with mutual regret, and gave him as high and as warm testimonials as any man could desire. May prosperity attend him, in his new field of labor, at Belfast, in Ireland; but he can go no-where where he will be more esteemed than in these Maritime Provinces.¹

Some feared that the sudden departure of Mr. Hutton might prejudice the interests of the Institution. The work of the School was not interrupted as the Directors were successful in obtaining an experienced Principal, once again from Scotland. Mr. Albert Woodbridge brought satisfactory recommendations from Glasgow, where he was for some years connected with Deaf and Dumb institutions.

The Directors for the year 1879 were somewhat perturbed about the numbers of deaf-mutes not yet attending the School. They urged ministers, magistrates and others, in all parts where deaf-mutes were uneducated, to use their influence in providing an education for them. The Directors felt that parents were too careless in the matter, and often from mistaken feelings kept their deaf-mute children from a home such as they would have at the Institution.²

Principal Woodbridge considered the art of drawing to be peculiarly adapted to the wants of the Deaf and Dumb. He claimed that as music is a subject specially suited to the blind, so art is particularly suited to the deaf. He refers to a few passages in reference to the subject of drawing

¹The Twenty-First Annual Report of the Halifax Institution for the Deaf and Dumb. 1879, p. 9.

²Ibid., pp. 9, 10.

occurring in an address to the Council of Public Instruction of Halifax by Emil Vossnack, Civil Engineer, Lecturer in Mechanical Engineering, Naval Architecture and Instrumental Drawing at the Technological Institute, Halifax.

According to latest researches of Political Economists there is but little doubt that the future prosperity of this Province will be largely depended on the development of its great mineral resources and the establishment of manufactures of all kinds, to which the water powers all along its shores will form a great factor of success.

The systematic instruction in Drawing which is yet in its infancy in this part of the Globe, may be considered one of the most intellectual and important additions to the practical education of the working classes, which has been attempted in the History of Education.¹

Principal Woodbridge painted the following picture of the Institution in 1879:

This is not an asylum, but a school for the education of the Deaf and Dumb. Our aim is not to supply a home for the aged, infirm or imbecile but to educate the intellectual and moral faculties of the young, to teach them something of what they are and the world around them, to train them up to be manly, self-reliant, industrious, honest and true, to give them knowledge sufficient to take their places in life amidst their hearing and speaking brethren and to fit them not only to earn their own livelihood but to lay a foundation for the great Hereafter.²

The Board of Directors again secured the services of Mr. J. Scott Hutton as Principal in 1882.³ On his return, Mr. Hutton reported that articulation or speech, and lipreading

¹The Twenty-First Annual Report of the Halifax Institution for the Deaf and Dumb. 1879, p. 16.

²Ibid., pp. 18, 19.

³The Twenty-Fifth Annual Report of the Halifax Institution for the Deaf and Dumb. 1883, p. 9.

were making great headway in the schools of England and Scotland, and that it was his intention to make greater use of this method with whatever pupils might profit by it. This combination of systems of instruction in schools for the deaf was spoken of as the "Combined System". He believed that the greatest good to the greatest number of the Deaf and Dumb is secured by using the gesture-language as the chief instrument of intellectual development, and of training in written language, at the same time taking care to cultivate, as far as practicable, the powers of speech with those pupils who are most likely to benefit by such training. Greater emphasis was placed on drawing as a means of training for hand and eye, a source of recreation in leisure hours, as well for effort in the higher departments, such as, engraving, designing, painting, and modelling.¹

As the rural towns and districts of the Province had not been visited during his absence as Principal, Mr. Hutton considered it expedient to resume the practice in order to revive and extend general interest in the Institution. He continued this practice for the remainder of his tenure of office.

From an educational point of view Mr. Hutton had this to say:

In this department of instruction much time and labor are necessarily spent in fundamental and elementary work, which does not show, does not produce visible, tangible, or measurable results. Our peculiar work

¹The Twenty-Seventh Annual Report of the Halifax Institution for the Deaf and Dumb. 1884, p. 12.

really ends where that of the common school begins. The specific business of the teacher of the deaf-mute is to give his pupils that practical mastery of colloquial language, and that intellectual and moral training which hearing children possess before they go to school, to bring them up, in fact, to the point at which other children start in their educational course. This mastery of language, and this intellectual development, is the grand aim and crowning test of his work. To this end everything should be subordinated, even the general knowledge imparted in Geography, History, Scripture, etc., being regarded chiefly as a means to it. A deaf-mute may be well educated who never heard of Norman Conquest, or the Sea of Ochotsk, but who is able to write a simple and intelligible letter, to converse readily by means of writing, to understand the way of salvation through the Gospel, and who knows enough of arithmetic for the wants of his daily life. It is this kind of practical training we seek to give, not to please by showy exhibitions of shallow attainments, while the deep living necessities of the pupil, so difficult to meet, are overlooked. ¹

An Act passed by the Legislature of Nova Scotia on the 19th of April, 1884, placed the deaf-mutes of the Province on the same footing as hearing children. It provided free education for every deaf-mute capable of receiving instruction. ²

In 1887, in accordance with the resolution of the Board of Directors, the parents of New Brunswick pupils were notified that, in future, pupils from that province could only be received on payment of the same rate as those from Nova Scotia: \$120 a year for board and education. The step was deemed necessary owing to the change in the relation of the Institution to the Province as affected by the Law making

¹The Twenty-Seventh Annual Report of the Halifax Institution for the Deaf and Dumb. 1884, pp. 13, 14.

²Ibid., pp. 27, 28.

the education of Nova Scotia deaf-mutes a Provincial charge. It was felt that the Board could no longer continue to extend the advantages of the Institution to New Brunswick on terms more favorable to their deaf-mutes than to those of Nova Scotia. The result of this departure was the removal of most of the non-paying New Brunswick pupils, which, while it reduced the numbers, relieved the Institution of financial loss, extending over many years. The excluded pupils were not deprived of the means of education, having the opportunity of attending the Institution at Fredericton, which was supported by the New Brunswick government.¹

As an indication of the development of the Institution a comparison of receipts and expenditures for the first twenty years as against that of the single year of 1887, is presented:²

DEBIT	<u>\$11,209.78</u>
CREDIT	
By Cash from Pupils	441.44
By Cash from Investments	2,960.81
By Cash from Bequests	810.00
By Cash from Subscriptions	441.30
By Cash - Province of Nova Scotia	2,564.00
By Cash - Municipalities	2,564.00
By Newfoundland Grant 1886	500.00
By Newfoundland Grant 1887	500.00
By Prince Edward Island Grant	300.00
By Balance to Debit, Dec. 31, 1887	128.23
	<u>\$11,209.78</u>

¹The Thirtieth Annual Report of the Halifax Institution for the Deaf and Dumb. 1887, p. 10.

²Supra., pp. 12, 13.

