THE UNIVERSITY OF BRITISH COLUMBIA

EDUCATION OF THE DEAF

IN CANADA

BEING A THESIS SUBMITTED TO THE COMMITTEE
ON POST-GRADUATE STUDIES IN PARTIAL
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We accept this thesis as conforming to the required standards:
ABSTRACT

EDUCATION OF THE DEAF IN CANADA

The field of education of the deaf is a relatively new one, particularly in Canada. Little information on the Canadian schools for the deaf has been compiled or published. This paper was written, therefore, to survey the facilities that are being provided by the provinces of Canada for the education of deaf children. It covers all the schools for the deaf, residential and day, and deals briefly with several day classes that some of the public school boards in the larger Canadian cities have started.

A brief survey of the historical background of early deaf education in Europe and the United States and of the meaning of the various methods of instruction and communication has been included to show their influence on the Canadian schools and to help explain why certain methods are used in these schools. This is followed by an historical account of the various Schools for the Deaf in Canada. A section on "Instruction" sets forth the principles and practices in respect to academic, vocational, social, and religious instruction at present given in each school. Problems, regarding teacher training facilities, pre-school and clinics, parent education programs, and some common
misconceptions about the deaf and their education, are dealt with in separate chapters. The final section summarizes present trends and looks forward to possible future development.

Initial work involved consideration of British and American relevant literature. Information relating directly to the schools themselves was obtained chiefly by questionnaires sent to the school superintendents and to the superintendents of the public school boards involved. This information was supplemented by data from the Provincial Education Reports and the American Annals of the Deaf. Interviews and correspondence with a large number of people who had worked or were still working in the field were invaluable in filling out the picture.

It is hoped that the data accumulated will be of benefit: first, to the staffs and schools for the deaf in Canada; secondly, to educational institutions and related fields; thirdly, to parents of deaf children and all others concerned.
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Department of

The University of British Columbia, Vancouver 8, Canada.

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If we work upon marble it will perish, if we work upon stone it will crumble to dust; but if we take a child and train it well, we rear a monument which time can never efface.

----Farrar.
Because deafness is an invisible handicap, hearing people do not realize that its crippling effects are far greater than any of the other handicaps, excluding the deaf-blind. These crippling effects are not of the body alone but are of a social, educational and economic nature. The deaf child is isolated in a soundless world. If he could hear, he would develop speech. If he could hear, he would acquire language. If he could hear, he would be accepted without question into our hearing society. The very fact that our accepted form of oral communication is closed to the majority of deaf people frightens the average individual away from them. As Mrs. Spencer Tracy has stated:\(^1\)

There is no other subject that vitally affects the lives of so many people on which there is so little positive information and so much fuzzy and wide-spread misinformation and mis-understanding. I doubt if over five per cent of our population have ever read anything authentic on the deaf or the hard of hearing.

Deaf education is a field in itself, more far-reaching than the field of audiology alone.\(^2\) So educators of the deaf, particularly in Canada, need to take a good look at some of the programs being started in some centres and attempt to

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1 Louise Tracy, "Forward", *Hearing and Deafness*, by Hallowell Davis.

bring them into line with present day advances and practices wherever changes are needed. Dr. R.G. Brill warns\(^3\) that:

> A limited and inadequate program for deaf children can do irreparable harm because it is taking years out of their lives when they could be in a program of adequate size and adequate quality whereby they can truly benefit.

To assist those who know little or nothing about the deaf to better understand this paper, a brief statement on the aims and psychology of the education of the deaf, a short summary of the historical background of this education, and a limited explanation of the terminology used in the systems of instruction in such education has been given at the beginning.

Influence of educational practice in Great Britain and the United States is observable on educational practice in Canada,\(^4\) and statistics for purposes of research and general information about the deaf in the United States and Canada are usually grouped together. For these reasons, most of the references used are contained in books published in Great Britain and the United States. For historical background and the original meaning of the terms under discussion, I am indebted to B. St. John Ackers, Thomas A. Arnold, A. Farrar, and E.L. Warren. The confirmation of the importance of academic, vocational, religious, and aesthetic development

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of the deaf child comes from the writings of Dr. Hallowell Davis, Dr. Max A. Goldstein and the articles found in such magazines as The Volta Review, The American Annals of the Deaf, and schools for the deaf publications. Acknowledgement is due Harry Best, Irene R. and Alex. W.G. Ewing, and Dr. S.R. Silverman for the latest information in the educational field of teaching the deaf. Recognition is given to the schools for the deaf and Departments of Education of the Provincial Governments for the historical information obtained from their Annual Reports on the establishment of the various deaf schools in Canada; to the Superintendents of the Schools for the Deaf for their help in supplying up-to-date reports on their respective schools; and to the Superintendents of the School Boards in a number of the larger Canadian cities for their assistance in obtaining information as to what some of the School Boards are doing to aid in the education of the deaf children of their vicinity. Finally for their advice and invaluable assistance in the writing of this paper, deep appreciation is extended to Dr. F.H. Johnson and Dr. J.A. Richardson, of the Faculty of Education, University of British Columbia, Vancouver, B.C.

W.C. Cory
CHAPTER I

Introduction

Education is the backbone of the deaf child's life. Without it, the deaf child becomes little better than one of our more intelligent animals. Anyone who has come in contact with a teenage deaf boy or girl, or even an adult, who has never attended school or been given educational help in the home, has seen this demonstrated. The aim of education of deaf children is similar, in general, to that for hearing children, i.e. developing the character of young people, training them to be good citizens and teaching them the fundamental skills of learning necessary for further education and adult life. However, the goal should not be that of developing individuals who imitate hearing children, but rather of well-integrated personalities who in spite of the handicap, are happy in their family, community and vocational relations. There are still teachers and other professional people working in or with our Canadian schools who continue to tell parents of deaf children that these children can become the same as normal hearing people. But this cannot be

5 Programme of Studies for the Elementary Schools of British Columbia, 1957, p. 7.

6 Karl C. Garrison, Psychology of Exceptional Children, p. 328.
done. These children are deaf and we cannot overlook the fact that deafness is a handicap. But they can become normal deaf adults if given every opportunity to grow and develop as human beings. At school age, these children not only have little or no speech, but in addition have no general language ability except for gross gestures. C. O’Connor says, it would be cruel to insist that a child so ill-equipped should start his education competing with normally hearing five or six-year olds who are not only bursting with ideas, but already have the language to express or interpret them. Deaf children should begin their education under a program designed for the Deaf. They should continue with it as long as it meets their particular needs more effectively than one designed for the normally hearing child and, in our present state of knowledge, the majority of the severely deaf will profit most through continuous attendance in a residential or day school for the deaf.

Purpose of Thesis

The purpose of this thesis is to make a survey of the facilities currently being provided in schools for the deaf by the provinces of Canada. It will include a concise account of the historical backgrounds of the schools for the deaf; a

8 Ibid., p. 438.
short statement of what the principles and policies of the schools are today concerning academic, vocational religious and social instruction; a brief study of some of the problems facing the schools for the deaf in teacher training facilities, pre-schools and clinics, and parent education resources; and some misconceptions about the deaf and their education that are still believed by the hearing people of Canada. Since it is an historical and descriptive paper, it does not deal with evaluations, such as possible influences on the educational, vocational or social standards of the school due to the extent of the buildings and equipment of each school, nor comparisons between the educational, vocational or social standards of the schools from the point of view of methods of instruction used or the qualifications of the staff employed.

Educators of the deaf agree that there must be a place for the home, the church and the school in the normal growth of the children. Canadian deaf schools, particularly the residential ones, are doing their utmost to fulfil these conditions and to give each its due place in a well-balanced program. Many deaf children start school socially mal-adjusted or emotionally upset. If they are in a residential school with people who are trained to understand and help them, they very soon overcome these difficulties. For those attending a day school, this often takes longer as the child

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returns after school hours to the disturbed and upset influences of the home. The reason for this lies with the parents. This child is different. In spite of how hard they try to treat him as a normal child, he senses their feelings of frustration. Schools for the deaf having their own psychologists have found that, if they can help the parents to overcome their problems and difficulties, the deaf child's troubles more or less right themselves. However, very few schools can afford to have on their staffs a psychologist trained in helping the deaf. At present there are none in Canada, but several do have the services of regular psychologists for their pupils. Edna Levine warns\(^\text{10}\) that the great majority of such services available to the hearing public admit that they are ill-equipped to understand and handle the problems of the deaf child. This raises the question "To whom are the deaf child and his family to turn for help and guidance?", and the logical answer is "The School". It is the school that is most constantly relied upon to provide the open door to every phase of the deaf child's life activities.\(^\text{11}\) Many of our schools for the deaf do not possess the specialized services to attain these humane goals, and some are not equipped to accept the deaf child as a human responsibility. Only when the general public understands the need and assumes responsibility for the cost of these highly specialized services will every deaf child receive the

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11 Ibid., p. 734
highest level of education that he is capable of attaining.

Definition of Terms - Deaf and Hard of Hearing

As this paper is concerned chiefly with the education of deaf children, and since there is some confusion as to the meaning of the terms deaf and hard of hearing, the following is a brief definition and explanation as to how they are used in the United States and Canada. They were recommended, in 1937, by the Executives of American Schools for the Deaf, and read:

1. THE DEAF: Those in whom the sense of hearing is non-functional for the ordinary purposes of life. This general group is made up of two distinct classes based entirely on the time of the loss of hearing:

   (a) The Congenitally Deaf: Those who were born deaf.

   (b) The Adventitiously Deaf: Those who were born with normal hearing but in whom the sense of hearing becomes non-functional later through illness or accident.

2. THE HARD OF HEARING: Those in whom the sense of hearing, although defective, is functional with or without a hearing aid. 12

These categories are again subdivided. In the deaf classification, there is one group who may learn to respond to gross sounds or similar vibrations through amplification, and the most severe cases may not be able to do even this. A second group can learn to distinguish between amplified gross sounds and to some extent can be helped in developing

12 Hallowell Davis, Hearing and Deafness, p. 353.
their speech through amplification. Children in the first group are often referred to as being profoundly deaf and those in the second as being severely deaf. These two classes of children are the ones who are educated in schools or classes for the deaf with teachers trained in this particular area of education. In the hard of hearing classification, there are also two groups. Children with a slight loss are in one and they can attend a regular public school, but may need some consideration to enable them to see and hear the teacher to the best advantage. The second group of hard of hearing children have a more severe loss and need more help. They will probably require the assistance of a hearing aid and to be put in a special class taught by a special teacher within the public school system. Between the severely deaf and the severely hard of hearing, there are the border-line cases. Depending on the individual child, some will be able to attend the special hard of hearing classes in the public schools, while others will do better in the classes at the schools for the deaf.

Collection of Material

The information for the paper was obtained in a number of ways. A study of the available literature in books, periodicals and pamphlets dealing with the education of the deaf was made. Two questionnaires were prepared. One was sent to the superintendents of the Canadian schools for the
deaf\textsuperscript{13} and from which eight out of ten replies were received. The second was sent to twelve superintendents of the public schools\textsuperscript{14} in eleven of the larger cities across Canada and of these, twelve forms were returned. Finally, correspondence was carried on and interviews were held to get pertinent information from people who had had connections with the various schools at sometime. There is little written material on the education of the deaf in Canada. Only in a few schools has it been collected and published in pamphlet form, and even this is sketchy in parts.

Most of the information concerning the education of the deaf in Canada was obtained from the questionnaires sent to the superintendents of the schools for the deaf. This questionnaire was constructed using the following headings:\textsuperscript{15} Early History of the School, School—classes and instruction, Religion, Teachers, Pre-school, Clinic, Parents, Supervision and Health. Additional data on pre-schools, clinics, parent-education and day classes for the deaf or hard of hearing was taken from another questionnaire.\textsuperscript{16} This was sent out to get information for a survey on what was being done in the large cities of Canada for children who were deaf or hard of hearing or who had speech defects. This survey was conducted by the author for the British Columbia Speech and Hearing

\begin{itemize}
  \item \textsuperscript{13} See Appendix D
  \item \textsuperscript{14} See Appendix E
  \item \textsuperscript{15} See Appendix D
  \item \textsuperscript{16} See Appendix E
\end{itemize}
Association and a report was given at the Association's meeting in February, 1958. In all the forms returned the information asked for was filled in as it pertained to the particular school and on some additional data was given, or extra pamphlets were enclosed with the completed questionnaire.

The response to the questionnaires was excellent, as only two out of the twenty-two sent out were not returned. Most questions were adequately filled in so that there was little ambiguity or misunderstanding as to what was meant. Information on the two schools from which the questionnaires failed to be returned was taken from Provincial Government Education Reports, the Tabular Statements on Statistics of the American Annals of the Deaf, January, 1959, interviews and correspondence with people who had been connected with the schools, and from the personal knowledge of the author. It is regretted that this thesis may not contain an account in as full detail for these schools as for the others. An imperfection that might be found in the questionnaires was the degree of reliability and accuracy of the replies to several questions, particularly those on teacher training. It was impossible to visit every school, but through personal contact with many of them at one time or another in the last few years, the writer has a reasonably accurate knowledge of what is being done in the majority of the schools and thus may be in a position to assess the validity of the replies. On this point much of the information received coincided
CHAPTER II

Historical Survey of Education of Deaf

Have you ever stood on a street corner and watched the people go by? You may see the ordinary citizen sauntering past, or someone helping a person carrying a white cane to cross the road, or perhaps somebody using crutches coming along, and the traffic slowing up to give him time to cross in safety. A fourth person may be seen approaching. He looks like an ordinary citizen. He does not carry a white cane nor use crutches. As he crosses the road, a car turns the corner behind him, its horn blaring. The driver shouts at him and says uncomplimentary things. People remark to each other at the near accident, and the "pedestrian" is bewildered by the hostile looks, for he does not hear the car horn blaring, nor the driver shouting, nor the people talking. He lives in a world of silence as a result of deafness.

Every child has the right to have his needs considered and understood as an individual, and the necessary opportunities provided so that he will realize that he has a place in society. This same kind of consideration and understanding is the acknowledged right of every handicapped child, whether he is blind, crippled, or deaf. It will require a special kind of educational system to enable him to use his
intelligence and aptitudes to their fullest capacity. Of these handicaps, deafness is the one that will require the greatest amount of patience and understanding.

Because the child is deaf, he cannot hear speech; therefore, he cannot learn to talk in the normal way. He is deprived of the opportunities of expressing his thoughts through speech; and he is prevented from learning to use words in his thinking because of his deafness. This lack of intercourse with society limits the stimuli to thought, social experience, and knowledge, and thus inevitably influences the personality. Deafness of any degree handicaps the social and mental life of an individual.

Used in its broadest sense, intelligence has been described as the most powerful force in education. But it needs opportunities for its exercise and fulfilment, as it does not feed upon itself. Years ago deaf children were considered to be mentally inferior to hearing children, but as S.R. Silverman states:

The results show, however, that in general intelligence, exclusive of skill in the use of language, the deaf as a group are normal.

This brings up the problem of language. Because of his deafness, this type of handicapped child has no oral means of communication. Or as Irene R. Ewing and Alex W.G. Ewing

1 Irene R. Ewing and Alex W.G. Ewing, Opportunity and The Deaf Child, p. 5.
2 Ibid., p. 1.
3 Hallowell Davis, Hearing and Deafness, p. 375
so aptly put it, "He is deaf, dumb and 'Wordless', and it is his wordlessness that constitutes his heaviest loss."

Early Work in Europe

Teaching the deaf child is a comparatively new pedagogical field. Not until after the middle of the eighteenth century was there any great interest taken in trying to make the lot of the deaf child better. Most of the early attempts at teaching this type of handicapped child were made by clergymen or doctors. The first record in writing comes from England and tells about the Venerable Bede in 691 teaching a deaf person to speak and read the lips. In the sixteenth century much was done in Italy by priests and physicians. Pamphlets were written on the teaching of speech and language, and a manual alphabet was devised. But Spain is given the credit for being the first country of Europe really to achieve effective teaching of the deaf. Other countries of Europe followed with their contributions and many books and articles were written on the subject. Some used pictures; some writing; some lip reading; some signs; some speech; but no matter what method of instruction was used, new and useful information was learned.

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4 Ewing and Ewing, op. cit., p. 6.

5 Thomas Arnold, A Method of Teaching the Deaf and Dumb Speech, Lip-Reading, and Language, p. XVI.

6 B. St. John Ackers, Historical Notes On The Education Of The Deaf, p. 165.

7 Arnold, op. cit., p. XVIII.
Introduction of the Manual System: France's contribution came from many famous men, the most notable being Abbe de l'Epee. The first big step was about the year 1762, when Abbe de l'Epee founded the first school for the deaf in Paris. This school was supported by the church. l'Epee devised a sign language as a means of communication and introduced it to his school. He write "The French Manual Alphabet would be more useful to me for the purpose of teaching." This method has become known as the Manual System. It spread to many parts of Europe and was used for over a century, although today there are only a few schools in France employing it.

The Start of the Oral System: Germany must receive credit for establishing the first public school for the deaf in 1778 and for the method upon which the modern Oral System is based. Samuel Heiniche, who became interested in teaching the deaf, is credited with developing it. He believed that speech should be the basis for communication for the deaf and received much of his information from the writings and theories of other people which he put into practice.

The Combined System: The next advance was in Britain,

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8 Arnold, op. cit., p. XXVIII
9 Thomas Arnold, Education of Deaf Mutes, p. 78.
10 Ackers, op. cit., p. 167
11 Arnold, A Method of Teaching the Deaf and Dumb Speech, Lip-Reading, and Language, p. XXXII.
where an academy for the deaf was started in 1760. This country was developing her own method by using a combination of the German oral and French manual systems, although the German one predominated. It was called the Combined System. Dr. Wallis, a professor, and Dr. Holder, a clergyman, gave their attention to the subject of educating the deaf and practiced their theories on a few pupils. Wallis wrote many articles on them, and one of his followers, Thomas Braidwood, started to use them in a school in 1760. Braidwood perfected his methods but kept details about them concealed, although he was professedly using mostly the oral one. The first public school for the deaf in England was founded in 1792, and used speaking, writing, reading, drawing and natural signs as the means of communication. In the early part of the nineteenth century, there were a number of schools for the deaf established throughout Europe due to the influence of de l'Epee and his assistant Sicard. They were financed by subscriptions and voluntary donations. Enthusiastic teachers were found who studied and applied the various methods that were being advocated. England had many institutions, but the government did not support them.

12 Ibid.
13 Ackers, op. cit., p. 166.
Early Development in the United States

At this time interest was being aroused in the United States and the demand for schools for the deaf grew there. In 1810, a minister attempted to teach several deaf children and the New York School for the Deaf was given a temporary start. At Hartford, Conn., again the clergy started investigations and backed the work with the deaf. Thomas Hopkins Gallaudet, a theological student, went to Europe to study the methods in use there. He wanted to learn Braidwood's techniques, but since the latter kept his methods secret so that people visiting his school were not able to carry away any of his ideas, Gallaudet went to France. He received most of his training from Abbe de l'Eppe's school. As a result Gallaudet brought the manual system from France to America, instead of the oral one that he had journeyed to England to investigate. In 1817, the American School for the Deaf at Hartford was started by him. It was the first special school supported by public funds and the first for physically handicapped children. Public and private schools were established by practically all the states in the following years, using the methods brought to America by Gallaudet. Some years later, interest was aroused in the oral methods

15 Harry Best, *Deafness And The Deaf In the United States*, p. 388.


used in England and other European countries, and an effort was made again to bring them to America. The Clarke School at Northampton, Mass., founded in 1866, and the Horace Mann School in Boston, Mass., founded in 1868, set the pattern for the oral method in use in most day schools, and in some private and denominational schools, in the United States and Canada today.

In several centres in America during the last quarter of the nineteenth century, interest was concentrated on finding a method by which any hearing that a deaf child might have was used. Itard of France had tried it with the partially deaf as early as 1802. Then the idea died out until Gallaudet revived it in 1884, and Alexander Graham Bell started doing research on it about the same time. In Italy, about 1892, very good results were also being obtained. As a result of this renewed interest, the Central Institute for the Deaf was founded in 1914 in St. Louis, United States. It was here that Max. A. Goldstein did his research work which culminated in a report on his Acoustic Method in 1920.

Gallaudet College in Washington, D.C., is the only college for the deaf in the world. By establishing it, the American Federal Government made the education of the deaf parallel that of the hearing all the way from nursery classes through elementary and high school to the university level. 18

18 Ibid., p. 625
Teaching the deaf in Canada has closely followed the pattern set in the United States. At present there are six English-speaking residential schools and several day classes in various centres reaching from Halifax to Vancouver, and two French-speaking schools in Montreal.

The controversy that is found in America now over the pros and cons of the oral and combined methods of instruction would probably not have developed if Gallaudet had studied in England. Due to Braidwood's secrecy, he studied the manual methods and introduced them to America. Since his time the manual method has been modified, so that the combined method is used generally in the schools that were originally manual. Educators of the deaf are agreed as to the general aims and objectives of the education of the deaf, but they do not concur on the methods that should be used to attain them.
CHAPTER III

Systems of Instruction

A number of methods of teaching language to the deaf have been devised. Max Muller's theory\(^1\) maintains that there is no thought without language, but this cannot be accepted by anyone who has watched a young deaf child. Thought can exist without words, but it must have help from them or from signs for expression and growth. It was this challenge that encouraged people, hundreds of years ago, to try to find some way for the deaf to express themselves. Down through the centuries experiments were carried out and the meager results published in pamphlets, until, in certain countries, definite methods took shape. Today, there are three main systems in use, but the experimenting is by no means finished.

Manual Methods

Although a number of sign and manual alphabet methods were devised, it was Abbe d l'Epee of France who perfected the Manual Method which was used so widely across Europe and

\(^1\) Max. A. Goldstein, *Problems Of The Deaf*, p. 205.
America. It aimed at mental development and comprehension, and the use of the written language. The sign language was the basis and chief means of education, supplemented by writing, and in modern times by the manual alphabet. The signs were meaningful, pre-determined gestures, often arbitrarily devised by hearing people, and used to convey units of thought directly without resort to words. They might be body movements, mimic actions, pantomimes, or natural gestures. They stand for objects, movements, phrases, and ideas. The child first learns to distinguish objects by gestures; then the sign is connected by pointing to the written word. This language is very abbreviated and elliptical; the order of the sentence may be inverted in the same way that a foreign language translated into English may be transposed. Emotional facial expressions, and the speed and force of making the signs all carry meaning.

The next step was the development of the Manual Alphabet. Finger-spelling was a very old idea. The Greeks, Romans and early Christian monks in enforced silence had used forms of it. An alphabet was perfected in Europe in which finger representations were used for the letters of the alphabet and the complete word was spelled out by the fingers to convey the thought. In England, the two-handed system is

2 Goldsteain, Ibid.
3 Davis, op. cit., p. 371.
4 Davis, Ibid.
used now, but in France and America, the single-handed one is favored, as it is clearer, more rapid, and leaves one hand free.

The Manual System that is used in some schools is based on the manual alphabet, writing, and a few natural gestures in the first grade. Later some speech and speech reading are taught with it. As in the sign system the objective is mental development and facility in comprehension of the written language. In procedure it differs from the sign system as the pupils learn to spell out words, phrases, and sentences in English in their proper order and arrangement, so that no "translation" is needed. True, they both develop ideas; but the sign is vague and sometimes indefinite, while the word is an accurate expression of the thought. When a child can spell words and forget the sign, it is considered a higher level of educational development. As he expresses his thought in the proper sequence, there is not as much misunderstanding of his ideas. This system is used only in conjunction with other methods at the present time. But Farrar considers it the only one for children of low mental ability, and for those who cannot learn speech or benefit from oral instruction due to other causes besides deafness.

5 Best, op. cit., p. 551.
6 L.E. Warren, Defective Speech and Deafness, p. 33.
7 A. Farrar, Arnold's Education Of The Deaf, p. 140
Oral Methods

So far we have looked only at the silent ways the deaf child acquires language. There were many who believed that, since there is nothing wrong with the vocal chords, these children should be taught how to speak. The Oral System depends on speech, speech reading, a few natural gestures, and writing. It has as its aim facility in speech, and speech reading along with mental development and the mastery of written language. Speech is acquired artificially through the senses of sight and touch. Articulation, voice production, pitch, rhythm, and breath control require hours of drill and practice. The child is taught to associate speech with the object, and the language built up this way is more the vernacular of his community.

In ordinary talking, we use both sight and hearing, but hearing is so much more noticeable that we forget about the importance of sight. In speech reading, the ability to observe gestures, facial expressions, and the movement of the lips, and to interpret these observations is very important.

Some way of making use of residual hearing led to the next development, which was known as the Auricular or

8 Best, op. cit., p. 551.
9 Goldstein, op. cit., p. 205.
10 Farrar, op. cit., p. 141.
11 Davis, op. cit., p. 258.
Auditory Method, but today is called the Acoustic method. This is a relatively new idea as compared to some of the others. The aim of the acoustic method is to graduate the severely deaf pupils as severely hard-of-hearing speaking people, instead of deaf,\textsuperscript{12} and to do this it makes use of, and develops, any hearing that a child has to improve his speech by giving him some idea of sound. Auditory discrimination, which is the ability to tell the difference between sounds, and acuity of hearing, which is the sensitivity to sound, are important factors in this method.\textsuperscript{13} Just because a sound is audible does not mean that it will be recognized. Even though the amount of residual hearing is small, auditory training helps a child in the development of a command of language, in teaching him to speak, and in his adjustment to a hearing society.\textsuperscript{14} Speaking tubes, horns, and hearing aids may all be used in developing this remnant of hearing.

It is essential that the pupils have constant, daily, and systematic practice.\textsuperscript{15} When introducing this method into the school curriculum, it is best to start with the children

\begin{footnotes}
\item[12] Best, \textit{op. cit.}, p. 551
\item[13] Davis, \textit{op. cit.}, p. 276
\item[14] Ibid., p. 282
\end{footnotes}
who have some hearing and gradually work in the deaf child. Even though it is not known how much hearing a child has, it is best to give him the benefit of the doubt and give auditory training until a definite audiogram can be obtained. So far the best results have been obtained with young children; hence a quickened interest in nursery classes. Much depends on the teacher and the amount of individual help she can give each child. The need to learn speech reading is not eliminated by the use of a hearing aid. They work together for clearer speech and a better grasp of language. According to S.R. Silverman, this is not a new or separate system but one to be used in conjunction with what is already being done in the school.

Combined Methods

We have looked at the two extreme methods—entirely signs and purely oral—now there is the intermediate one. Some educators of the deaf felt that, although speech and speech reading were very important, the mental development and acquisition of language was still more important. So the Combined System was devised. In this, it was proposed to select and unite all the best features of the other two


17 Davis, op. cit., p. 261.

18 Silverman, op. cit., p. 338.
systems with the idea of advancing the general education of
the deaf more rapidly and easily by using all the means that
were available. In most schools using this system, speech
and speech reading are made the basis, but only in so far as
the results obtained warrant the time and effort expended
upon them. The manual signs are not taught in school, but
are used for communication out of school. The proper balance
between signs and speech must be kept to make this system
effective. All the pupils are given the opportunity to learn
speech and speech reading, but, if after a number of years
of instruction, it is found that the vocal articulation of
some children is very unsatisfactory, these children are
transferred to non-oral classes, where instruction is given
by means of finger-spelling. In these classes the children
follow the same curriculum as in the oral classes, but with
less emphasis on speech and speech reading. As far as
possible, the system that best suits a child's individual
needs is chosen for him. Some of the schools using this
system have incorporated the acoustic method into the classes
where it will be most useful. The combined system is widely
used in private schools, residential institutions and denom-
inational schools.

19 Goldstein, Problems Of The Deaf, p. 206.
20 Best, op. cit., p. 547.
21 Ibid., p. 551.
A more modern grouping of the means of communicating with the deaf is being used in many schools now and is called the Simultaneous System. It is the simultaneous use of speech, speech reading, hearing aids, finger spelling and the language of signs by both the teacher and pupils when they are conversing. It allows the child with good speech to use it for the benefit of the good lip readers, of those with usable residual hearing, and of the instructor; while at the same time his fellow students who are poor lip readers can follow the conversation through the signs and finger spelling. On the other hand, the child with little or no speech takes part in all discussions through finger spelling and signs, and, since all understand these forms of communication, the pupil with good speech and lip reading, the one with residual hearing, and the teacher can follow him without any difficulty. L.M. Elstad, president of Gallaudet College, Washington, D.C., explained how this method operates at the Conference of American Instructors of the Deaf:

Deafness creates a special problem in communication between the instructor and his students. Not all of them are sufficiently skilled in speech reading to follow an orally delivered lecture. Lectures, therefore, are usually given by the "simultaneous" method; a blending of speech, the manual alphabet, and the language of signs. Students respond in a similar manner. They use hearing aids when recommended.

According to the statistics in the American Annals of the Deaf, many schools for the deaf in the United States are using this combination of systems instead of the older combined method, but in Canada, so far there is only one school listed as using it, that is Institution des Sourdes-Muettes. Elstad states:

It will take time to develop the simultaneous method. But what does it do? It encourages the use of speech. It sharpens speech reading and the ability to read signs and finger spelling. One builds up the other. All improve.

It is probably too soon to be able to make any statements, either pro or con for this method. The oralists will raise the same objections to it as to the combined method, namely, that the child will not use his speech and lip reading, but will depend on finger spelling and signs; and that his language will be poor. On the other hand, the manulists will contend that it aids all three — speech, lip reading, language — and that the pupils will make more progress in school. Many deaf and hearing people use this method in ordinary conversation all the time. The deaf say that the lip reading helps them if they miss a word in finger spelling, or vice versa. The hearing say that the speech assists them when they fail to get the finger spelling, or vice versa. It would seem that the best people to consult


24 Elstad, op. cit., p. 320.
on the merits of any method of education for the deaf are the educated deaf people themselves. There is a growing feeling among them that things are being done above their heads and without their consultation. This is one important way in which they could act in an advisory capacity in the field of education.