The average annual cost per pupil had increased by approximately \$20.¹

The years 1888 - 1891 were routine in the history of the Institution. The intervals not spent in school or in study were divided between work and recreation. The boys were expected to keep the classroom, playroom, boat-room, lavatory, and yard clear; they worked on the wood-pile, assisted in the garden, furnace room, carpenter's shop and shoe-shop, where all repairs were executed. For recreation, when the weather permitted, they engaged in such sport as foot races, jumping, baseball, hockey, football, skating and coasting. For indoor exercise they had gymnastic drill, marbles, tops, checkers, bagatell and similar games. Occasionally they took a walk to the Park and the Public Gardens.

The girls had regular instruction in sewing and knitting. Besides this, they kept their own clothing and that of the boys in repair. They assisted in the laundry, dining-room, and general housework, making beds, sweeping and dusting their rooms and the halls, setting tables and so on, being trained as far as possible in what related to the keeping of a home. For recreation, they had calisthenic drill, regular walks in charge of the teachers, and daily outdoor exercise within the grounds.²

¹The Thirtieth Annual Report of the Halifax Institution for the Deaf and Dumb. 1887, p. 11.

²The Thirty-First Annual Report of the Halifax Institution for the Deaf and Dumb. 1888, p. 11.

In his thirty-second annual report to the Board of Directors, Principal Hutton advocated removing the Institution to the Dartmouth side of the harbor. He envisaged a location with approved modern accommodations including facilities for the complete intellectual, physical and industrial education of the Deaf of the Province, surrounded by grounds affording space for athletic games and exercises, and sufficient for gardening and farming purposes to supply the wants of the establishment.

An Institution for the Deaf and Dumb should be located in the midst of surroundings fitted to awaken, stimulate and develop the dormant powers of the deaf child, and afford the greatest possible variety of objects of interest, and of means and material for the exercises of the school-room as well as of social and general culture. It should be near enough to a large city to secure these advantages, and yet far enough from it to escape the disagreeables and dangers of city life.¹

The year 1891 was a sad one in the life of the Institution. In November 1890, the highly respected principal, Mr. James Scott Hutton, became seriously ill. For two months he was able to move about, and while not equal to the hard work of the Institution, he managed to superintend the teaching. In the beginning of 1891, he became much worse and died on the twenty-fifth of February. A fitting tribute to Mr. Hutton's work at the School, is to be found in the Thirty-Fourth Annual Report of the Board of Directors.²

¹The Thirty-Second Annual Report of the Halifax Institution for the Deaf and Dumb. 1889, pp. 11, 12.

²The Thirty-Fourth Annual Report of the Halifax Institution for the Deaf and Dumb. 1891, pp. 8, 9.

On the death of Mr. Hutton, the Directors took immediate steps to secure the services of a successor. Their attention was directed to Mr. James Fearon, a teacher in the Institute at Birmingham, England. After satisfying themselves as to his fitness, they offered him the position of Principal. Mr. Fearon entered upon his work in September 1891.¹

For the past number of years the necessity of a new building had become more and more apparent. The Board of Directors had referred to this need again and again. They were now able to report of the imminent realization of their hopes. A Mr. William Cunard donated a piece of ground adjoining the property of the Institution, exactly the same size as that owned by the Directors. Another lot was purchased extending the property to Brunswick Street, thus providing ample room for a new building. After examination of the various plans submitted by architects from Nova Scotia and other provinces, it was decided that the plans of a Mr. J. C. Dumaresq were best suited to the requirements of the Institution. Tenders for the erection of the building were advertised, and that of a Mr. S. A. Marshall, being the lowest, was accepted. A brief description of the new building is to be found in the Thirty-Seventh Annual Report of the Board of Directors for the year 1894. To complete the whole

¹The Thirty-Fourth Annual Report of the Halifax Institution for the Deaf and Dumb. 1891, p. 9.

structure, with the improvements to the grounds, involved an outlay of about \$50,000. The Directors felt that the outlay was absolutely necessary. They were confident of the support of the Legislature and the people of Nova Scotia, as well as assistance from Prince Edward Island and Newfoundland. They had a property free of debt, and \$20,000 towards the new building.¹

As it was necessary to remove the old building, so that the new one might occupy the same site, the school session closed earlier than usual in 1894, the pupils being sent home in March. Hopes were entertained that the schoolwork would resume in November, but though rapid progress was made, it was not possible to bring back the pupils before the New Year. During the long holiday, the teachers took the opportunity of visiting a number of Institutions in the United States and Canada, where they had an opportunity of examining the work and methods of teaching. Principal Fearon made a tour through Nova Scotia and Prince Edward Island, holding meetings in principal centres, and soliciting subscriptions.²

¹Thirty-Seventh Annual Report of the Halifax Institution for the Deaf and Dumb. 1894, p. 11.

²Thirty-Eighth Annual Report of the Halifax Institution for the Deaf and Dumb. 1895, pp. 13, 14.

CHAPTER II

HISTORY OF THE HALIFAX SCHOOL FOR THE DEAF

1895 - 1960

The members of the Board of Directors were quite pleased with the success of their endeavours.

During the past year the work has been carried on with more than ordinary comfort and success. The new building, which was occupied at the beginning of the present year, has proved admirably adapted to the work. The commodious, well-lighted, well-heated dormitories, sitting-rooms, play-rooms and classrooms have enabled the teachers and other officers to perform their work with a degree of comfort hitherto unknown. A brighter, more comfortable and healthful home does not exist in the land. The community has done well in providing such a suitable building for carrying on this important work. Considerable expense has been incurred in improving and beautifying the grounds. The whole property has been suitably fenced, and the ground in the rear of the building graded, terraced, and well covered with sod.¹

Though from year to year greater numbers of deaf children were brought under instruction, there still remained many who had not yet been reached, and especially was that the case with regard to Newfoundland and Prince Edward Island. Different plans had been adopted to insure their admission to the Institution but with only partial success. There were compulsory education laws for the

¹The Thirty-Ninth Annual Report of the Halifax Institution for the Deaf and Dumb. 1896, p. 10.

hearing, but there was no law to prevent the parents of deaf children from neglecting their intellectual advancement. The authorities at the Institution were well aware of the situation, and it was their hope that something would be done to insure that every eligible deaf child would be brought under the beneficent influence of education.¹

Although it has not been recorded, it would seem that something was done to encourage greater attendance at the school. The report for the year 1898 shows 102 pupils in attendance and that of 1899, 115 pupils.

During the year 1898, the Principal and five of the teachers attended a Convention of the instructors of the deaf held at Northampton, Mass. The aim of the Directors and the teachers alike was to keep the Halifax school abreast of the best institutions on the Continent. Each year was marked by progress and improvement in methods of teaching the deaf.²

Workers among the deaf were beginning to realize how much could be done for the deaf child in the years before his regular admission to school. The speech of many children losing their hearing at four or five years of age may be easily retained if they are brought under instruction soon afterwards, but if such children are

¹The Fortieth Annual Report of the Halifax Institution for the Deaf and Dumb. 1897, p. 13.