Certain systems of communication for the deaf seem to lend themselves to the education of a specific type or group of deaf children or for those who have another serious handicap. On the whole, the residential schools use the oral and combined systems for communication and instruction, making allowances for individual variations in the case of certain classes. The slow learning or retarded deaf children often make better progress when taught by the manual system as opposed to the oral.\textsuperscript{25} The signs and finger spelling are more concrete for this type of child to grasp and understand than the intricate movements of the lips in speech reading. Because of this, many people think that every deaf child taught by the manual method is slow learning or retarded mentally. This is not so, as Isabelle Walker so aptly states: \textsuperscript{26}

\begin{quote}
Lip reading is a boon to the deaf child, but the ability to read lips is an art. It is a gift, and not all deaf children are gifted in
\end{quote}

\textsuperscript{25} Farrar, \textit{op. cit.}, p. 140.

\textsuperscript{26} Isabelle Walker, "A Teacher's Philosophy," \textit{The Kentucky Standard}, Danville, Kentucky, 1957.
lip reading. The ability to read lips does not depend entirely on intelligence. Oftentimes extremely bright deaf children are poor lip-readers or vice versa. Children who read lips easily and well are indeed fortunate. Those who do not read lips readily are handicapped in oral surroundings. Not all children are able to read lips and to speak well enough to get along and make full use of their innate capacities in a pure oral environment.

A child should not be condemned because he cannot read lips or speak intelligibly. Nor should his academic progress be jeopardized by his inability to profit from oral instruction. If, after he has been given a reasonable trial with the oral method, he shows that he will not make any satisfactory progress with that method, other means of instruction should be provided.

The oral and acoustic methods are generally the best ones for the hard of hearing children. Depending on the amount of their loss, these children need speech, lip reading and a great deal of auditory training. The lack of a specific method of classification for hard of hearing and deaf children in Canada has lead to some confusion and misunderstanding between medical people, educators of the deaf and other professions as to what they mean by the terms "hard of hearing" and "deaf". Until a definite Canadian guide is developed, some individuals have been using the British system of classification to clarify their meaning,27 while others have been using the American one.28 Where the oral, combined and simultaneous systems are used, the acoustic method is usually closely integrated by the use of group and

27 Appendix B
28 See page 4
individual hearing aids. The slightly hard of hearing child should not be the concern of schools or day classes for the deaf, particularly in the large cities. Only in several large centres in Ontario and Alberta are special classes provided within the regular school set-up for them, although Montreal has plans for starting such classes in September, 1958.

29 F.S. Dunlop and T.W. Martin, information provided in questionnaires in Appendix E that were sent out by author on August 5, 1957.

30 C. Safran and T.D. Baker, information provided in questionnaires in Appendix E that were sent out by author on August 5, 1957.
CHAPTER IV

Schools for the Deaf in Canada

As early as the middle of the nineteenth century, the people of Eastern and Central Canada were concerned about the education of their deaf children. For purposes of clarity in this Chapter, the schools will be dealt with by provinces, rather than in the chronological order in which they were started.

Maritime Provinces

Nova Scotia had shown an interest in its deaf citizens from early days. It had sent a few children to the Hartford, Conn., School, but in 1856, the Maritime Provinces banded together to start their own school. William Gray, a deaf man, became interested in several deaf children who had received no education, so started teaching them as a sideline in his spare time.\(^1\) It was not long before interested citizens came to his assistance and had a teacher of the deaf brought out from England to take charge of the special school that was opened.

James Scott Hutton\(^2\) was the first principal and was assisted by his father who worked without salary. The school

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2. *Ibid*, p. 9
was situated in Halifax, and received a grant from the Nova Scotia government in 1857. New Brunswick followed this example in 1860, Prince Edward Island in 1866, and Newfoundland in 1877. In twenty years the enrolment had reached fifty-two pupils and there were three teachers besides the principal on the staff. It was a private residential school, and the manual method of instruction was used in it. To look after the financial affairs and to direct the school's policy, a Board of Managers was formed by a number of public spirited citizens. In 1862, these men formed a corporation, and from then to the present time, the school has been managed in this way.\(^3\) A characteristic procedure of this early school was for the principal to take groups of the pupils on a tour of one of the provinces during which time they visited several of the larger centres. A meeting would be called in the public school or church and the method of teaching the deaf demonstrated to those who came to it. A collection was usually taken and the funds so raised used to help finance the school. The main purpose of the tours was not to gather subscriptions, but to make the school and its work known amongst the people.\(^4\)

The growth in attendance made it necessary to move several times to larger quarters. In 1895, the present building was erected at a cost of a little over $50,000 and eighty


\(^4\) Maureen Donald, report given on the 100th anniversary of Nova Scotia School for the Deaf.
pupils were enrolled in it. During the intervening years a number of additions have been made to the original building, but accommodation is still not adequate. There are 160 pupils enrolled and a waiting list of those who cannot be registered at the present time. The school is supported by fees, half of which are paid by the government of the province and half by the municipality from which the child comes. At the beginning of the twentieth century the fee was $150.00 per year per child. In the past fifty years this has increased to $949.07 in 1957.

In 1917, the great explosion in Halifax took place and the school buildings were severely damaged. The pupils and staff were removed to Windsor, N.S., for a year until repairs were made on the deaf school.

During the 1957-58 school term, there were fifteen classes of deaf children using the oral system, one using the combined, and a class of deaf-blind using the manual. Five group hearing aids were in use, and seventy children had individual aids. Signs, finger spelling, and writing were used out-of-school, as well as speech and speech reading whenever possible. The School for the Deaf in Halifax is the only school in Canada where deaf-blind children are

5 Ibid., p.


educated in English. In this field Louise Fearon has done
wonderful work for many years, and can tell many interesting
incidents and give some very heart-stirring case studies of
deaf-blind children she has taught.

Rumor has had it for several years that the Board
has been contemplating building a new school. This may be
coming to pass as Karl C. Van Allen, the Superintendent,
accompanied by a member of the Public Works Department of
the Government travelled through the other Provinces during
the early part of the summer of 1958, visiting the Schools
for the Deaf and collecting ideas on improvements and
buildings. It is proposed that the school buildings in
Halifax be closed, and the new ones erected at Amberst, N.S.

Up to the opening of the school year in September,
1958, the School in Halifax had provided for pupils from the
four Maritime Provinces. Just prior to this time, Newfound­
land decided to withdraw its children and to send them along
with those who were attending Mackay School in Montreal. The
Newfoundland government is taking a long-range view of the
situation with the prospect of eventually building its own
school for the deaf so the children will not have so far to
travel to get an education. In the meantime, Prince Edward
Island is planning on opening a new school for the deaf in
Charlottetown for the start of the 1959-60 school term.

8 Karl C. Van Allen, information provided in
questionnaire that was sent out by author on July 30th, 1957.
There is a teacher from that province studying at Clarke School, Northampton, Mass., who will be in charge of the new class.  

Quebec

In 1848, Monseigneur I. Bourget founded the Institution Catholique des Sourds-Muets in the Community of Mile-End in Montreal. This was a school for deaf French boys and was under the jurisdiction of the Community of Clerics of St. Viator. It was supported by fees from the parents, charity and the religious organization itself. During its early years, the school used the manual system for instructing its pupils, but later changed to the oral for all students when they entered school. If they did not progress under this method after a reasonable time, they were then taught by the combined system. Instruction was given in French, but children of English-speaking parents were taught in English. The school followed the curriculum of the French schools of Quebec, with a strong emphasis on the vocational program. Today the system is much the same. The majority


11 "Rules and Regulations for the Admission of Students," Institution Catholique des Sourds-Muets, Montreal, P.Q.
of the boys are taught orally with the auditory method integrated as much as possible, and those who do not make satisfactory progress under these conditions are taught by the combined or manual methods.

About the middle of the nineteenth century, Sister Marie de Bonsecours became interested in the French deaf girls and founded a school for them in a small building in Montreal in 1851. The Sisters of Charity of Providence looked after this school and Sister Marie de Bonsecours became Superior of it. The Sisters financed it themselves, and were helped by charitable contributions and by the payment of tuition fees by a few parents of the first pupils. The manual or non-oral method of instruction was used in the school. In 1864, the school was moved to its present location in Montreal, where it occupies an entire city block. Towards the end of the last century, Cannon F.X. Trepanier, the first resident Chaplain, went to Europe to visit schools for the deaf in France, from whence he brought back and introduced the oral system of instruction, and this method has prevailed ever since in the majority of the classes. 12 At the present time there are several classes using either the combined or simultaneous systems for children who do not progress satisfactorily under the purely oral method. The use of hearing aids and auditory training is taught to those who will benefit

12 Gerard Hebert, Information provided in questionnaire in Appendix D that was sent out by author on July 30, 1957.
from them. There is little restriction placed on the form of communication used outside the classroom.13

One other Quebec school is mentioned in the Report of the Superintendent of Public Instruction, 1885-86. It was the School for Deaf-Mutes at Ste-Marie, Beauce. Very little information about it is to be found. It is mentioned again in the Report of 1889, but not in that of 1891, so about 1890 it ceased to exist or was absorbed by one of the other deaf schools in Montreal.14

The necessity of a school for the education of the English Protestant deaf in Quebec was brought to the attention of Thomas Widd, a resident of Montreal. He was able to get other citizens interested and, through articles in the papers and public meetings, money was raised by the Protestant denominations by subscription for a building. The first Protestant Institution for Deaf-Mutes opened in 1869, just outside the Montreal city limits, with an enrolment of sixteen students. Widd, because of his former experience in instructing the deaf in England, was appointed Principal. He was assisted by his wife as Matron, a cook and two girls to do the domestic work as it was a residential school.15

13 Ibid


15 "Annual Reports of the Mackay Institute for Protestant Deaf-Mutes, Montreal, P.Q."
Instruction was given in writing, natural signs and the manual alphabet. The school grew. The original building became too small, so funds were needed for a new one. In 1875 there was a depression and it looked very bad for the school. One of the local citizens, Joseph Mackay, stepped forward and gave a large piece of land and erected, at his own expense, a new building which was large enough to accommodate 80 pupils and staff. The new school was ready in the fall of 1877, and the name was changed to Mackay Institution for Protestant Deaf-Mutes, in honor of Mackay, who later became President of the Board of Managers.

The school, when it first opened, was under a Board of Governors, a Board of Managers, a Principal, and a Matron. At the present date these offices are the same. It was originally supported by private donations, public subscriptions, an educational grant from the Quebec Government, and fees from those pupils whose parents could afford to pay. These are still its chief means of support. Although primarily it was for deaf children, it had blind pupils from 1884 to 1914, after which they were sent to the School for the Blind in Montreal.

Besides the English-speaking pupils from Quebec, the school accepts students from Newfoundland and New Brunswick, and from 1939 to 1956 it had a large group of children from Alberta. The school has five oral classes, each of which makes use of auditory training, and two manual classes. The
oral classes have group aids and twenty-five pupils use individual aids. The sign language and finger spelling are used during out-of-school activities by all pupils, along with speech and lip reading by those from the oral classes. 16

In 1939, when the Manitoba School for the Deaf was closed, 17 the Mackay School opened its doors to the deaf pupils from Alberta. These pupils attended until 1956. 18 At the same time the number of children coming from New Brunswick increased. The governments of Alberta and New Brunswick paid the fees. Just before Newfoundland became the tenth province, it started sending a large group of deaf children to Mackay as the School in Halifax was full. The Newfoundland Kinsmen Club 19 paid the fees at the beginning, but the government has now taken over this responsibility. At the end of the school term in 1958, Newfoundland withdrew its pupils from the Halifax School and made arrangements to send all its deaf children to Mackay School, starting in September, 1958. These arrangements are to last for three years, at the end of which period, Newfoundland's long-range program may call for a school for the deaf of its own.

16 M.S.Blanchard, information provided in questionnaire in Appendix D that was sent out by the author on July 30, 1957.

17 See page 45

18 See page 51

19 Annual Reports of the Mackay Institute for Protestant Deaf-Mutes, Montreal, P.Q.
In 1955, at the suggestion of the President of Mackay School, D.G. Mackay, the Montreal Council of Social Agencies appointed a committee to investigate the educational facilities for the English-speaking deaf children of the Province of Quebec. This committee went into every phase of the work thoroughly and covered, in their investigations, Mackay School, the Montreal Oral School, Institution des Sourds-Muets and Institution des Sourdes-Muettes -- the last two as some English Catholic deaf children attend them. In December, 1957, the Council published an extensive and comprehensive report. It set forth suggestions and recommendations for a long-range program. Some points from this brief follow:

a. The testing of hearing and setting up of classes for hard of hearing pupils within the Protestant School Board's system.

b. The establishment of a "Conference" of educational, medical and all other professional personnel who may have contact with a deaf child. This Conference would screen pupils and do periodic re-appraisals on them.

c. The amalgamation of all existing educational facilities for English-speaking deaf under one major school administration.

d. The reorganization of Mackay School so that it can accept responsibility for such major school administration.

e. A strong parent education program.

f. The formation of a teacher training program and the establishment of research programs.

g. Better financial arrangements to support the Mackay School and carry out the recommendations of the Committee.

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A group of ten parents in Montreal wanted a purely oral education for their children so banded together to see what they could do. They were able to enlist the support of several organizations and in 1950 a day class, called Education of Hearing Handicapped Children, was started in the Aberdeen School Building in Montreal. It began as a nursery with six deaf pupils and one teacher, and was financed by the Laurentian Service Organization under a Board of Directors. The pupils were from the city of Montreal and instruction was strictly oral. The Protestant School Board of Montreal provided the room in one of its buildings. Since its beginning the school has grown to thirty-two pupils and four teachers. The Montreal Protestant School Board now helps financially by paying the salary of one of the teachers and supplying more classrooms as they are needed. The classes have been given better accommodation in another public school on Cote des Neiges. In 1957, the name of the school was changed to the Montreal Oral School, but was still operated by Education for Hearing Handicapped Children Incorporated. As it is a day school, speech and lip reading are used mostly during out-of-school hours. Auditory training is given in conjunction with speech in school.

21 I. Inkster and E.H. Heward, information provided in questionnaire in Appendix D that was sent out by author on September 5.
Ontario

In Toronto, Ontario, in 1858, four deaf children were brought together for instruction by J.B. McGann. So much interest was aroused by the success of this small school, that a demand arose for a school for the deaf. Ministers and doctors again took an active part in getting the school. It was not until 1870 that the Ontario School for the Deaf was founded in Belleville, Ont. It was a residential school, supported by fees from the parents or guardians and the municipalities, and from the provincial government for indigent children. The first enrolment was 107, but many children were not in school. The school has expanded until at present it is the largest deaf school in Canada. It occupies a large piece of land on the north shore of the Bay of Quinte, and it comprises a number of buildings -- a main building, several vocational buildings, a boys' and girls' residence, a primary school and residence, and a hospital. It is completely government supported now, for deaf children five years of age and upwards residing in Ontario. All classes, both academic and vocational, are taught by the oral system, with the acoustic method being integrated into it for the majority of the classes. In this method, group aids are used as few of the children have individual aids.

22 Documentary History of Education in Upper Canada, Vol. XXIV.
24 Documentary History of Upper Canada, Vol. XXIV.
No restrictions are placed on forms of communication used outside of the classrooms.  

During World War II the military forces used the school buildings, and the deaf pupils were placed in a number of large buildings scattered throughout the city of Belle-ville. Under these circumstances, the school program was bound to be badly disrupted, and it took a few months to re-organize it once the staff was back in its own buildings. 