²The Forty-Second Annual Report of the Halifax Institution for the Deaf and Dumb. 1899, p. 13.

allowed to remain without training till the age of eight, they will be as speechless then as those who were born deaf. Principal Fearon urged upon the Directors the desirability of having the law in connection with the School for the Deaf so changed that deaf children could be admitted at six years of age, and remain under instruction for a term of ten years.¹

It is to be noted that the Directors in their Forty-Third Annual Report for the year 1900, were favourably impressed by the continued progress of the School. A few years previous they were distressed with the fact that although the Institution provided free education for all deaf children capable of receiving instruction, numbers of parents were so indifferent to the privileges offered, that many children were allowed to grow up in ignorance. Year by year the number of pupils had steadily increased, until in 1901 the attendance was 123.²

We are under a debt of gratitude to many kind and thoughtful persons who have thus greatly helped us in our work. The past century has been one of great progress. The education of the deaf is largely a result of its Christian philanthropy. Until the close of the eighteenth century very few seemed to realize that it was possible to educate the deaf, and very little was attempted in this line. May we

¹By the Act of the Provincial Legislature of April 19, 1884, any Nova Scotian deaf or deaf-mute child of sound mind, between the ages of eight and eighteen, is entitled to free admission to the School for the Deaf and Dumb on the order of the Warden of the Municipality to which the child's parents belong.

²The Forty-Third Annual Report of the Halifax School for the Deaf. 1901, p. 8.

not hope that during the Twentieth Century progress may be more marked, so that the affliction of deafness may be almost wholly overcome. We have now an excellent staff of teachers who heartily co-operate with our very efficient principal in his earnest endeavours to keep the Halifax School in the very front rank. We now have great pleasure in welcoming the visits of specialists from other countries who thoroughly understand the work, for we feel that no department of education in the Maritime Provinces has made more steady progress than the education of the deaf.¹

In the summer of 1901, Mr. Leonard Goucher, formerly a pupil of the school and until recently supervisor of boys, was sent to Truro to take a course in Manual Training under Mr. Kidner, superintendent of the Macdonald Manual Training Fund in Nova Scotia. On his return, Mr. Goucher set up a Manual Training Shop, complete with benches and tools. The teaching of trades as much as possible under limited circumstances was being done. A class of boys was learning type setting, and printing and publishing a monthly paper called The Institution News. Another class of boys was learning tailoring, and another shoemaking and shoemending. The girls were taught dressmaking, knitting, darning, fancy-work and general house work, and a class of thirteen of the senior girls was taking a course in domestic science, including cooking and laundry work.²

Principal Fearon lamented the fact that little or nothing had been done for the deaf child in those

¹The Forty-Third Annual Report of the Halifax School for the Deaf. 1900, p. 9.

²The Forty-Fourth Annual Report of the Halifax School for the Deaf. 1901, p. 12.

precious years of his life previous to his entrance to school. He pointed out that much could be done by parents for their deaf child if they only knew how to set about it. As a rule when parents discover that the child is deaf they treat it accordingly and communicate with it by gestures and crude signs. If, instead of this, they directed the child's attention to the motion of the lips and talk to him as they did to their hearing child, they would do much to pave the way for systematic instruction in speech and speech-reading. It was difficult to contact parents of pre-school deaf children. Mr. Fearon suggested that the Education Office, through the public school teachers, assist in finding out the whereabouts of deaf children at as early an age as possible, and that a circular also be sent to doctors, clergymen, and the local newspapers requesting their co-operation.¹

As the work of the Institution in its various departments progressed successfully, the costs of maintaining efficiency increased. The per capita expenditure for the year 1902 was a little over \$190, while the grant from the governments of Nova Scotia, Prince Edward Island, and Newfoundland was only \$150 per pupil. The Institution had, through charitable bequests, to make good the balance of forty dollars per pupil. In other words, the Institution spent for board and education \$4,000 more than it received from the governments of the

¹The Forty-Fourth Annual Report of the Halifax School for the Deaf. 1901, p. 14.

provinces. The average cost per pupil of eight schools for the deaf in the United States was \$308.89, and for twenty-five others \$273.55 per pupil.¹ In 1904 the Province of Ontario contributed \$229 per pupil to the school for the deaf at Belleville, and the Provinces of Manitoba, Saskatchewan and Alberta contributed \$291 per pupil to the school for the deaf in Winnipeg. British Columbia made a grant of \$300 per pupil, and paid for the transportation of pupils to and from the school.² The Directors felt that it was necessary to bring the matter before the local legislature to have the grant so increased as to enable them to meet expenses, and to continue to maintain for the Institution the high reputation which it enjoyed.

From year to year a larger number of pupils was being introduced to the oral method, and more encouraging results were being obtained. In 1904 there were nine classes in the school, seven being taught under the oral and two under the manual method. It is worthy of note that the teachers were availing themselves of every opportunity for research and study.

In 1906 the first deaf-blind pupil was admitted to the school. Principal Fearon had the following to report:

¹The Forty-Fifth Annual Report of the Halifax School for the Deaf. 1902, p. 12.

²The Forty-Ninth Annual Report of the Halifax School for the Deaf. 1906, p. 13.

Another member of this class is a little girl, six years old, who is practically deaf, dumb and blind, the little sight remaining in one eye being of little or no service to her as far as education is concerned. She is active and intelligent and much could be done for her if the Institution could afford to employ a teacher who would devote her whole time to her education, as is the case with the blind deaf in the United States and elsewhere. I have strong hopes that the benevolence of the community will make this possible. If some of our well-to-do benevolent citizens could see this little child dwelling alone as it were in a world of silence and darkness a special teacher would soon be obtained.²

Miss Winifred Conrad's name is firmly associated with the history of the school in connection with her work in the instruction of the blind-deaf child, Mary Jane Veniot. This child was naturally one of the most interesting pupils. Cut off from the world of sound and sight and knowing things only through the touch of her finger tips, her progress in speech, finger-spelling and braille was a constant source of interest to everyone connected in any way with the Institution.²

In the summer of 1907, Mr. Fearon attended the International Conference on the education of the deaf, in Edinburgh, Scotland. He considered it one of the most important conferences of the kind that had been held. The governments of different countries of Europe as well as many others throughout the world sent their representatives. There were delegates from Pennsylvania, California, Natal, Australia and New Zealand. Altogether there were

¹The Forty-Ninth Annual Report of the Halifax School for the Deaf. 1906, p. 13.

²Ibid.

over two hundred and fifty delegates, "and the papers read and discussions that followed were most interesting and instructive".¹ In 1909, Mr. Fearon, once again, visited the British Isles where he found signs of progress and good results in the oral system of educating the deaf.²

In 1911 the Directors rejoiced to see that the governments of the Maritime Provinces and Newfoundland were taking a greater interest in the School: the yearly grant had been increased to \$200 per pupil. But, by 1913 the cost of maintaining the School had considerably exceeded the income. Since the passing of the Succession Duties Act bequests and donations had fallen off considerably, and the School had to depend largely upon the Government grants. In the same year an act was passed by the local legislature changing the name of the school from the "Institution for the Deaf and Dumb" to the "School for the Deaf".³ The change was most acceptable to the deaf and their friends as the word "dumb" was not applicable to human beings endowed with all the possibilities of voice and speech.