As the School had been functioning in make-shift quarters and many day classes had been set up in the large centres of Ontario, the Ontario Government considered closing the school completely at this time and just having local day classes in public schools. This brought a wave of protest, particularly from the adult deaf and the Ontario Association of the Deaf. The Ontario Government had appointed a Royal Commission on Education and this was one of the problems it had to consider. Feelings ran quite high over the question. The Ontario Association of the Deaf collected letters, articles and documents showing why the School in Ontario should not be closed. These were from prominent educators and superintendents of schools for the deaf throughout the United States and Canada. They were published in Brief No. 2, Supporting Documentary Evidence Submitted to the Royal Commission on Education. The recommendations and con-

specialized training is given in vocational instruction. The student has to decide which trade he or she wishes to follow and in his last years in school concentrates on learning that particular trade.  

The only province in Canada where there are day classes within the regular school system founded by the local Boards of Education is Ontario. The Toronto Board was the first one to start classes for the deaf in 1924; to be closely followed by Ottawa in 1928. A space of fifteen years elapsed before the next one was established in Toronto in 1943. This was followed by one in Hamilton in 1944, a pre-school in Toronto in 1947, a day class in Fort William in 1950, and another one in Toronto in 1952 for Catholic deaf pupils. With the exception of the one in Fort William and the one in Toronto which are supported by the province, the others are financed by the city or municipality in which they are located. The oral system of instruction is used in each class with the acoustic method being integrated into it as much as possible.  

Prairie Provinces

Manitoba:

In Manitoba, a school for deaf children was opened


at Brampton in 1875, by the provincial government. Besides looking after the province's own deaf, arrangements were made whereby the deaf children in the North-West Territories could also attend. The next mention we have of the school is in 1889, when it was located at Tuxedo, very close to Winnipeg. When the provinces of Alberta and Saskatchewan were formed in 1905, their respective governments decided to keep the present arrangements and to continue to send their pupils to the Manitoba School, the governments paying the fees. In 1914, the Manitoba government raised the tuition fees so Saskatchewan took its children out. However, in 1916, the pupils were sent back to Winnipeg to the school there and the Saskatchewan staff went also. Thomas Rodwell became superintendent of the Manitoba School a few years later. Alberta, on the other hand, had left its pupils in the school in Winnipeg. The School continued to serve the three Prairie Provinces until 1932, when Saskatchewan opened its own school and withdrew its pupils.

During the first years the manual system of communication was used in the classrooms of the Manitoba School, but just as other schools changed over to the oral or combined methods, this one did also. Then, in 1939, the Manitoba School was closed because of World War II, and the

30 Ibid
31 See page 47.
32 See page 48.
buildings were taken over by the militia. The government instituted several day classes for the deaf in one of the public schools in the city of Winnipeg. These were for those whose parents were residents of Winnipeg. Arrangements were made with the Saskatchewan government whereby the deaf pupils in rural Manitoba were sent to the School for the Deaf in Saskatoon, with the Manitoba government paying their fees. When the War ended, the original buildings of the Manitoba Deaf School were turned into a teacher-training school, so the deaf boys and girls have continued to go to Saskatoon. In the meantime, the enrolment in the day classes had grown until there were four classes, which were forced to move out of the public school due to lack of space. The Manitoba government therefore tried to purchase a large building which could be turned into a day school for the deaf. It was unable to obtain such a building so decided to build one. Early in February 1958, the day classes moved into their own school and are pleased once more to have a "home" of their own. By some standards the school may not be considered elaborate, but it has the facilities and conveniences necessary for educating deaf children that some more elaborate ones have failed to provide. This day school uses the oral system of instruction. All the pupils are given acoustic training with group aids and eleven of them have individual aids. After school, speech and lip reading are used in communication.
Saskatchewan:

Up to the formation of the provinces of Saskatchewan and Alberta in 1905, the deaf children of this area had attended the Manitoba School.\(^{33}\) The new governments agreed that these arrangements should be continued. However, in 1914, when the Manitoba government raised the fees, Saskatchewan decided to start a school of its own. S. Spencer Page, Superintendent of Neglected Children, and D.P. McColl, Superintendent of Education in Regina, were instructed to open the old legislative buildings there as a School for the Deaf and to secure a principal, matron, and teachers.\(^{34}\) They visited many deaf schools in Canada and the United States, but found trained teachers of the deaf were scarce. Thos. Rodwell, who had formerly been at the Ontario School for the Deaf in Belleville, was at the School in Faribault, Minn., U.S.A. He accepted the position of principal and his wife that of matron. The Regina School opened in January, 1915, The staff included a deaf teacher, Archie H. McDonald from Que'Appelle, Sask., and he and his wife are still teaching at the Mackay School in Montreal. The school soon became overcrowded, so it was decided to send all the pupils to Manitoba again. This school in Regina closed in June 1916.

In the late 1920's, R.J.D. Williams, a deaf man, worked unceasingly on behalf of the deaf in Saskatchewan, and

\(^{33}\) See page 45.

particularly in getting a school built so the children would not have to travel out of their own province. He gathered a great deal of information and contacted many influential people for support. He was aided in his efforts by G.M. Donald, the Chief of Police of Saskatoon, who was vitally interested in this problem as he had two deaf girls of his own. Williams and Donald made many trips to Regina to meet the Cabinet and explain their case. In all this, Donald acted as spokesman for Williams.\[35\] At the time they received a promise from the Liberal Cabinet to build a school, there was an election, and the Conservatives come into power. Williams and Donald had to start over again -- presenting data and arguments supporting the need for a school for the deaf in Saskatchewan to the Conservative Cabinet. Their efforts were not in vain, for on September 27, 1930, the corner stone for a new Saskatchewan School for the Deaf was laid in Saskatoon, and the building was formally opened on May 13, 1932. It was a provincial school, supported entirely by government grants. The parents' responsibility was confined to clothing their child and paying his transportation to and from school. E.G. Peterson, M.A., was the first superintendent. He had received his training in the United States. The combined system of communication was used during out-of-school hours, while in school some classes were purely

\[35\] G.M. Donald, information received at interview on October 8, 1957.
oral under hearing teachers, while others were manual under deaf teachers.

Up to the beginning of World War II, only pupils from Saskatchewan attended the school, but, as the Manitoba School for the Deaf was closed at this time, the Saskatchewan School took the deaf children from the towns and rural areas of Manitoba. A few years later some parents of deaf children living along the Alberta-Saskatchewan boundary, asked permission to send their children to the Saskatoon School, rather than to Montreal which was so far away. Starting with a few, this group grew to a sizeable number ranging from fifty to sixty within a couple of years. They continued to attend the School for the Deaf at Saskatoon until Alberta opened its own school.

Up to the early 1940's, there had been deaf teachers and supervisors on the staff. But at this time, there was an attempt to make the School purely oral. As a result, the deaf teachers left. A few years later, the School found itself with two groups of pupils -- those who did not progress in a purely oral set-up and those who were slow learners -- for which the new system was not very satisfactory. Eventually these children were put into a class where the emphasis was

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36 Archie F. Leard, information provided in questionnaire in Appendix D that was sent out by author on July 30, 1957.

37 See page 46.

38 See page 38.

39 See page 51.
on handwork and vocational training. This is one instance of what can happen in a school for the deaf by well-meaning, but inexperienced and uninformed personnel, parents, and publicly-interested citizens. At present, there are sixteen classes using the oral system, although three pupils are taught by the combined. Five classrooms are equipped with group aids to provide acoustic training and many of the pupils use individual aids. The oral form of communication is encouraged outside the classrooms, but any method is allowed so that the child may express himself.

Alberta:

Up until 1956, the deaf children of Alberta had attended various schools: Manitoba School for the Deaf, Mackay School, Saskatchewan School for the Deaf, and British Columbia School for the Deaf and Blind. The parents of these pupils were not content with having to send their children away for an education, so grouped together to form two large Associations for the Deaf, one in Calgary and one in Edmonton. Through these Associations they worked together to get the Alberta government to build a school in their own province. Periodically, the executives of each group met at

41 Leard, op. cit.
42 See page 45.
43 See page 38.
44 See page 49.
45 See page 53.
a centre midway between Calgary and Edmonton and co-ordinated
their efforts. As a result of their work, on May 5, 1955,
construction was started in Edmonton for a School for the
Deaf, which was opened during the 1956-57 term. L.A. Broughton
was appointed superintendent. The school was financed by
the provincial government and has pupils just from Alberta.
Broughton reports that the school uses a "modified" oral form
of communication. There are fifteen oral classes, but no
manual or combined ones. Five classrooms are fitted with
group hearing aids and the authorities hope to have aids in
all rooms in another year or so. About one-third of the pupils
have individual aids and auditory training is used consider­
ably. During out-of-school hours, speech, lip reading,
finger spelling and signs are used. 47

British Columbia

Prior to 1914, the British Columbia government sent
their deaf children out of the province to the School for
the Deaf in Winnipeg. Here they were taught by the manual
method. In the meantime, W.N. MacInnes, 48 who had trained
to teach the deaf at the Cincinnati Oral School in the United

46 L.A. Broughton, information provided in question­
aire in Appendix D that was sent out by the author on
September 5, 1957.

47 Ibid.

48 W.N. MacInnes, information from letters written by
Mrs. MacInnes, Vancouver, B.C. September, 1947.
States, had become interested in the deaf in Vancouver. She spoke to a combined meeting of the Vancouver School Board and of parents of deaf children with the idea of getting something started there. The School Board was sympathetic to the idea, so in 1914, a class of nine deaf children, ranging in age from five to sixteen years, was opened in Mount Pleasant School in Vancouver. This was a day class and the method of instruction was oral. Mr. Hobson, a trained teacher of the deaf from England, became Principal in 1916.

By this time the school had grown to four classes and the staff included three lady teachers. It was under the control of the Vancouver School Board and looked after the deaf children of the city. No provision had yet been made to include deaf children from the rural areas, so they continued to go to Winnipeg.

On May 1, 1919, S.H. Lawrence came from the School for the Deaf in Halifax, and for a number of months was Vice-Principal. Becoming Principal in June, 1920, Lawrence was instrumental in persuading the British Columbia government to take over the education of all the deaf in the province. The government obtained a building in the vicinity of Oak Street and 25th Street in Vancouver where a new school was opened in 1920. As there were no dormitory facilities the children from outside the city were placed in foster homes for the school months. The School for the Deaf in Halifax had
used the oral method in the classrooms, and finger spelling and signs during after-school hours. Lawrence brought this system with him and it was used in the new government school.

Due to over-crowding and lack of space, the Boys' Industrial School had to be moved from its original location, and the Department of Education moved the deaf classes into the old building. In the same year, 1922, the provincial government took over the School for the Blind and moved these classes into the same school buildings. It was then called the Provincial School for the Deaf and the Blind.

The staff had to be increased since the children were in residence during the school months. Lawrence remained Principal and his wife was Matron. She looked after the kitchen staff and hospital facilities. Some of the teachers taught classes during the day and supervised the children after school hours. Besides the regular subjects, the curriculum included sewing and cooking for the girls, manual training for the boys, and music for the blind pupils.49

During World War II, the school was evacuated to the Boys' Industrial School in Burnaby, which was empty at the time, and the military forces took over the buildings at the Deaf and Blind School. It was five years later before the deaf and blind pupils were moved back.50 Since the War, a new primary school and residence has been built for the deaf children, and a beautiful new school and dormitories for the

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49 S.H.Lawrence, information from letters written by Mr. Lawrence, Vancouver, B.C. September 1957.

50 Mabel N.Blake, information received during interview, Vancouver B.C. September 1958.
blind youngsters. Before this the two groups were in separate classrooms in the same building, but shares the same dormitories. Superintendent C.E. MacDonald's plans call for new intermediate and senior classrooms and dormitories which, it is hoped, will soon be erected, due to the very overcrowded conditions that exist.

In 1956, the school's name was changed to Jericho Hill School. In the Deaf Department, approximately fifty percent of the enrolment is made up of day pupils from the city of Vancouver and the surrounding districts, and the rest are resident pupils from rural British Columbia. Here the first eight primary classes are segregated from those in the senior and intermediate departments and are taught by the oral system, with auditory training being given an important part in the program. After a number of years, pupils who do not make progress under the oral system are transferred to a class where finger-spelling is used. They usually stay in this type of class until they are advanced enough educationally to enter the senior rotating classes, when they go back to the regular groups.

For the last five years, the School has been experimenting with a plan whereby a number of deaf classes are placed in public schools. The plan was instigated by a group of parents who wanted more integration of deaf and hearing children and was supported by the school administration.
Lack of classrooms at the Deaf School was also a contributing factor. The Vancouver School Board agreed to make available three classrooms, in three separate public schools, but Jericho Hill School was to supply the special equipment and materials needed, and to employ the specially trained teacher. At present there are three such classes out in the city schools. The procedure has been to take the group passing out of the primary department into the intermediate section and to put it into the hearing school, which acts as an extension of the intermediate section. This group spends the next three years attending a class in a public school, integrating as much as possible with hearing children. At the end of this time, it comes back into the rotating system of the intermediate and senior departments of the deaf school. There is a division of opinion as to the value of this plan amongst both teachers and parents. Granted there is some integration among the hearing and deaf pupils, more with some children than with others, but does this offset the disadvantages? There is a divided loyalty to the school of both pupils and teachers. In some activities, pupils are included as part of the hearing school and left out of those at the deaf school. In other events, they are included as belonging to the school for the deaf and left out of similar activities in the public schools. This split loyalty has an adverse emotional effect on some deaf pupils. They obey the rules and regulations of the principal and the public school at one
time, and of the vice-principal and the deaf school at another
time. Confusion and frustration is bound to result from a
divided authority. There is also the problem of supervision
and liaison between the "outside" classes and their teachers
with the school administration at the Deaf School. As the
three classes for the deaf are in public schools in widely
separated sections of the city, it makes close supervision
by the vice-principal of Jericho Hill School difficult.

In the intermediate division, speech and lip reading
are stressed, but finger-spelling is allowed. While in the
senior groups, speech and lip reading are still emphasized,
with conventional signs and finger-spelling being used to
convey subject-matter to the pupils when they are needed.\footnote{Appendix A, p. 141.}
Sixteen rooms are equipped with group aids and over two­
thirds of the children have individual aids, so the acoustic
method is closely integrated with every system being used.
During out-of-school hours, the primary school pupils are
restricted to speech and speech reading as a means of communi­
cation, while the intermediates may use finger-spelling and
the seniors signs, with speech and speech reading being
emphasized whenever possible.\footnote{C.E.MacDonald, information provided in inter­
view in September, 1957.}

Jericho Hill School comes under the administration
of the Department of Education, Victoria, but there is an
Advisory Board which meets once a month to discuss and advise
on certain problems that arise. The Board, originally made up of three members who were school inspectors, now consists of seven, including the vice-principals of the Deaf and Blind Departments, the presidents of the Deaf and Blind P.T.A. groups, a representative from the Vancouver School Board, two inspectors and the superintendent of the School.

The British Columbia Government appointed, in 1958, a Royal Commission to make a survey, and subsequently recommendations, on the educational system of the province. As the education of deaf pupils will be included in this investigation, various interested organizations are preparing briefs to be presented to the Commission. Some of these groups are: the Teachers in the Deaf Department of Jericho Hill School, the Parent-Teacher Association for the Deaf, the British Columbia Speech and Hearing Association, and the Vancouver Deaf Association. Recommendations include:

1. The continuation of the present methods of instruction as they make allowances for the individual differences in the ability to learn of all pupils at the school and more adequate provision for educating deaf children with additional handicaps.