In the next few years nothing of great import was recorded in the Reports of the Institution. The work of

¹The Fiftieth Annual Report of the Halifax School for the Deaf, 1907, p. 13.

²The Fifty-Second Annual Report of the Halifax School for the Deaf, 1909, p. 12.

³The Fifty-Sixth Annual Report of the Halifax School for the Deaf, 1913, p. 10.

the school was conducted on much the same lines as in recent previous years. The oral method was followed in all classrooms with the exception of one room where spelling on the fingers and writing took the place of speech and speech-reading. There always was a percentage of deaf children, who, on account of defective sight or lower mentality, were not suitable subjects for the oral method.¹ Reference has been made to the case of Jean Veniot, the first deaf and blind pupil to be admitted to the Halifax School. It is worthy of note that the second such afflicted pupil was a Charlie Allen Crane from Vancouver, British Columbia, admitted in 1916.² The teachers and the method must have been foremost when the government of British Columbia, although having a School for the Deaf in that province, saw fit to send this boy to be educated at the Halifax School for the Deaf. Alexander Graham Bell, referring to Charlie Crane, had the following to say:

Allow me to congratulate you on the really astonishing progress made by little Charlie Crane, one of the pupils of your school in Halifax.....

.....
The little fellow evidently has great natural intelligence, and if Mr. Fearon's plans are carried out I have no doubt the boy will prove as celebrated as Helen Keller.

.....
I have followed with great interest the progress of the school ever since Mr. Fearon came to it. It has

¹The Fifty-Seventy Annual Report of the Halifax School for the Deaf. 1914.

²The Fifty-Ninth Annual Report of the Halifax School for the Deaf. 1916, p. 10.

been converted from a purely manual school into an oral school of the most advanced type, and I look forward with confidence to still further improvements to be made as a result of Mr. Fearon's personal attention to little Charlie Crane.¹

The Halifax Explosion of December the sixth, 1917 suddenly stopped the work of the school. No one in the school was seriously injured; the pupils were hurried to their homes as fast as safety permitted. The building was damaged to at least one half of its value. The Directors did not make any special appeal to the public but relied on the many kind benefactors of previous times. Arrangements were made with Acadia College in Wolfville whereby between fifty and sixty pupils were accommodated and the work carried on until the end of the school year. The year 1918 witnessed a prolonged effort to get the building reconstructed and fit for occupancy again. The losses entailed greatly increased the financial difficulties as it seemed almost like starting work anew.² It was hoped that the damages could be repaired in time for school to open late in the Fall, but owing to the scarcity of labour and materials resumption of classes was delayed until February the 1st, 1918. The committee in charge of the Massachusetts Relief Fund generously undertook the refurnishing of the building.

Within the year the Institution was to suffer

¹The Sixtieth Annual Report of the Halifax School for the Deaf. 1917, pp. 7, 8.

²The Sixty-First Annual Report of the Halifax School for the Deaf. 1918, p. 7.

another loss through the death of the Principal, Mr. James Fearon. His death was directly the result of the disastrous explosion of December the 6th. The nervous strain to which he was subjected and the exposure which he was called to endure during that day and for a week after in caring for the children proved too much for him. His strength gave way and in spite of all that medical skill could do for him he gradually grew weaker and he passed away on the twenty-ninth of June, 1918. The Directors placed on record their deep sense of the loss sustained by the school through the death of Mr. Fearon.¹

Mr. George Bateman, a teacher of many years experience, was appointed Principal. He had been in the school for fifteen years and had proved himself efficient. The Directors hoped that he would prove himself as successful in the position of principal as he had done as head teacher.² During his first term of office, Mr. Bateman had a large number of pupils housed in the repaired and renovated building. There were one hundred and five pupils, sixteen officers and teachers and six employees. The health of such a large number was a matter of deep concern to those directly responsible. The Spanish Influenza which was so prevalent during the winter spread throughout every department of the school. There were

¹The Sixty-First Annual Report of the Halifax School for the Deaf. 1918, pp. 7. 8.

²Ibid., p. 8.

fifty-four cases in all. The epidemic was a rather severe type and there was one death from pneumonia.¹

The New Brunswick School for the Deaf was closed in 1918, the building having been sold to the Military Authorities. The Superintendent of Education for that province applied for the admission of their pupils, about thirty in all, to the Halifax School. The Directors agreed to receive them on the same terms as the pupils from the other provinces. The large attendance with a resident staff of teachers and officers, taxed the accommodation, and made it necessary for the Board to consider further accommodation by extending the building or erecting a separate Hall.² Although subsequent mention is made of over-crowding no additions were made to the present building.

The next few years 1920-30, were of a routine nature in the history of the School. The work of instruction was carried on with gratifying success. The Principal and teachers availed themselves of every opportunity to attend conferences and conventions of educators of the deaf in Europe and the North American Continent. The School was officially visited by the Committee on Humane Institutions from the Nova Scotia Legislature on Friday, April 11th, 1924. Dr. Smith, Chairman, reported as follows:

¹The Sixty-Second Annual Report of the Halifax School for the Deaf. 1919, p. 11.

²The Sixty-First Annual Report of the Halifax School for the Deaf. 1918, p. 11.

The attendance of this school has steadily increased and at present the accommodations are overtaxed. We have nothing but the kindest words of appreciation for the able manner in which this school is conducted. It has a competent, efficient and painstaking staff. In fact, we may say that we consider the Province is fortunate to have at the heads of these various Institutions the gentlemen who are at present immediately responsible for their management. ¹

In the year 1930, a request was made of the Education Department of the Province to give official recognition to those teachers, who, though possessing special qualifications as teachers of the deaf, did not hold the provincial licenses; and who had been on the staff for ten years or more. This request was granted and licenses of an equated rank to their qualifications were granted to five of the teachers and the Principal. This enabled them to take advantage of the Pension regulations for the teachers of the Province. ²

The enrollment at the end of the school year 1931 showed seventy-six boys and fifty-six girls. This indicated a sizable increase in the attendance at the School during the last decade. This did not indicate an increase in the percentage of deafness but rather that the School was becoming, as time went on, better and more widely known. Nearly all the deaf children of school age were in school, and in this respect it was indicative that in nearly all the cases of pupils being admitted the initiative had come

¹The Sixty-Seventh Annual Report of the Halifax School for the Deaf. 1924, p. 18.

²The Seventy-Third Annual Report of the Halifax School for the Deaf. 1930, p. 18.

from the parents. The School employed no field-worker. In very few cases persuasion had to be used to make parents realize the necessity of having their children educated and trained, and in no cases had they to be even reminded of the law which makes education for the deaf compulsory.¹

In 1932 the attendance at the School was recorded as ninety-nine pupils. This shows a considerable decrease from previous years. The difference was due to the fact that, for economic reasons, the Government of Newfoundland did not send any of the deaf of that Colony. Only three pupils were attending from Newfoundland and they were paid for by their parents.² In the early thirties several of the Municipalities were finding it difficult to pay their grants promptly resulting in an increasing debit balance which required the Directors' close attention.³ The Newfoundland children had not returned by 1934. Strong pleas on behalf of those children, who had then been out of school for three years, were made to the Commission Government not only by the Directors and Principal, but also by parents, and it was their sincere wish that the

¹The Seventy-Fourth Annual Report of the Halifax School for the Deaf. 1931, pp. 4, 5.

²The Seventy-Fifth Annual Report of the Halifax School for the Deaf. 1932, p. 14.

³The Seventy-Sixth Annual Report of the Halifax School for the Deaf. 1933, p. 9.

childrens' education would not be delayed much longer.¹

After holding the treasurership of the School since 1889, Mr. Andrew Mackinlay resigned that office in November, 1935.² This caused feelings of deep regret but there were also feelings of deep thankfulness that the School had the good fortune to be blessed with such a staunch and steadfast friend and zealous custodian of its funds as Mr. Mackinlay had been for so many years.

The Board of Directors felt that such a long and honourable record of service should be publicly recognized and a meeting of representative citizens was held in the Assembly Hall of the School on November the seventh, when honour was paid to Mr. Mackinlay. An illuminated address was read to him and presentations were made from the Board, the Staff and the Pupils. Several congratulatory speeches were made eulogising Mr. Mackinlay for his service to the School during his forty-six years as Treasurer.³

Your brother directors of the School for the Deaf wish to mark with appreciation and gratitude the noble contribution that you have made to the welfare of the School. You have served on the directorate of the School for forty-six years and during this time you have been the Treasurer. In addition to the treasurer's duties you have also been President of the Board since the death of the Rev. John Forrest, D.D., in 1920. They realize what a great amount of time and labour this has meant to you.

¹The Seventy-Seventh Annual Report of the Halifax School for the Deaf. 1934, p. 20.

²The Seventy-Eighth Annual Report of the Halifax School for the Deaf. 1935.

³Ibid., p. 21.

Your brother directors look with gratitude at this great service you have rendered the School and the Province. They also recognize with pride the close connection that has existed between the Mackinlay family and the School for a period of seventy-nine years. Since the founding of the School, with the exception of a few years, the name of Andrew Mackinlay has been on the Board of Directors. Your grandfather, Andrew Mackinlay, was one of the founders of the School in 1856 and was the first President of the Board; after an interval of a few years, Andrew K., your father, was elected a Director and was Treasurer for six years; on his death in November, 1889, you took his place on the Board and also the office of Treasurer. During this long period of years you have had the complete trust and confidence of the Board members.

Although you are relinquishing the duties of Treasurer, the Directors are glad that you will still continue as President of the Board and that thus they will have the benefit of your great experience and wise judgement. We ask you to accept this address and the accompanying piece of silver as a slight token of the esteem and affection we hold for you personally and also as a token of our admiration of your steadfastness and loyalty to the School. In voicing these sentiments we feel that we are speaking for the people of the Maritime Provinces, to whom, through their School, you have given your services so long and faithfully.¹

For a number of years the annual statements of the Treasurer had shown deficits and the Board was compelled to sanction borrowings from the capital account. It was plain that this could not go on and the Nova Scotia Government was asked to give an increase in the per capita grant. The Board met the Government in January, 1937, and was happy to report that the increase asked for was granted.²

The School celebrated Coronation Day, 1937, by having a ceremony in the assembly room, when each child

¹The Seventy-Eight Annual Report of the Halifax School for the Deaf. 1935, p. 23.

²The Eightieth Annual Report of the Halifax School for the Deaf. 1937, p. 9.

received a Coronation Medal, given by the Education Department of Nova Scotia, after which a procession was formed and all marched to the grounds where three trees were planted; one by the staff, one by the boys and one by the girls.¹

The previous Report of the Board of Directors was for the year 1937. The fiscal year of the School was subsequently changed to end on the last day of June, so that the next report to June 30th, 1939, comprised the activities of the School for a year and a half.² The period since the last report was a very eventful one, in as much as the School was called upon to part with some loyal workers. The Chairman, Mr. Andrew Mackinlay, who had been connected with the Board for many years, in succession to his father and grandfather, passed away.³ The death of Mrs. Bateman, wife of the Principal, also occurred during this period.⁴

As the closing days of the 1938-39 term approached, The Board was asked to accept the resignation of Principal Bateman. The members felt reluctant to part with one who had served the institution so long and so well, but Mr. Bateman stated that he felt the time had come to retire.

¹The Eightieth Annual Report of the Halifax School for the Deaf. 1937, p. 16.

²The Eighty-First Annual Report of the Halifax School for the Deaf. 1938-39, p. 9.

³Ibid.

⁴Ibid., p. 10.

Mr. Bateman's thirty-six years of service to the School had been marked by a period of most cordial co-operation with the Directors as well as with the teaching staff and others connected with the School. A fitting tribute was recorded by the Board of Directors.¹

The Board at once began to make enquiries as to a new Principal, which resulted in the appointment of Mr. K. C. Van Allen, who had been Principal of the High School at Athens, Ontario. Mr. Van Allen was formerly a teacher in the Ontario School for the Deaf and came to Halifax with qualifications of a high order.²

The visit of Their Majesties King George VI and Queen Elizabeth to Halifax on June 15th was a red letter day in the history of the School. On the Royal drive through the city Their Majesties passed the School. The whole pupil body, teaching staff, adult deaf and friends of the School, were together on stands and joined in giving them a rousing and cheering welcome. Their Majesties' car stopped and one of the little girls, whose birthday it was, was ready with a bouquet of lilies of the valley for the Queen. The King opened the door of the car and little Helen Bryson had the honour of presenting the bouquet to Her Majesty.³

¹The Eighty-First Annual Report of the Halifax School for the Deaf. 1938-39, pp. 10, 11.

²Ibid., p. 11.

³Ibid., p. 21.

Newfoundland began to be represented again in 1941:

"It is gratifying to note renewed interest on the part of the Newfoundland Government, which is now sending seven pupils to the School."¹

In 1942-1943, four hundred dollars per pupil was expected to provide teachers, equipment, books, supervisors, fuel, repairs, laundry, food, living accommodation and all the other items which enter into the care of one hundred and twenty children from the time they entered in September until School closed in June. On looking into the costs per pupil in other schools for the deaf throughout Canada they had available an annual income ranging from about five hundred and fifty dollars per pupil to well over six hundred dollars.²

Worthy of special mention was the work of educating two deaf-blind children, which was carried on by Miss Louise Fearon, a senior teacher on the staff. Both were girls. One lost both sight and hearing at the age of six. The other girl had the advantage of three years in public school before becoming too handicapped for further attendance at public school.³

The war years 1939-1945 were six years of trying

¹The Eighty-Fourth Annual Report of the Halifax School for the Deaf. 1941-1942, p. 9.