2. The establishment of classes for hard of hearing children wherever practicable.

3. The pre-school education of deaf children should be brought back to Jericho Hill School and made a full-time program. (It is being carried on at the Children's Health Centre, Vancouver General Hospital).

4. The provision for an immediate adequate and diversified vocational training program and for a full-time vocational counsellor-employment officer for deaf pupils.
5. The encouragement of British Columbia teachers to enter the field of deaf education, and the establishment of accredited refresher courses at the University of British Columbia for teachers of the deaf.

6. A new senior and intermediate dormitory, a new classroom block, and a vocational building are urgently needed.

Multiple Handicapped

Although little is being done in Canada for children with multiple handicaps, educators are aware of the need for special classes for them and are doing their best in many instances to provide them with an education. In the Halifax School, signs and finger spelling are used to "talk" to the deaf-blind pupils. If they have any residual hearing, it is developed and speech taught. Children with other forms of a second handicap start their education in oral classes, but if they do not make progress, attempts are made to find the best methods of instruction to suit their individual requirements. The aphasic, brain injured, cerebral palsy, orthopedic, behavior problem or emotionally upset deaf child has to be understood and handled just as carefully as a hearing child with a similar handicap. At present the schools and day classes do not have many of these multiple handicapped children but the numbers are increasing each year.

53 Van Allen, *op. cit.*

The School in Halifax; 55 Mackay Institute, 56 Institution des Sourdes-Muettes, 57 and Institution Catholique des Sourdes-Muetts, 58 all in Montreal; and Jericho Hill in Vancouver 59 provide a specific class or classes where non-oral pupils are taught by finger spelling, conventional signs, and writing; and in Institution des Sourdes-Muettes, 60 the simultaneous system is used to teach a group of girls.

The cerebral palsy deaf group is one of the largest. These children may have residual hearing and be taught by the oral and acoustic systems, or they may be non-oral and be taught by the manual method. A cerebral palsied child may have a lot of residual hearing, but due to the physical condition have little control over his vocal chords and thus have little or no speech. The combined system would be most helpful in this case.

The slow learning deaf or hard of hearing child is of great concern to most schools for the deaf. It is fairly common knowledge among teachers of the deaf that some children

55 Van Allen, op. cit.
56 Blanchard, op. cit.
57 Hebert, op. cit.
58 American Annals, January, 1958, pp. 124-25
59 MacDonald, op. cit.
60 Hebert, op. cit.
have been diagnosed as mentally retarded when upon closer examination it was discovered that their apparent retardation resulted from impaired hearing. 61 The author has had experience with two such children who were fortunately sent to schools for the deaf and not to schools for the mentally retarded as the doctors had advised. On the other hand, we find slow-learning hard of hearing children classified as profoundly deaf because they do not have the mental capacity to make the academic progress they should with the amount of hearing they have. Upon thorough examination it is found that the loss of hearing is so slight that, but for educational subnormality, the child could have no difficulty in keeping up with his class in the normal school. 62 For these children, it is not the loss of hearing that slows them up in their speech, but the lack of intelligence. More and more schools for the deaf are finding that they are called upon to provide for these two groups of pupils whose numbers seem to be on the increase in the schools' enrolments.

Alberta reports that the education of the multiple handicapped deaf child is being studied, but that nothing is being done about it so far. 63 Institution des Sourdes-

61 Karl C. Garrison, Psychology of Exceptional Children, p. 318.


63 Broughton, op. cit.
Muettes accepts and tries to educate deaf-blind, mentally retarded aphasic, hard of hearing, and crippled deaf children, while Mackay School and Jericho Hill School enrol those that they can educate within the regular classroom set-up. In Ontario, the schools and day classes do take these children and in the larger cities are able to give them a more specialized program. Although the rest of the Canadian schools and day classes do not have special facilities for multiple handicapped children, they enrol those they feel they can help if only to a small degree.

Table I, on page 62, a concise summary of the number of children attending each school, the number of children with multiple handicaps in the various schools, together with other interesting statistical information.

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64 Hebert, *op. cit.*
65 Blanchard, *op. cit.*
66 MacDonald, *op. cit.*
<table>
<thead>
<tr>
<th>Location</th>
<th>School Name</th>
<th>Total No. of Pupils</th>
<th>Minimum Age of Admission (Yrs)</th>
<th>No. of Day Pupils</th>
<th>Aphasic &amp; Deaf</th>
<th>Blind &amp; Deaf</th>
<th>Cerebral Palsy &amp; Deaf</th>
<th>Orthopedic &amp; Deaf</th>
<th>Mentally Ret. &amp; Deaf</th>
<th>Brain Injured &amp; Deaf</th>
<th>Total No. of Rooms Equipped with Group Hearing Aids</th>
<th>Training Program for Parents</th>
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<td>ALBERTA, Edmonton</td>
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<td>2</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>BRITISH COLUMBIA,</td>
<td>Vancouver B.C. School</td>
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<td>71</td>
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<td>16</td>
<td>X</td>
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<tr>
<td>MANITOBA, Winnipeg</td>
<td>Winnipeg Day School</td>
<td>32</td>
<td>6</td>
<td>32</td>
<td>4</td>
<td>1</td>
<td></td>
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<tr>
<td>NOVA SCOTIA, Halifax</td>
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<td></td>
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<td>QUEBEC, Montreal</td>
<td>Education for Hearing Handicapped Children</td>
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<td>29</td>
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<td>2</td>
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<tr>
<td></td>
<td>Inst. Catholique (Boys)</td>
<td>285</td>
<td>8</td>
<td>32</td>
<td>2</td>
<td>5</td>
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<td></td>
<td></td>
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<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inst. des Sourdes-Muettes (Girls)</td>
<td>354</td>
<td>5</td>
<td></td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>X</td>
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<tr>
<td></td>
<td>Mackay Institution</td>
<td>70</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
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<tr>
<td>SASKATCHEWAN, Saskatoon</td>
<td>Saskatchewan School</td>
<td>152</td>
<td>5½</td>
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CHAPTER V

Instruction

The development of a curriculum for deaf children has always been of paramount interest and concern to educators of the deaf and schools for the deaf. A survey in 1957, conducted in seventy-five public and private residential and day schools and classes for deaf children in the United States and Canada, revealed that the curriculum in the large majority of these schools was centred around academic subjects and that there was comparatively little activity going on in curriculum development within them. These findings may not be considered startling, but they should provoke thought among Canadians who are interested in improving the education of deaf children. Children rather than subjects must be the focus around which the curriculum is built. In this new type of curriculum, known as the activity - or the experience - centered curriculum, teachers try to provide learning experiences which will lead children to understand the society in which they live and to enrich their own lives. The curriculum is built around the concerns and needs of the pupils.

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2 Ibid., p. 293
as they relate to present day information. The subject-centered curriculum often results in inadequate provision for individual differences, such as range of abilities, backgrounds, and hearing loss of the children in the group. Nor does this approach seem appropriate for the varieties of multiple handicapped children who are increasingly finding their way into schools for the deaf. Children who are brain-damaged, mentally retarded or emotionally disturbed need a kind of understanding and tutelage which a subject-centered curriculum does not easily supply. In the education of deaf children, where most programs are regional or province-wide in setting, development of the curriculum must proceed by progressive steps to mirror its activities according to the nature and needs of the children in the locality the school serves. The handicap of deafness, with its language and speech problems, will not allow a school for the deaf to accept in total the "same curriculum as hearing schools or the state or provincial course of studies."

Academic Courses in Canadian Schools

To add to the complicated problems of language and speech that deafness imposes is the racial origin of many of

3 Ibid., p. 294
4 Ibid., p. 295
the pupils. This is experienced most in the schools in the Western Provinces, as figures in Table II on page 66 indicate, and is threefold in its origin. First, there are the deaf children whose parents speak their own language at home while the child learns English in school. Except through gestures, these children have no way of communicating with their parents. Learning to speak and lip read English does not provide them with the means of speaking or lip reading the language of their parents. Nor can they read letters received at school from the home when these letters are written in a foreign language. Secondly, there are the deaf children who have come to Canada with their parents from a foreign land. In this case both parents and child have the same language to start with, but the child has the very difficult task of trying to learn English -- how to read it, write it, speak it, and lip read it. Often these parents learn English, too, so can help their child. Thirdly, there are the deaf children whose parents originally came to Canada from a foreign land and have learned to speak and write English before the child was born. But theirs is often a "broken English". So the child does not see a good pattern of speech or language at home to help him perfect his own.

Schools for the deaf and day classes make it a practice to follow as much as possible the academic curriculum of

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<table>
<thead>
<tr>
<th>TABLE II</th>
<th>NUMBER OF DEAF BY SPECIFIED ORIGINS</th>
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<tr>
<td>Total</td>
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<tr>
<td>Br. Isles Origins</td>
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<tr>
<td>French</td>
<td>5313 6 24 116 229 141 361 59 53 28 20 -</td>
</tr>
<tr>
<td>German</td>
<td>414 -- -- 25 1 11 186 38 81 47 25 -</td>
</tr>
<tr>
<td>Italian</td>
<td>82 -- -- 3 2 25 42 2 -- 4 4 -</td>
</tr>
<tr>
<td>Jewish</td>
<td>151 -- -- 1 -- 69 66 12 1 1 1 -</td>
</tr>
<tr>
<td>Netherlands</td>
<td>160 -- -- 14 3 3 56 28 25 9 22 -</td>
</tr>
<tr>
<td>Polish</td>
<td>118 -- -- -- 2 8 30 40 15 14 9 -</td>
</tr>
<tr>
<td>Russian</td>
<td>88 -- -- -- -- 12 14 10 18 13 21 -</td>
</tr>
<tr>
<td>Scandinavian</td>
<td>166 -- -- 3 2 2 15 18 53 33 38 2</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>262 -- -- -- -- 8 41 72 64 63 14 -</td>
</tr>
<tr>
<td>Other European Origins</td>
<td>155 -- -- 1 -- 18 49 18 34 10 25 -</td>
</tr>
<tr>
<td>Asiatic Origins</td>
<td>103 -- -- 2 -- 10 14 3 1 1 72 -</td>
</tr>
<tr>
<td>Native Indian and Eskimo</td>
<td>126 -- -- 4 -- 9 28 14 18 28 22 3</td>
</tr>
<tr>
<td>Other and not stated</td>
<td>248 16 -- 26 7 12 121 6 18 15 27 -</td>
</tr>
</tbody>
</table>

-- 1951 Canada Census, Vol. 11, Table 67, page 67--1
their particular province or city, with the addition of such specialized subjects as speech, lip reading and auditory training. Written language and reading are considered to be so closely interwoven that one cannot be taught without the other, particularly in the primary grades. These are the two most important subjects for the deaf child. Without them he cannot do the other content subjects, and because of this, every teacher of the deaf must be a language and reading teacher. Mathematics, social studies, sciences, and various other subjects have their place in the all-round development of the deaf pupil.

The entrance age at Halifax is six years, and the child may attend for eleven years. Most of the graduates attain a Grade VIII standing and upon leaving school are given a Graduation Certificate. Institution des Sourdes-Muettes have children starting from five to seven years of age at present, and they can attend eight or ten years, depending on circumstances. Most of these pupils leave before the eighth grade, but the highest is the tenth from which about ten pupils graduate annually. This school has a manual department where pupils receive an education from Grade II to Grade VI, using the manual means of communication. An Academic Certificate is given to pupils upon leaving school. At Mackay School, pupils

7 Van Allen, op. cit.
8 Hebert, op. cit.
9 Blanchard, op. cit.
may attend from ten to twelve years, depending on the age at which they started, but no certificate is given when they leave. This school aims at Grade VII or VIII as a "leaving" level. Children may start at five years of age. The Montreal Oral School takes youngsters at three years six months. In the Winnipeg Day School, pupils start at six years of age and can stay from twelve to fourteen years. Graduates reach a Grade VIII level, but no certificate is given when they leave. The entrance age in Saskatoon is six years and the child may attend till he is eighteen. Most of the pupils reach the Grade VIII level. An Academic Certificate is given only to those who complete the academic work. Alberta School takes children at five years of age, and they go until they reach eighteen or nineteen. As this school is new, it is still working on a policy, but it is aiming for a Grade VIII or IX leaving level, with a view to some day being able to give a full high school training. To date, it has taken no action on giving certificates to those leaving or graduating from school. Four and a half or five years is the entry age at Jericho Hill School. Pupils may spend up to twelve years in school, but some leave before they have been there for that period. The

10 Inkster and Heward, op. cit.
11 I. McGlynn and E. Eldred, information provided in questionnaire in Appendix D that was sent out by author on September 5, 1957.
12 Leard, op. cit.
13 Broughton, op. cit.
school aims at a Grade VIII level, with Grade X for those who are interested in getting more education and who have the necessary ability. No certificate is given upon leaving school. Institution Catholique \(^{15}\) in Montreal, takes deaf boys at eight years of age and teaches up to Grade X. In Belle-ville, \(^{16}\) pupils are admitted at five years ten months and may spend about thirteen years in school, obtaining a Grade X standing upon graduation.

Graduates from the English-speaking schools, who wish a higher education, are fortunate in that they may attend Gallaudet College, Washington, D.C., U.S.A. Entrance examinations require at least a Grade IX standing. A good range of courses are offered, and upon completion of one of these, the student graduates with a degree in that particular field. For a number of years now there have been several Canadian deaf students attending the College, and graduating with honors, in some cases.

The Need for Curriculum Reorientation

The majority of the children attending deaf schools are not able to benefit from a straight academic curriculum. This suggests the need for a double curriculum, one for those

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15 American Annals, p. 124
16 Ibid., p. 122
who are capable of profiting by an academic education and one for those who would profit more by practical training. This does not need to add further to the confusion of drawing up a curriculum for deaf children. If the activity - or experience-centred plan is followed, the curriculum will be full of practical training and every-day experiences that deaf children need to learn and know in order to be independent in the community as adults. Both academic or vocational types of curriculum may be built up around such activities. They would include a wide range of experiences and would require close co-operation between the teachers of the departments to ensure good correlation on such problems as a basic vocabulary list; the language concepts, reading material and mathematic principles involved and needed; and the integration of other subjects that need to be taught at the different levels. Down through the decades, the teaching of subject-matter was the prime aim of the schools and teachers. The widespread emphasis upon the three R's and on the use of language in the solution of various problems provides an impasse to many a handicapped child. Teachers themselves are especially interested in academic skills and have in many cases looked down upon activities unrelated to them. As a result of this and other conditions in our society, an attitude has developed

17 Garrison, op. cit., p. 314
18 Ibid., p. 182
that handwork is degrading. 19 Probably the most tragic results of this attitude toward learning are to be found in our schools for the deaf. In the majority of them, academic subjects are given preference over vocational ones. Children spend years learning language principles, mathematics, vocabulary, speech, lip reading, and all the other subjects, taught in situations that are created but which have little resemblance or carry-over into real-life situations. When they leave school at sixteen or eighteen, they have barely an elementary academic education, and no vocational training by which they can earn a living. Would it not be better to spend these years in teaching these same language principles, mathematics, vocabulary, speech, lip reading and other related subjects but using the material found in acquiring a trade, so that when the pupil leaves school, he not only has the elementary education, but also has the vocational training that will help him find employment?

Vocational Training

Vocational training is of utmost importance to the deaf graduate if he wants to be a self-supporting citizen of the community. In this field the residential school can usually do a better job for its students than the day school or class. Due to its larger enrolment, it can teach a number of trades. Some of the schools feel that it is their re-

19 Ibid., p. 182.
ponsibility to see that their graduates are trained in a trade before these students leave school and as a result of this, they have set up a good vocational program. Those leading the field in this regard in Canada are the Belleville School, Institution des Sourdes-Muettes and Institution Catholique des Sourds-Muets. Several schools are in the process of building up and enlarging their vocational programs; while one or two others, like Jericho Hill School, recognize the need for this training and are in the process of trying to get buildings and equipment to provide it. On the other hand, there are a few who feel that if they provide an academic education, they are fulfilling their obligations to the child, and that it is then up to the parents to see that he learns a trade and finds employment. All the residential schools reported that they have woodworking for the boys, and sewing and cooking for the girls. In several schools this training is closely interwoven into a homemaking course. Several schools give an industrial arts course before students branch into a particular trade. Taking the schools individually, we find the following:

a. Mackay Institute teaches weaving for the girls and typing for both boys and girls. Children spend approximately one hour a day for the last five years in school learning these. No vocational certificate is given when they leave the school.  

20 Blanchard, op. cit.
b. The Alberta School has elementary beauty parlor training for the girls; drafting for the boys; and typing and office practice (filing and rudimentary bookeeping) for both. They start learning these at twelve years of age and continue till they are eighteen. No certificate is given upon graduation.\(^{21}\)

c. The Halifax School gives weaving for the girls and printing for the boys.\(^{22}\)

d. Institution des Sourdes-Muettes provides typing, art needlework, clothing and related arts, millinery, various art crafts, leatherwork and pyrogravure for their girls. The time spent in learning a vocation in this school depends on aptitude and attendance of the pupil in school, but usually three years are required to obtain a diploma.\(^{23}\)

e. The Saskatoon School has hairdressing, office practice and typing, and photo finishing and retouching for the girls (or boys if they want these subjects); and cabinet making, furniture finishing, welding and metal work for the boys. Pupils start at the Grade V level to learn these trades, and all receive a Vocational Certificate upon leaving school.\(^{24}\)

f. Jericho Hill teaches an industrial arts program which includes art, needlework, clothing and related arts and typing for the girls; and cabinet making for the boys. A few

\(^{21}\) Broughton, *op. cit.*

\(^{22}\) Van Allen, *op. cit.*

\(^{23}\) Hebert, *op. cit.*

\(^{24}\) Leard, *op. cit.*
of the senior students who wish training along a specific line attend the Vancouver Vocational Institute upon completing their schooling at the deaf school, but some do not finish as they become discouraged on finding it very difficult to carry on and keep up with the hearing students and a teacher who does not understand the deaf.  

  g. The Ontario School provides art, needlework, clothing and related arts, and cosmetology for the girls; cabinet making, floriculture, masonry, metal work, painting and decorating, and gardening for the boys; and for both groups, business machine operation, typing and office practice (bookkeeping and filing), graphic arts, and leatherwork.  

  h. Institution des Sourds-Muets teaches typing, bookkeeping, barbering, bookbinding, cleaning and pressing, graphic arts, leatherwork, metal work, cabinet making and lace making to the boys attending this school.  

  i. The Winnipeg Day School sees that the pupils get leatherwork, woodwork, metal work, sewing and cooking. One half day a week is provided for such training.  

Although there is room for improvement and expansion, many of the resident schools provide some excellent trade courses which should lead to gainful employment after graduat-

25 Freemantle, op. cit.  
26 American Annals, p. 148-149  
27 Ibid  
28 McGlynn and Eldred, op. cit.
Religious Instruction

Because of their abstract character, ethical principles and religion are very difficult to explain and teach to a deaf child, but in spite of this, they must be included in the child's education. The majority of the schools for the deaf realize that they have a great responsibility to the deaf pupil in seeing that he gets religious instruction along with academic and vocational training. Eloise Kennedy, states:

"We need greater attention to the moral and religious education of the deaf. In our eagerness to supply tool subjects we sometimes forget that our deaf boys and girls are shut off from many of the cultural aspects of even their own family group.

In the residential school, the teachers, supervisors, and other personnel take the place of the children's parents. It is to them that the children look for spiritual guidance. Day pupils in day classes or schools turn to their parents for such moral help. If the early formative years of the child's life are of particular importance in his academic education, so are they of great importance in his religious training. Yet some parents and some school staffs put it off until they think that the child is better able to understand.

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Personal example is of vital importance to the deaf child in this regard. He will not understand everything at first, but as he sees it repeated, acted upon or experienced time after time, he will begin to grasp its meaning. Oliva A. Whildin says:

We are apt to forget the function of religion is to meet the fundamental needs in human life and the need for security.\(^32\)

Attending church services, saying short prayers at assemblies or bedtime, and grace at mealtimes, all help the child to develop a religious outlook. More formal lessons on religious stories and principles as he gets older will help him to understand the basic beliefs underlying his religious faith.

As a rule, the day schools or classes in Canada give just that religious instruction that they may be required by their school laws to teach and leave the bulk of it to the parents or others who are unqualified to teach the deaf. The attitude of the staffs in the residential schools is divided as to who should give the actual instruction, but as a whole, they believe that the children should receive such guidance. Mackay Institute,\(^33\) the Halifax School,\(^34\) Institution des Sourdès-Muettex,\(^35\) Institution des Sourds-Muets\(^36\) and Belle-

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\(^{32}\) Oliva A. Whildin, "The Parent, the School and the Community" *Volta Review*, Vol. 52, No. 11, November, 1950, p. 552

\(^{33}\) Blanchard, *op. cit.*

\(^{34}\) Van Allen, *op. cit.*

\(^{35}\) Hebert, *op. cit.*

\(^{36}\) "Rules and Regulations For The Admission of Students" Institution Catholique des Sourds-Muets, Montreal, P.Q.
ville School\textsuperscript{37} believe that the school should be responsible and provide the necessary teachers and equipment. The authorities in the schools in Saskatoon,\textsuperscript{38} Edmonton,\textsuperscript{39} and Vancouver\textsuperscript{40} do not think that it is a school responsibility, but that of the church and parents. This latter view, however, is not always that of the teachers in these schools.

A study of Table III\textsuperscript{41} Religious Denominations of the Deaf, on page 77, and the following brief explanation may help explain the difference in opinion as to who should assume responsibility for the religious education of Canadian deaf children. The trend is for the English-speaking schools in the East, to teach religious principles and morals, but not necessarily the religious creed of the various denominations. This is left to the parents and their church. The French-speaking schools teach religious principles and beliefs. When Canada was still a young country, the churches usually undertook to operate schools and to educate the hearing children. Gradually the authority over schools passed to the provincial

\textsuperscript{37} Macrae, \textit{op. cit.}
\textsuperscript{38} Leard, \textit{op. cit.}
\textsuperscript{39} Broughton, \textit{op. cit.}
\textsuperscript{40} MacDonald, information received from interview.
\textsuperscript{41} \textit{Canada Census}, Vol. 2, 1951, p. 68-1
<table>
<thead>
<tr>
<th>TABLE III. RELIGIOUS DENOMINATIONS OF THE DEAF</th>
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<tr>
<td>------</td>
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<tr>
<td>Total</td>
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<td>Presbyterian</td>
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<tr>
<td>Roman Catholic</td>
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<tr>
<td>Ukrainian (Gr.) Catholic</td>
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<tr>
<td>United Church of Canada</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

Study of religious groupings in provinces shows where various denominations need to be active.

-- 1951 Canada Census, Vol. 11, Table 68, page 68--1
governments, but the practice of having some religious instruction in the public schools remained. The schools for the deaf in Eastern Canada are operated on this principle. On the other hand, the schools in the West do not feel that this is one of their duties. As the Prairie Provinces emerged, the various denominations were not wealthy enough to support their own schools nor were there sufficient numbers of children in each denomination to warrant a school. Since the majority of the parents had been raised to believe in the value of education they got together and formed a community school, to look after all hearing children. As this type of school did not belong to any one denomination, it was placed under the supervision of the provincial governments, and to ensure that there was no religious rivalry in the schools, little or no religious instruction was given. The schools for the deaf in Western Canada are operated in the same way. If a further study is made of the religious groupings as shown in Table III, page 77, it will show where the various denominations need to be active in looking after their own deaf children in each province. A further check would be of the few religious organizations for the deaf that are operating in Canada. The Roman Catholic Church has priests in Montreal and Toronto who work and look after the religious welfare of the Catholic deaf. The priests from these centres travel to some of the larger towns and carry on religious work there.42 The Lutheran Church has one

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minister who travels between the four large cities of Alberta and Saskatchewan, making his headquarters at Edmonton; another minister who periodically visits Vancouver from Seattle, Wash., and a third one who comes to Winnipeg from Fargo, N.D., to hold services and minister to the deaf in this area. 43 The United Church of Canada has a clergyman to look after the interests of their deaf in the south-eastern part of Ontario and in Montreal. 44 These people are trained in finger spelling and signing so that they can converse and preach to the deaf in their own "language".

Practically all the residential schools give religious instruction either on a specific week-day or on Sunday so that the majority of the pupils get some religious training. At Saskatoon, 45 lay leaders and volunteer helpers hold classes every Thursday after school hours. Thursday was picked so that every child could attend. This means that those who go home for the week-end also benefit. On Sunday the senior pupils in residence attend the church of their own denomination. At Halifax, 46 the teachers give instruction to all students daily, except on Saturday. At Edmonton, 47 on Sunday mornings

43 Ibid, p. 145
44 Ibid., p. 150
45 Leard, op. cit.
46 Van Allen, op. cit.
47 Broughton, op. cit.
a qualified minister of the deaf and the helpers he has trained look after the Protestant pupils, and the Roman Catholic teachers under the guidance of a priest instruct the Catholic children. At Mackay,\(^{48}\) on Sunday a Roman Catholic priest and several assistants look after their children at a near-by church while the Protestant teachers on the school staff look after the Protestant pupils in the school. At Institution des Sourdes-Muettes,\(^{49}\) two Chaplains and the teachers give a half hour of religious instruction daily during a special period and sometimes on Sundays, and a somewhat similar situation exists at the Institution des Sourdes-Muets. In the Belleville School,\(^{50}\) church services are attended and Sunday School held every Sunday, and the teachers on the staff take a prominent part in the instruction. The pupils go to Sunday School in the morning before they attend the church of their own denomination.

Extra-Curricular Activities

The extra-curricular activities in a residential school are just as important as what goes on during school hours. The way that the deaf child spends his leisure time will have a tremendous influence on his life after he leaves

\(^{48}\) Blanchard, \textit{op. cit.}

\(^{49}\) Hebert, \textit{op. cit.}

\(^{50}\) Macrae, \textit{op. cit.}
school. So the role of the supervisor, or resident instructor as he or she is called in some schools, is of utmost importance. Richard Kennedy maintains that guidance should begin at the primary level and that a school should do everything in its power to make up for the lack of a home environment by substituting interested guidance for overburdened supervision. But guidance must be of concern to the whole school staff. Proper guidance both in and out of school is badly needed. As with hearing children, the basic needs of the deaf adolescent must be considered and met. Helen Lane lists these needs as:

1. Freedom from supervision
2. Association with opposite sex
3. Being self-supporting
4. Having a unifying point of view or philosophy of life.

With these needs in mind, most school executives or administrative staffs have tried to obtain the services of trained supervisors, or to provide in-service training for new people who join the supervising staffs.

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52 John F. Grace, "Guidance -- In and Out of School" by Richard Kennedy, op. cit., p. 43.

There are six supervisors on the staff at Halifax, three of whom are deaf. The ability to deal with children, good character and a fair education are listed as requirements. Sports, such as softball and soccer; handicrafts; and organizations, such as Cubs, Scouts, Guides and Brownies and a Boys' Club are among their extra-curricular activities.

Institution des Sourdes-Muettes reports that the organization of this staff does not include such a special function as a supervisor outside of the traditional supervision of children in recreation halls, dormitories and refectories. Their deaf assistant teachers help in the supervision. Personality qualifications, such as understanding the deaf child, sympathy, patience, kindness and devotedness, are listed as the requirements of a good supervisor. The girls in the school take part in sports, such as badminton, tennis and ice skating; Girl Guides meetings twice a month and camp early in June; handicrafts; and recreational reading, for which a special time is provided each week.

There are five supervisors at Mackay School, including one who is deaf. The authorities ask for reliable, responsible, clean living people who have a knowledge of child care. The girls take part in Brownies and Guides and it is hoped to start Cubs and Scouts. Some handicrafts are taught

54 Van Allen, *op. cit.*
55 Hebert, *op. cit.*
56 Blanchard, *op. cit.*
and organized sports — hockey, basketball, softball, football, volleyball, gymnasium exercises and games — are conducted. There is also a Literary Society that meets several times a month.

Saskatoon\textsuperscript{57} has twelve supervisors on its staff, including one deaf one who is chief supervisor. Their qualification requirements are very "fluid" — an interest in and experience with children being mentioned. The Scouts, Guides, Cubs and Brownies are very active groups and take part in all the activities with the hearing ones. There is a Student Council, handicrafts, and all kinds of organized sports for each age level.

The qualifications for supervisors in Edmonton\textsuperscript{58} are quite high. This school seeks personnel with a University degree if available, nurses (R.N. or psychiatric), social welfare workers, or teachers in-training, and requires Grade XII as a minimum educational level. There are Scouts and Guides for the older pupils. Handicrafts include painting, metal work, carving, knitting, airplane making, kites and a number of others. There is a Student Council, but no Literary Society. The organized sports program includes hockey, rugby, soccer, volleyball, basketball, swimming, badminton, indoor games, parlor games and a variety of playground equipment.

\textsuperscript{57} Leard, \textit{op. cit.}

\textsuperscript{58} Broughton, \textit{op. cit.}
At the Jericho Hill School, there are fourteen supervisors. An in-service training program is conducted here, and supervisors receive credit for taking courses at the Universities during the summer holidays. A large variety of sports, such as basketball, soccer, gymnastic exercises, swimming, bowling, trips, and other activities are arranged by the recreational director. Scouts, Guides, Cubs and Brownies are planned for, but are not always possible due to the difficulty of getting leaders for the groups. A number of handicrafts, such as pottery, art, leatherwork, are taught. A Photography Club for the boys and a Busy Bee Club for the girls gives them an opportunity to learn how to work with others in a club.