²The Eighty-Fifth Annual Report of the Halifax School for the Deaf. 1942-1943, p. 12.

³The Eighty-Sixth Annual Report of the Halifax School for the Deaf. 1943-1944, p. 16.

conditions, soaring costs, and blackouts.

In submitting the Eighty-Eighth Annual Report, the Directors of the School again emphasized the great need for increased accommodation. The building erected more than fifty years previously was designed to accommodate eighty-five pupils. For some years the pupil population had been in the vicinity of one hundred and thirty-five. During the war it was impossible to make plans for new buildings but "if we are properly to take care of the education of the Deaf Children in the Maritime provinces and Newfoundland, we must now move in the direction of a campaign to raise funds for that purpose".¹

The provinces concerned might well appoint a joint committee to investigate the needs of the deaf children in their respective provinces, with the object of recommending to their provinces some joint action in assisting the Board of Directors of the school to meet the needs of the greatly increased and ever expanding attendance of the School.²

In 1946-47, the yearly grant was increased to five hundred dollars per pupil,³ and in 1948-49 there was a further increase to seven hundred dollars.⁴

The next few years 1950-55 were years of endeavour towards new and better accommodations for the School. The

¹The Eighty-Eighth Annual Report of the Halifax School for the Deaf. 1945-46, p. 9.

²Ibid., p. 15.

³The Eighty-Ninth Annual Report of the Halifax School for the Deaf. 1946-47, p. 16.

⁴The Ninety-First Annual Report of the Halifax School for the Deaf. 1948-49, p. 9.

Board of Directors worked unceasingly towards this objective. They had frequent conversations with members of the Nova Scotia Government and on the appointment of the Honourable Mr. Henry D. Hicks as Minister of Education, they renewed their request for government aid. Mr. Hicks arranged a conference with representatives from New Brunswick, Prince Edward Island and Newfoundland. The result of this meeting brought a request from the four Governments for a submission of needs and the probable cost. This was done with every reason of hope that early action would be taken.¹

The year 1956 passed into history as the year in which the School for the Deaf, situated in Halifax, celebrated its Hundredth Anniversary.² The year 1959 will be remembered historically as the year in which the Government assumed full responsibility for providing and maintaining a School for the Deaf at Amherst, Nova Scotia;³ Chapter four of this thesis deals with the physical and financial requirements of the new school.

¹The Ninety Sixth Annual Report of the Halifax School for the Deaf. 1953-54, p. 9.

²The Ninety-Eighth Annual Report of the Halifax School for the Deaf. 1955-56, p. 9.

³The Government of Nova Scotia, Speech From The Throne, February 4, 1959, Section 30.

CHAPTER III

LOOKING TO THE FUTURE

I have been delighted at this opportunity of visiting the School for the Deaf at Halifax and of meeting with the Board of Directors, not only because I may be of some service to you in so doing, but because I am pleased to learn something at first hand of one of Canada's oldest and most highly respected schools for the deaf. It has been my privilege to spend the better part of two years studying methods of, and facilities for, the education of the deaf in several countries of Europe as well as in the United States and Canada. During the course of these studies, I have now visited almost one hundred schools for the deaf including all but one of the residential schools for the deaf in Canada.¹

It is intended to use J. G. Demeza's report to the Board of Directors, as the primary source of information regarding the present and future considerations of the Halifax School for the Deaf.

The greatest need of the Halifax School for the Deaf is for more and better accommodation for all phases of the school's life and programme. The present building is inadequate for the number of children presently enrolled, without taking into consideration either the additional numbers who should be enrolled now or the normal population increase of the area served by the school. The present building is unsuited in design to provide the type of

¹Demeza, J. G., "Report to the Board of Directors of the School for the Deaf," Halifax, Nova Scotia, 1953.

educational or living facilities generally considered necessary according to the modern concept of educating deaf children. The school programme needs to be extended in several directions to provide for both a longer period in school for children worthy of it, and a broader type of programme including vocation or pre-vocational training in several occupations.¹

The architectural firm of Davison, Duffus, Romans and Davis, Halifax, Nova Scotia, submitted a preliminary report to the Board of Directors of the School, dated November 14th, 1952. This first report was referred to as a preliminary study of the building requirements of the school. A brief outline of the School's history traced the steady growth of the School from its modest beginning in the year 1856 up to the present time. It was noted that the present building was erected in 1895 and at that time accommodated approximately 80 students. The present accommodation of the building was analyzed and the conclusion reached that the present building, combining as it does all the facilities of the school, can efficiently accommodate no more than 120 to 130 students then enrolled at the school and accommodated in the building.²

¹Demeza, J. G., "Report to the Board of Directors of the School for the Deaf," Halifax, Nova Scotia, 1953.

²Davison, Duffus, Romans and Davis, "Report on Proposed Building Programme for the School for the Deaf," Halifax, Nova Scotia, 1952.

A study of the trend in enrollment over the past twenty years and an estimate of the future trend provided the following estimate of enrollment projected ten years ahead:

Present Enrollment	160	
Waiting List	20	
Newfoundland Students Then Attending School in Montreal	<u>25</u>	<u>205</u>
Extension of Average Stay at School from 10 to 12 years	<u>20</u>	<u>225</u>
Further Increase	<u>75</u>	<u>300</u>
TOTAL		300 ¹

The above figures indicated that the School's enrollment could almost immediately be increased to 205 pupils, and by extending the school curriculum to cover a period of twelve years, the enrollment could be increased to approximately 225 pupils.

The report recommended that the overall building programme be geared to accommodate a total of 300 pupils to allow for future increase. The plan as submitted proposed the construction of a group of buildings all inter-connected and as follows:

1. Auditorium and Central Heating Plant.
2. Classrooms.

¹Davison, Duffus, Romans and Davis, "Report On Proposed Building Programme for the School for the Deaf," Halifax, Nova Scotia, 1952, p. 2.

3. Administration Building.
4. Girls Dormitory.
5. Boys Dormitory, Including Dining Room and Kitchen Facilities.
6. Principal's Residence.
7. Domestic Staff Quarters.

This building programme was broken down into three stages. The first stage of the plan was to provide for the conversion of present building into dormitory for boys, construction of Principal's residence, auditorium with classrooms, central heating plant, at an estimated cost of \$525,000.00.

The second stage of the plan was to include the construction of Administration block and staff quarters, girls' dormitory, dining room and kitchen facilities at an estimated cost of \$350,000.00.

The third stage of the plan was to include demolition of present building, construction of boys' dormitory and staff quarters, at an estimated cost of \$310,000.00. Total estimated cost, including furniture, fixtures, fittings and Architects fees - \$1,350,000.00.¹

A proposal for financing was submitted in which it was proposed that the Provincial Governments should be asked to contribute as follows:

¹Davison, Duffus, Romans and Davis, "Report on Proposed Building Programme for the School for the Deaf," Halifax, Nova Scotia, 1952, p. 2.

Nova Scotia	60 %	\$810,000.00
New Brunswick	15 %	\$212,500.00
Prince Edward Island	7.5%	\$101,250.00
Newfoundland	12.5%	\$168,750.00
Federal Government	5 %	\$ 67,500.00
		<hr/>
TOTAL		\$1,350,000.00

The above percentages were based on a ten year average of the number of students attending the School from each province.¹

BUILDING PROGRAMME BASED ON DEMEZA REPORT

PLAN A

To provide school and residential buildings for 200 to 225 children, and then add within the following ten years a nursery-primary classroom and residential unit for from 75 to 100 pupils. The first series of buildings were to include a heating plant and school hospital large enough to take care of later school expansion, and a principal's residence separate from the other buildings. The school building was to be planned along the lines of a modern elementary-secondary school, but with classrooms of a minimum size. It was to be designed so as to place the younger children in a different wing or unit from the older children, and to provide a wing or unit for vocational shops for girls and boys adjacent to the senior academic class-

¹Davison, Duffus, Romans and Davis, "Report on Proposed Building Programme for the School for the Deaf," Halifax, Nova Scotia, 1952, p. 2.

rooms. It was to include a gymnasium - auditorium designed so as to be accessible from school and from residences. Residences for girls and for boys were to be build on opposite sides of the school building. In designing these the greater separation within each that could be arranged for younger and older pupils, the better.¹

It was noted that on the average about 54.5 per cent of the pupils in schools for the deaf in the United States are boys, and only 45.5 per cent are girls. In Canada, the percentages are: boys - 52%; girls - 48%.²

To meet the recommendations of the Demeza report, a site was to be acquired either in the city of Halifax or in the Metropolitan area. However, within the limits of Halifax there appeared to be only one possible site, and that was in the general area of the city prison, located in the north end; the availability of the site depended upon the plans of the City of Halifax for the future disposal of the prison. It was assumed that the land value in that area would be relatively high and therefore the cost of acquiring twenty acres, even after deducting the amount to be realized from the sale of the old School property (5.7 acres) would involve a considerable expenditure to be charged against the building programme. In the final analysis, however, the advantages of having the School

¹Demeza, J. G., "Report to the Board of Directors of the School for the Deaf," Halifax, Nova Scotia, 1953. p. 8.

²Ibid.

located in the city would justify the additional expenditure of money, and it was recommended that the possibility of acquiring a site in the north end of Halifax should be fully investigated.¹

In considering a site outside the city limits it appeared that the only suitable land was to be found in the Dartmouth area. Several suitable sites were observed within a two-mile radius of the town limits. It was recommended that immediate steps be taken to investigate the availability of land in the general vicinity of the Nova Scotia Hospital and on the road leading to the Halifax County Home. This recommendation was made in the knowledge that land values in that area would steadily increase once the Halifax-Dartmouth bridge would be completed.²

The Architects, 1954 Report, were not concerned with the design of the buildings but rather with the integration of one unit with the other. Therefore, the pros and cons of having separate or attached buildings were not considered at that time. The programme was conceived with the idea that the first stage of building would include the construction of all the buildings with the exception of domestic staff quarters and junior schools. The buildings were planned to accommodate 120 boys and 110 girls. In other words, a school plant geared to

¹Davison, Duffus, Romans and Davis, "Report on Proposed Building Programme for the School for the Deaf," Halifax, Nova Scotia, 1954, p. 3.

²Ibid.

accommodate 230 children insofar as dormitory accommodation and classroom facilities are concerned, would be required. The plan, therefore, would take care of the estimated growth of the school over a five year period.¹

The second stage of the plan was to build a separate junior residence and school, and also domestic staff quarters or service building. This stage of the programme was to provide additional dormitory and classroom accommodation for 75 children up to the age of 10 years, and would increase the school facilities to handle approximately 300 students, which would meet the estimated growth of the school over the ten years. The development of the second stage was not to be undertaken until the actual growth of the school indicated that expansion was necessary.²

In order to reach an approximate over-all size for each building unit, the recommended accommodation outlined in the Demeza Report was studied and related to the estimated number of children to be provided for. The following factors were considered in estimating the total amount of accommodation required:

Estimated enrollment within five year period - 225

Estimated enrollment within ten year period - 300

¹Davison, Duffus, Romans and Davis, "Report on Proposed Building Programme for the School for the Deaf," Halifax, Nova Scotia, 1954, p. 4.

²Ibid.

	Boys	Girls
Enrollment (Canada)	52%	48%
Based on 300	156	144
Based on 225	117	108
Juniors - 75	39	36

DORMITORIES - Senior - 2 - 4 in room
 Intermediate - 4 - 6 in room
 Juniors - 12 in room
 Supervisors - 1 for every 30 children
 Play, Sitting Rooms - 1 for every 40 children

CLASSROOMS - Intermediate & Senior - 12 children per room
 - Junior - 8 children per class

ESTIMATE OF REQUIREMENTS

Year	No. of Classrooms	Total Pupils
1953	16	160
1957	18	204
1959	20	232
1964	28	304

ACCOMMODATION PLANNED

Stage 1 - 20 classrooms to accommodate 232.

Stage 2 - 28 classrooms to accommodate 304.¹

¹Davison, Duffus, Romans and Davis, "Report on Proposed Building Programme for School for the Deaf," Halifax, Nova Scotia, 1954, p. 5.

VOCATIONAL TRAINING

Accommodation was to be provided for the following Vocational Training:

Girls: Household Economics
Sewing and Dressmaking
Arts and Crafts and Weaving
Typing and Business Machine Operation

Boys: Printing
Woodworking and Cabinet Making
Metal Work
Shoe Repairing

In addition, if a laundry were provided, training could be offered in laundry work for the girls and cleaning and pressing for the boys.

JUNIOR SCHOOL - Residence and Classrooms. Out of a total enrollment of 300, it was estimated that there would be approximately 75 to 100 juniors ranging up to ten years in age.

ACCOMMODATION PLANNED

Dormitories (12 to a room) to accommodate 75.

Classrooms (8 in number) including nursery - ages 4 & 5.¹

¹Davison, Duffus, Romans and Davis. "Report on Proposed Building Programme for the School for the Deaf," Halifax, Nova Scotia, 1954, p. 5.

ESTIMATE OF COST

The estimate of cost was only a preliminary guide to the total cost of the project. It was worked out on a cubic cost basis which would vary according to the type of construction used, and was broken down by building units and grouped in the two stages of the building programme as follows:

Stage 1	-	\$1,704,000.00	
Stage 2	-	<u>396,000.00</u>	
		\$2,100,000.00	¹

METHOD OF FINANCING

The total capital requirements were allocated to the four Provinces in the proportion of the average number of pupils from each Province enrolled in the School during the years 1949-50, 1950-51, 1951-52.

BREAKDOWN

Nova Scotia	-	95 pupils - 59.1%	-	\$1,241,100.00
New Brunswick	-	32 pupils - 20 %	-	420,000.00
Prince Edward Island	-	12 pupils - 7.8%	-	163,800.00
Newfoundland	-	21 pupils - 13.1%	-	<u>275,100.00</u>
				\$2,100,000.00 ²

The Architects have endeavoured to analyze the future requirements for the School for the Deaf and to establish the need for a new school to serve the four Atlantic Provinces.