Schools for the deaf, as a rule, miss no opportunities of giving their pupils a full, all-round education. Accepting their responsibilities as regards academic, vocational and spiritual instruction, they also take every opportunity to teach their students the social responsibilities needed when they leave school. Parties are held for all age levels on special occasions, such as Hallowe'en, Valentine's Day or St. Patrick's Day. Programs are arranged for events such as ice skating outings or carnivals, Easter egg hunts, or the annual school picnic or field day in the spring. Special days are commemorated with simple, but sincere services, as for

59 Freemantle, op. cit.
Remembrance Day and Commonwealth Day. Sometimes these are organized by the teachers; sometimes by the supervisors; and sometimes by both teachers and supervisors as a joint effort. Whenever possible, the older students are included in the planning so that they will know how to arrange such events when called upon once they leave school. Christmas concerts used to be elaborate affairs at all schools, but lately they have been simplified and held every second year by some, instead of annually. It is felt that the training received from taking part in such concerts is invaluable to the children, so that the concerts should not be dropped altogether, but that by holding them every two years, not so much school time is taken up in the actual production yet the children have the opportunity to take part in a number of concerts during their school life.

Medical Care

Although the health of the pupils is not a subject of instruction, it is of such concern to teachers and supervisors that it cannot be overlooked in this discussion. All educators know that a child who is ill or is suffering from another physical defect is unable to do his best in his studies, whether they be academic, vocational or religious, and in his after school activities. Except for the general care as is given by school doctors, nurses and dentists, the day schools for the deaf do not have the same responsibility
for their pupils' health as the residential schools do. As a rule the children's teeth are pretty well taken care of in both types of schools, but their eyes are another matter. Eyes are the deaf child's most precious possession, yet they are the most seriously neglected. Emmet A. Betts maintains that:

An up-to-date vision specialist can do much to prevent the development of inefficient skills (in study and school work) if he is permitted to make a visual analysis at least once each year. If his analysis indicates faulty visual skills, he may prescribe glasses for reading books and none for distance seeing, or he may prescribe remedial visual re-education differentiated in terms of the visual analysis findings.60

Many teachers of the deaf have complained about the poor care given to their pupils' eyes. They feel that it is much better to detect and treat eye-trouble in its first stages than to wait until the trouble has advanced so far that the child is in danger of becoming a deaf-blind one. Children with inefficient vision are not detected by means of the meager equipment of the school nurse.61 So it is to be hoped that in the not too distant future, regular eye examinations of all deaf pupils will become routine and that many eye deficiencies will be discovered and treated before they become a serious life handicap.

Jericho Hill School62 has a trained nurse on its

60 Emmett Albert Betts, *Foundations of Reading Instruction*, p. 132.
61 Ibid., p. 114.
62 Freemantle, *op. cit.*
staff who is matron and in charge of the school hospital. (All residential deaf schools have small hospitals in which to look after their pupils when they are ill.) She has several nurses or nurse's aids to assist her. The Dental Clinic from the Children's Health Centre, Vancouver General Hospital, established in the school, looks after the teeth and the doctor and nurse from the same Health Centre make weekly visits to the school. There is no doctor on call in case of serious illnesses. In these cases, the school calls in a local doctor and "bills" the parents for his services.

Alberta\(^6\) has one registered nurse and one nurse's aid on its hospital staff. A dentist visits the school twice a week. There is a dental room set up with x-rays and the latest equipment. Pupils who are suspected of eye trouble are taken to a city ophthalmologist. The school doctor is on call and makes regular twice weekly visits to the school. There is a trained nurse in charge of the hospital at the School in Saskatoon\(^6\) and a school doctor on call whenever needed. A dental survey is made every year of all the children and an optical survey every two years, which is a step in the right direction.

At Mackay School\(^6\), there is a trained attendant in charge of the hospital and a local doctor on call. A

\(^{63}\) Broughton, \textit{op. cit.}

\(^{64}\) A. Leard, \textit{op. cit.}

\(^{65}\) Blanchard, \textit{op. cit.}
city dentist visits the school weekly to do dental work and an eye surgeon looks after the children's eyes when they are taken to him after the teachers report any suspicions of eye trouble. A trained nurse looks after the hospital of Institution des Sourdes-Muettes and a doctor is on call. There is a dental clinic in the school, and the school staff consults an optometrist for eye cases. Halifax has a registered nurse in the school hospital and a doctor on call. Children make regular visits to a dentist and have eye, ear, nose and throat examinations by a specialist, although the superintendent did not say how often these examinations are given. The Belleville School and Institution des Sourds-Muets both provide health services for their pupils similar to the other schools.

66 Hebert, op. cit.
67 Van Allen, op. cit.
CHAPTER VI

Teacher Training

Knowledge and experience have been accumulating at a rapid and accelerating pace. It is necessary that everyone in the field of education of the deaf avail themselves of every opportunity to keep up-to-date with general skills and certain specific skills. Unfortunately there are many who seek to enter the field who know little or nothing about it, yet pass out misinformation without attempting to become better informed. This situation exists in every phase of the education of the deaf in Canada. Some centres have pre-schools under the jurisdiction of hospitals and medical personnel. As the educational function of the pre-school is so important, it seems to follow that it should be under the direction of qualified teachers of the deaf, who have been trained to advise parents and teach their children. It is not a health unit under the direction of medical people who know little or nothing of the educational problems. There must be close liaison between the medical and teaching staffs on problems that concern both as far as the child's welfare is affected.

The Need for Teacher Training Facilities

As with other schools, those for the deaf have found it difficult to find trained teachers for regular classrooms during the last few years, and have had to employ teachers lacking the specialized training needed to teach deaf pupils. In the 1956-57 school year, approximately 156 teachers completed graduate and undergraduate programs as fully prepared teachers of deaf children in the United States and Canada. In this same school year, it is estimated that 350 untrained teachers started their careers in day classes, or special day and residential schools for the deaf. Probably no other area of education of children faces the frightening reality of continually absorbing so large a percentage of untrained teachers year after year. In Canada, the various departments of vocational training are probably the most seriously affected along these lines. Some schools employ specially trained teachers for the academic subjects, but see no reason for having equally well-trained teachers for the vocational subjects. Yet to the majority of deaf pupils these are by far the most important if they are to become self-supporting citizens of Canada.

The American Annals of the Deaf does not list any


schools in Canada as teacher training centres, working in conjunction with the University or Normal School in their district, although the Belleville School and Institution des Sourdes-Muettes do have their own training programs. Several of the schools give untrained teachers some instruction in teaching the specialized subjects, so that they are able to carry on until they can take the necessary classes at a training centre in the United States. The Conference of Executives of American Schools for the Deaf has set up certain requirements and standards in order to keep the quality of the teaching and the training centres at as high a level as possible. They do not recognize small schools -- that is those where there are less than one hundred pupils -- with unqualified staffs as training schools for teachers of the deaf. A Committee on Teacher Training and Certification, working under the Conference of Executives, has drawn up certain recommendations as to what it considers is the necessary requirements of a qualified teacher of the deaf. These recommendations are:  

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<tr>
<th>Semester Hours</th>
<th>Minimum</th>
<th>Maximum</th>
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<tr>
<td>(a) The teaching of speech to the deaf</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(b) The teaching of language to the deaf</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>(c) Methods of teaching elementary school subjects to the deaf</td>
<td>2</td>
<td>3</td>
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<tr>
<td>(d) Methods of teaching speech reading to the deaf and hard of hearing</td>
<td>4</td>
<td>6</td>
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<tr>
<td>(e) Education and guidance of the deaf</td>
<td>2</td>
<td>3</td>
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<tr>
<td>(f) Auditory and speech mechanisms</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(g) Audiometry, hearing aids, and auditory training</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(h) Observation and student teaching</td>
<td>6</td>
<td>10</td>
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<td></td>
<td>26</td>
<td>40</td>
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Upon completion of the above requirements and several years of teaching in a school for the deaf, the Conference of Executives will grant certification to the teacher. This must be applied for. There used to be three classifications, A, B, and C, but in the last few years the "C" class has been dropped. Class A requires a degree from an accredited University, ten years of teaching in a school for the deaf and the fulfilment of the above mentioned recommendations. Class B is granted upon completion of the requirements and a number of years of teaching in a school for the deaf.

The Convention of the American Instructors of the
Deaf is the official organization of teachers of the deaf in Canada and the United States. All teachers of the deaf may become members upon payment of the registration fee. A conference open to all teachers is held every two years. Lectures, demonstrations and discussions are held on the latest methods and equipment. Canada is usually quite well represented at these meetings.

Another organization, The Alexander Graham Bell Speech Association, has also set out a program of requirements for teachers of the deaf, but does not issue any form of certification upon the completion of the requirements. Their program is as follows:  

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<th>Semester Hours</th>
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<th>Maximum</th>
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<tr>
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<tr>
<td>2. The teaching of language to the deaf</td>
<td>4</td>
<td>6</td>
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<td>3. Methods of teaching elementary school subjects to the deaf</td>
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<td>4. Problems in the education and guidance of the deaf</td>
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<td>5. Auditory and speech mechanisms</td>
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<td>6. Audiometry, hearing aids and auditory training</td>
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</tr>
<tr>
<td>7. Methods of teaching speech reading</td>
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<td>3</td>
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<tr>
<td>8. Observation and student teaching</td>
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<td>10</td>
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<tr>
<td>9. Psychology of exceptional children</td>
<td>2</td>
<td>3</td>
</tr>
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28 43

5 Volta Speech Association, Volta Review, Vol. 53, No. 5, May, 1951,
This organization, formerly known as The Volta Speech Association, is not exclusive to teachers of the deaf only, but has parents and others interested in the deaf in its membership. It holds a conference every second year, alternating with that of the Conference of American Instructors of the Deaf. Again, lectures, demonstrations and panel discussions are featured on up-to-date methods and equipment. A special feature of both conferences is the extensive opportunity offered to all members to take part in the discussions or to ask questions on any problems that they may have encountered. As its name implies, speech and speech reading are the main objectives of the Alexander Graham Bell Speech Association. Here, also, Canadians are members and attend in fair numbers.

With the two programs already mentioned as a guide, it is hoped that more of the larger schools in Canada will start training centres to offset the teacher shortage. Prospective teachers of the deaf should see and meet deaf children in their pre-school years through elementary and secondary ages in a variety of classroom and special activities. Such a comprehensive program is conducive to learning about the children's emotional and social, as well as academic growth. For a correct appreciation of deaf children, a prospective teacher of the deaf should observe, listen and speak with deaf children. But the program cannot

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6 Connor and Connor, *op. cit.*, p. 68.
end here. Future successful teachers of the deaf need as much supervised observation and practice teaching as possible in their training program and competent supervision during the first years of teaching deaf children, and they must know the competencies of advising deaf children, helping parents to get information, providing for individual differences, participating in research, providing wide social experiences and working with other members of a professional team. "Education of the whole child" and of "all the children" must be the aims of our teacher-training programs.

The Present Position in Canada

In the Halifax School, a Public School Teacher's Certificate is required of all teachers and only a minimum of instruction in special subjects is given to the new teachers to help them along. The Universities do not give any courses, except by special arrangement in summer school. Certification by the Executive of American Instructors of the Deaf is not required by the authorities as they feel this would be impossible with the prevailing shortage of teachers. There are seventeen teachers on the staff, including two, on the academic side, who are deaf.

Mackay School and the Montreal Oral School in Montreal report that they give some in-training instruction to new

7 Ibid., p. 68
8 Ibid., p. 70
9 Van Allen, op. cit.
teachers in the special subjects. At Mackay, it was stated that there is an attempt to give training in speech, lipreading, language development and methods, history and psychology of the deaf. However, under the present administration and organization of the school, the amount of this instruction is very meager. A professional teacher's certificate is required if possible and of the nine teachers on the staff at September 1, 1958, four new teachers are untrained. There are two deaf teachers in the academic department. The Montreal Oral School has two qualified teachers, one partially trained, and one in training. The principal gives the in-training service. The same applies to this school as does to Mackay as regards the training instruction. However, a scholarship is provided to the Clarke School, Northampton, Mass., for a teacher who wants to take this training on condition that the teacher returns and teaches at the Montreal Oral School for several years after completing the year at Clarke School. This School requires that its teachers have a thorough training in oral methods. Neither of these schools ask that the teachers have or get certification from the Conference of Executives of American Instructors of the Deaf.

One of the few schools that have complete teacher-training facilities in Canada is the Institution Des

10 Blanchard, op. cit.
11 Inkster and Heward, op. cit.
Sourdes-Muettes at its Chanoine F.X. Trepanier Normal School in Montreal. This is a two-year course including instruction in religion, mental and physical hygiene, psychology, psychology of the deaf, pedagogy, anatomy and physiology, philosophy and social doctrine, French and English language, history and geography, dactylology and Braille, household management, methods of testing and teaching, history of deaf-mute pedagogy and general knowledge. The qualification requirements are a Grade 12 and the special two-year course. There are forty-one teachers on the staff, including some who are deaf. The deaf teachers act as assistants in both the academic and vocational departments. Certification by the Quebec Department of Education is required, but not that by the Conference of Executives.

The one other school that has an extensive teacher training program is Belleville. Up to September, 1957, it consisted of a three-year in-service course. The prospective teachers took courses, observed in other classrooms, and sometimes were responsible for a class of pupils themselves. Beginning September, 1957, the course was expanded and set up under the superintendent and four instructors in professional training, or as they would be referred to in the United States, supervising teachers. It is a one-year training course with the teachers joining the staff on salary

12 Hebert, op. cit.
to participate in full time training. They must have a Teacher's Certificate and upon completion of their training, they receive a special certificate from the Ontario Department of Education qualifying them as teachers of the deaf.

The Day School in Winnipeg\textsuperscript{14} has four teachers and requires a regular Manitoba Teaching Certificate plus special training in deaf work. Untrained teachers go to the United States for summer courses, or take them in Canada if, by chance, any are being offered.

In Saskatchewan, the School\textsuperscript{15} gives some training in the special subjects and in the methods of teaching ordinary subjects to new teachers to assist them in their first years. A standard Teaching Certificate and two years experience in the public schools is needed before joining the staff of the deaf school. Then the teachers must take three summer's work in deaf study at any accredited centre in the United States. The University of Saskatchewan gives a general course in the education of "exceptional" children and will accept credits towards a degree on a prorated scale on transfer from a British or an American University. Certification by the Conference of Executives is not required. There is one deaf teacher on the staff in the vocational department and nine hearing teachers in both academic and vocational sections.

\textsuperscript{14} Eldred and McGlynn, \textit{op. cit.}

\textsuperscript{15} Leard, \textit{op. cit.}
Edmonton has partial training under qualified supervising teachers in language, speech, speech reading, methodology and techniques, auditory training, theory and philosophy of educating the deaf child. The teachers may choose where they wish to go for fuller and more extensive training. Two summer courses were held: one in 1956 when Dr. M. Groht gave Language for the Deaf; and one in 1957 when Miss E. Vorce gave Speech Development. Both these teachers came from the Lexington School for the Deaf in New York City. The University has not been approached as yet as regards the acceptance of special education credits on transfer to be applied towards a degree. Teachers are selected for this school on the basis of having an Alberta Teacher's Certificate or the equivalent, a Bachelor of Education Degree, training to teach the deaf and successful teaching experience in Public schools. Ten out of fifteen teachers of academic subjects were qualified teachers of the deaf.