¹Davison, Duffus, Romans and Davis, "Report on Proposed Building Programme for the School for the Deaf," Halifax, Nova Scotia, 1954, p. 6.

²Ibid.

The conclusions reached are as follows:

- 1) The present school building and site are inadequate, and make it difficult to provide even a minimum standard of education for the deaf children.
- 2) The provision of a modern school plant to meet present day standards is too large an undertaking for any one of the four Atlantic Provinces.
- 3) During recent years it has been necessary for the Provincial Governments to provide annual grants to take care of an increasing percentage of the operating costs. This is following the trend as referred to in the Demeza Report which states that Governments in many countries are assuming the financial obligation of building and maintaining Schools for the Deaf.¹

At the 1957 session of the Nova Scotia Legislature a vote of one hundred thousand dollars was passed as a preliminary, and since that time conferences between the Governments of Nova Scotia, New Brunswick, Newfoundland and Prince Edward Island confirmed the intention to proceed with the construction of a new school. However, Newfoundland decided not to participate since it is their intention to take care of their own deaf children. Amherst, Nova Scotia was chosen as the site of the proposed construction.²

¹Demeza, J. G., "Report to the Board of Directors Of the School for the Deaf," Halifax, Nova Scotia, 1953.

²The Ninety-Ninth Annual Report of the Halifax School for the Deaf. 1957, p. 7.

The Architectural and Engineering firm of Duffus, Romans and Single submitted a final report in December 1958 covering the proposed establishment. The preliminary plans were developed from the original idea of a group of buildings with connecting corridors, to a more compact arrangement of units directly connected to one another. Although the original preference was for an open plan it was found necessary to develop a more compact plan for reasons of economy and because of site conditions.¹

The design requirements call for a School to accommodate 225 pupils, and in the process of developing the plans particular regard was given to providing maximum separation between boys and girls and between age groups: junior, intermediate and senior students. At the same time it was necessary to provide convenient access for all groups to common facilities: dining room, medical services and classrooms. The following factors were considered in estimating the accommodations required:

ESTIMATED ENROLLMENT

Number of children in attendance 1958.	140
Number of New Brunswick Students Attending School in Montreal.	15
By lowering Admission Age to 5 Years Old.	10
Extending Average Stay at School From 10 to 12 Years.	20

¹Duffus, Romans and Single, "Report on Proposed Building Programme for the School for the Deaf," Amherst, Nova Scotia, 1958, p. 1.

Present Waiting List	15
Future Increase	<u>25</u>
	225 pupils ¹

ENROLLMENT BY PROVINCES

Nova Scotia	135
New Brunswick	55
Prince Edward Island	<u>10</u>
	200 pupils ²

PLANNED ACCOMMODATION

Boys	-	117 including 39 juniors
Girls	-	<u>108</u> including 34 juniors
		225 pupils

CLASSROOMS Based on average of 9 per room

Juniors	72 pupils	8 classrooms
Intermediates	76 pupils	9 classrooms
Seniors	76 pupils	<u>9 classrooms</u>
	TOTAL	26 classrooms ³

VOCATIONAL TRAINING

Accommodation has been provided for the following vocational training classes:

Girls	Household Economics
	Sewing and Dressmaking
	Weaving
	Beauty Culture

¹Duffus, Romans and Single, "Report on Proposed Building Programme for the School for the Deaf," Amherst, Nova Scotia, 1958, p. 2.

²Ibid., p. 3.

³Ibid., p. 3.

Girls and Boys

Arts and Crafts
Typing & Business Machine Operation

Boys

Woodworking & Cabinet Making
Metalwork
Printing
Shoe Repairing

In addition, a school laundry is provided and could provide training in laundry work for the girls and cleaning and pressing for the boys.

AUDITORY TRAINING EVALUATION

Provision has been made in the plans for a hearing evaluation center consisting of two sound isolation rooms, an observation room and control room for Audiometric equipment.¹

ESTIMATED COST

The estimate of cost has been worked out on a cubic cost basis and has been broken down into units. The total estimated cost is \$2,550,000.00.

METHOD OF FINANCING

Nova Scotia	95 pupils - 67 %	- \$1,725,250.00
New Brunswick	33 pupils - 24.5%	- 630,875.00
Prince Edward Island	12 pupils - 8.15%	- 218,875.00
		<u>\$2,575,000.00</u>

Before establishing the final estimated capital cost to each province, certain factors were to be investigated:

¹Duffus, Romans and Single, "Report on Proposed Building Programme for the School for the Deaf," Amherst, Nova Scotia, 1958, p. 3.

²Ibid., pp. 4, 5.

- 1) Federal grant on vocational training facilities.
- 2) Sale of School for the Deaf property, Halifax.
- 3) Halifax School for the Deaf - Endowment Fund.

ANNUAL OPERATING COSTS:

A preliminary estimate of annual operation costs to include salaries, supplies, heat, light, power, telephone and building maintenance indicates an annual budget of approximately \$305,000.00 or a cost of \$1,500.00 per pupil per year. On the basis of estimated enrollment the Provincial shares would be as follows:

Nova Scotia	135 pupils	\$205,875.00
New Brunswick	55 pupils	88,875.00
Prince Edward Island	10 pupils	<u>15,250.00</u>
Total estimated operating cost:		\$305,000.00 ¹

¹Duffus, Romans and Single, "Report on Proposed Building Programme of the School for the Deaf," Amherst, Nova Scotia, 1958, p. 5.

CHRONOLOGICAL EVENTS 1856 - 1956

- 1856 William Grey began to teach two deaf persons in his home on Argyle Street.
The enterprise was encouraged and greatly assisted by the Rev. James C. Cochran, D. D.
- 1857 Andrew Mackinlay 1st., obtained support of the Legislature and the people.
The first principal, Mr. J. Scott Hutton arrived from Edinburgh to take charge.
- 1859 Brunswick Villa on the present location of the school was bought and for several years used as a school. Wings were added to take care of growth in attendance.
- 1891 Death of Mr. J. Scott Hutton.
Appointment of Mr. James Fearon as principal.
- 1895 A new building was erected on the site of the old one.
- 1906 Admission of the first deaf-blind pupil to the school. Several deaf-blind have since been educated at the school.
- 1913 The name of the school changed from "Institution for the Deaf and Dumb at Halifax" to "The School for the Deaf".
- 1917 December 6th, the Halifax Explosion and removal of the school to Windsor for a year.
- 1918 Death of Mr. Fearon.
Appointment of Mr. George Bateman as principal.
- 1939 Retirement of Mr. Bateman and appointment of Mr. K. C. Van Allen as principal.
Outbreak of war and six years of trying conditions, soaring costs, and blackouts.
- 1945 The end of the Second World War and return to more normal conditions.
- 1956 The end of the first Hundred Years.

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