There are no training facilities at Jericho Hill School. Many of the replacements on this staff have been teachers from Great Britain. Canadian teachers usually take their special courses at San Francisco State College at summer schools, although two special sessions were given several years ago at this school under the direction of the Department of Education, Victoria. Miss M. New and Miss M. Groht gave one on Speech and Language in 1949-50, while

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16 Broughton, op. cit.
17 Freemantle, op. cit.
Miss M. Bennett and Miss M. Hodgkins gave the other on Reading and Activities for the Deaf in 1950-51. All these teachers were on the staff of the Lexington School for the Deaf, New York City. Arrangements have been made whereby the University of British Columbia will accept credits on transfer providing permission has been granted by the Registrar before the courses are taken. Fifteen units or the equivalent of one year's special training can be transferred towards a Bachelor of Education Degree, and six units towards a Master's Degree. Requirements for Jericho Hill's teaching staff are a Teacher's Certificate and one year of special training, although a few teachers without special training have been employed. Of the twenty teachers on the academic staff, several do not have Teacher's Certificates but have a year's training in deaf work. The teachers on the vocational staff do not have training in teaching the deaf. Two teachers on the academic staff are deaf.

There is a wide range in salaries paid to teachers of the deaf across Canada. Alberta has the highest minimum at $4,500.00 per year while Mackay School and Jericho Hill have the lowest at $2,160.00 per year. On the other hand, Jericho Hill School has the highest maximum at $5,760.00, while Mackay has the lowest maximum at $3,900.00. The two French-speaking schools are not included as they come under a

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18 American Annals, *op. cit.*, p. 126
different category, being operated by the members of two Catholic religious Orders. These salaries have no doubt changed in the past year, but they give a general idea of the great differences. In most districts, teachers of the deaf are paid less than the teachers in public schools in spite of the fact that they have had more specialized training. This fact alone is probably one big reason why more teachers do not enter the field of deaf education. In some areas, the schools for the deaf are used as "stepping stones" by teachers from the country who want to get into city schools, so there is usually quite a turnover on the deaf schools' staffs. Where the salaries are very low, retired teachers who want to augment their pensions or married women who are not interested in making too much because of income tax reductions are often employed. Until adjustments are made and teachers of the deaf are paid at least the equivalent of public school teachers, there is bound to be a shortage. Classroom teachers of the deaf often work in educational programs where they are isolated from fellow teachers of their specialty. This is particularly true in Canada where there are only eight residential and two day schools. Canadian teachers of the deaf, so far, have not organized to form their own association and to promote policies that would be for their benefit. Such policies might include plans for better salaries, for a Standard Teachers' Certificate plus special training for all teachers

19 Connor and Connor, op. cit. p. 68
of the deaf, and for educating the general public to the capabilities of deaf children and deaf adults.
CHAPTER VII

Pre-School and Clinics

Need for Pre-School Training

Probably one of the greatest problems facing the schools for the deaf today is that of the nursery school-age deaf child. It is generally accepted by educators in our profession that deaf children should begin their education in our schools as soon after the age of three as possible.¹ This conclusion is based on the fact that the most active years of learning for the deaf child are the first five, and that there is evidence of greater achievement and better social development by children who have moved through the well organized and well directed nursery and pre-school programs of schools for the deaf in the United States and Great Britain which have been operating for some time.² This seems to follow from the facts shown in a study of Table IV,³ on page 104, which indicates that deafness strikes at the greatest number of children during these early years, as compared to the small number who become deaf later on. C. O'Connor states⁴ that such training must be done by schools

¹ Clarence D. O'Connor, "Discussion" Volta Review Vol. 48, No. 9, September, 1946, p. 511
² O'Connor, op. cit., p. 511
³ Canada Census, Vol. 2, 1951, p. 67 -- 1
⁴ O'Connor, op. cit.
TABLE IV. AGE AT WHICH INFIRMITY BEGAN

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<td>At Birth</td>
<td>5247</td>
<td>221</td>
<td>29</td>
<td>373</td>
<td>242</td>
<td>1901</td>
<td>1418</td>
<td>219</td>
<td>345</td>
<td>223</td>
<td>273</td>
<td>3</td>
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<tr>
<td>0 - 4 yrs</td>
<td>1488</td>
<td>34</td>
<td>3</td>
<td>42</td>
<td>57</td>
<td>564</td>
<td>479</td>
<td>68</td>
<td>86</td>
<td>59</td>
<td>96</td>
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<tr>
<td>5 - 9 yrs</td>
<td>659</td>
<td>20</td>
<td>4</td>
<td>37</td>
<td>25</td>
<td>282</td>
<td>167</td>
<td>37</td>
<td>28</td>
<td>20</td>
<td>38</td>
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<td>10 - 14 yrs</td>
<td>425</td>
<td>10</td>
<td>1</td>
<td>21</td>
<td>25</td>
<td>174</td>
<td>124</td>
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<td>7</td>
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<td>32</td>
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<td>15 - 19 yrs</td>
<td>308</td>
<td>9</td>
<td>2</td>
<td>22</td>
<td>14</td>
<td>133</td>
<td>87</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td>-</td>
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<td>20 - 24 yrs</td>
<td>368</td>
<td>17</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>169</td>
<td>100</td>
<td>20</td>
<td>10</td>
<td>7</td>
<td>18</td>
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-- 1951 Canada Census, Vol. 11, Table 67, page 67 --
for the deaf as it cannot be effectively accomplished in public school programs for the normally hearing. We hear a great deal about "the team approach" to the problems of deaf children, but there are so many specialists on the "team" that the child and his problems are almost lost sight of in the scramble. As Grace H. Lassman has written: 5

Although the educator, the scientist, the doctor, the parent, the psychologist, the layman, and others have their own particular perspectives, and all find it necessary to expound theories, to analyze, to isolate certain factors, to consider deafness and the deaf child as entities apart from the world, the most productive attitude toward deafness and the problems it creates is to see the total situation, with the deaf child -- the one who has to live with the deafness for the rest of his life -- as the core of that situation.

A nursery school education is of vital importance for all deaf children and must be well organized to meet the needs of the child, thus giving him security and self-confidence. 6 The results of this lack of security and self-confidence during the pre-school years may be cumulative. According to H. Lane, 7 some adolescent deaf children deprived of attaining this sense of security and self-confidence fail to compete to their full measure in an occupational or social capacity in a hearing world despite their intellectual possibilities of achievement. Studies have revealed that many emotional problems of the deaf, socially, academically and vocationally,


have their roots in the parents' attitudes towards the handicap. The ideal parent-child relationship which is so universally acclaimed does not obtain in a great many homes where the deaf child lives. This brings up the question as to whether the child should attend a day nursery for the deaf or a residential school that provides these facilities. If he can go to the day nursery, so much the better, but in Canada few children have this opportunity. The children in rural areas and those whose parents refuse to face the responsibility of educating a deaf child must be provided for in residential schools. Uniformed people immediately raise the cry that it is cruel to separate a small child from its home. But as Louise Tracy writes: "Is it any more cruel to deprive them of an adequate education and all that this implies in the case of the deaf child?" Under competent teachers of the deaf and housemothers, a residential school for the deaf can, and often does, bring mother, father, and child back to mutual understanding. Those who are under the delusion that deaf infants are taken from the ideal home life through persuasion and pressure are inclined to minimize the many benefits that the school can give which are not existent in many "good

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8 Lassman, op. cit., p. 4
11 Ibid.
homes." Although psychological research and findings tend to prove that it is unwise to separate a very young hearing child from its parents, educators of the deaf in schools where nursery classes are organized have found that very young deaf children adapt themselves very quickly to their surroundings and with little maladjustment. The teachers keep the "picture" of home and family before them all the time. Within a comparatively short time the children realize that they will go home on weekends or holidays. E.S. Greenaway, speaking of residential nurseries for deaf children, has reported that the younger the child, the easier it is for him to make these adjustments, as the emotional feeling is more with the mother and not the child. The mother will feel the parting, but the child will soon be playing happily. So it is up to the intelligent parent to control her feelings in front of the child and give him a sense of security in his new surroundings. The residential school is also of great benefit in the case of children who have had hearing up to two or three years of age and who have a memory for speech. Under a qualified teacher this speech will be kept up, but if he waits till he is six to enter school, he will have forgotten most of his speech.

12 Galloway, op. cit., p. 506


Well trained teachers of the deaf, who may have nursery school training as well, are the ideal staff. But where this is not possible, qualified teachers of the deaf should be employed with a nursery teacher to assist only. The program must be kept on a level for small children, with learning through the "play-way" emphasized and a minimum of formal instruction at first. But as the children adjust and mature, this may be increased. Table V, on page 109, shows the great need for setting up such programs and training in Canada. Although these figures are from the 1951 Canada Census, they are the most recently compiled. Allowances must be made to compensate for the increase in numbers in these age-ranges due to the growth in the birthrate in the last few years.

Possibly some of the greatest misunderstandings of deaf education fall within the area of pre-school training. Before parents are able to adjust themselves to the numbing blow of learning that their child is deaf, they have to face the problem of their child's welfare and education. If they are fortunate in learning early that their child's salvation lies in education, they look for guidance. Here they find another pitfall for not all sources are equally familiar with the problems of the deaf and as a result not all are equally capable of rendering wise parent council. Many render judgment,

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<tr>
<td>Total</td>
<td></td>
<td>13616</td>
<td>497</td>
<td>88</td>
<td>747</td>
<td>554</td>
<td>5139</td>
<td>3897</td>
<td>596</td>
<td>628</td>
<td>556</td>
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<td>0 - 4 yrs.</td>
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<td>193</td>
<td>12</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>73</td>
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<tr>
<td>5 - 9 yrs.</td>
<td></td>
<td>680</td>
<td>33</td>
<td>-</td>
<td>55</td>
<td>24</td>
<td>239</td>
<td>158</td>
<td>18</td>
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<td>26</td>
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<td>875</td>
<td>36</td>
<td>1</td>
<td>76</td>
<td>25</td>
<td>347</td>
<td>212</td>
<td>19</td>
<td>89</td>
<td>21</td>
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<tr>
<td>15 - 19 yrs.</td>
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<td>5</td>
<td>68</td>
<td>26</td>
<td>288</td>
<td>212</td>
<td>14</td>
<td>48</td>
<td>16</td>
<td>41</td>
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<tr>
<td>20 - 24 yrs.</td>
<td></td>
<td>671</td>
<td>26</td>
<td>4</td>
<td>37</td>
<td>30</td>
<td>299</td>
<td>164</td>
<td>18</td>
<td>36</td>
<td>35</td>
<td>22</td>
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(Table goes to 80-plus years. Totals include all. As we are just interested in the school-age child, the figures in this age-range only have been used.)

-- 1951 Canada Census, Vol. 11, Table 63, page 63 - 2
nevertheless, and often the very foundations of the deaf child's whole future development are thereby placed in critical jeopardy. This is one of the greatest problems facing parents and educators of the deaf in Canada today. How can public and social agencies and private practitioners be made aware of the injustices they do to the deaf child, very often through well-meaning efforts? Edna Levine cites the following as one of the growing and more dangerous practices:

A current example of such dangerous practices faces us today in the increasing numbers of parents who are being misguided into thinking that the basic problem of the pre-nursery deaf child is a speech problem and that the solution lies in immediate and concentrated instruction in speech and lipreading. Tutoring programs are set up and the mother is assigned the responsibility for conducting a share of the instructional procedures at home. Without understanding what deafness or education for the deaf really entail, without having made her own emotional peace with her child, the mother finds herself in the role of tutor. All her anxieties are poured into the task of forcing what she has been led to consider a pattern of normalcy upon him.

We find a growing number of deaf babies as young as seventeen and eighteen months who are currently subjected to unbelievable instructional pressures at the hands of their well-meaning but unskilled, tense and over-anxious parents. It would appear that the authorities responsible for these practices do not agree that the same principles of development hold for the deaf as for the hearing baby, and that neither is ready to be dealt with as a pupil at this tender age -- especially not by parents who themselves are in urgent need of orientation.

The above statement does not mean to imply that very


18 Ibid.
small deaf children cannot be taught, nor that parents cannot help them. It does suggest that, until the parents have been helped to accept and to adjust to the child's handicap, they are not able to give the child the attention and help he needs from them. It also suggests that this help is to be through "play" and not instructional measures. According to Irene R. and Alex. W.G. Ewing, home training is not actual teaching, but the providing and using of every opportunity to have the child watch the parents' face for lip reading, the attempting to express his thoughts, and the taking part in all forms of activities to ensure his physical, mental, and social growth.\footnote{19 Ewing and Ewing, Opportunity and The Deaf Child", p. 52.}

We find clinics giving mothers from the rural areas booklets to read and a week's training on how to help and teach her deaf child. Much of this is helpful. But if it takes a teacher a year of concentrated training to learn to teach speech, auditory training and lip reading, it follows that an untrained person learns very little in a week. Urban mothers are more fortunate as they can go to the clinic with their child several times a week. At each visit they can receive more instruction on how to follow up the work of the teacher at the clinic and on how to train their child at home. Some clinical authorities assume that the children helped in this way may stay out of school until they are six, seven, or eight years old or may even try them in the public school near
home. Often, in desperation, the parents come to the school for the deaf for help. By this time the child has missed four to five years of school and has an extremely bad emotional problem that has to be attended to before he will get the most out of his school life. Some children never get over it. Others adjust fairly quickly. But when he is seventeen or eighteen years of age and leaving school with a Grade V or VI standing, the school for the deaf is blamed because he did not progress to a higher level. Neither the clinic nor the parents think back to those most important and crucial years in the child's life when he was kept at home.

Clinics and social agencies have a great function to play in the educating of deaf children. They can help in locating handicapped boys and girls. They can assist with wise counselling for the parents of these children. They can help in screening these youngsters before or when they enter school. They can assist in the educating of little tots in the large centres by having a qualified teacher of the deaf on their staff to teach them. Some clinics have speech therapists doing this, but a speech therapist is not a trained teacher of the deaf. Most speech therapists do not learn how to teach language to deaf children — the lack of language being a handicap as great or greater than the absence of speech.²⁰ They are trained primarily to correct speech defects, and in this

²⁰ Alice Dunlap, correspondence with author, February 26, 1957, See Appendix C.
capacity may help a child with a slight hearing loss whose speech is not clear. A qualified teacher of the deaf is trained to develop speech in children who have never heard sound or who may have very little hearing. The problems are not the same and neither are the teaching methods. There may be some overlap in the area of speech and auditory training, but the differences outweigh this. In those large centres in Canada which have no school for the deaf, good pre-school or nursery programs could be set up under the administration of a Clinic as long as a properly qualified teacher is employed to do the tutoring. In this way pre-school children could remain at home for several years longer without losing precious time on speech, auditory training and lip reading instruction.

The Present Position in Canada

The number of deaf pre-schools in Canada is few, but it is to be hoped that in the next few years they will greatly increase. The Halifax School has no pre-school. There are screening facilities for pupils, but this is after their arrival at school. It is done by clinics in the hospitals and is supported by the city or county. Wherever necessary, the medical staff of the clinic consults the educational staff at the school. In Montreal, the Mackay School has no nursery program, but does have screening of pupils by clinics operated

21 Ibid
22 Van Allen, op. cit.
23 Blanchard, op. cit.
and financed by the hospitals. Audiometric, psychiatric and intelligence testing are done. The Montreal Oral School takes children at three years six months into pre-school, but does not get all who should be attending. There is a qualified teacher of the deaf to give the speech and lip reading. This pre-school is financed by a service organization in the same way as the school itself. The Montreal Children's Hospital Diagnostic Clinic does the screening. This includes otological, medical and psychological testing, and a conference with medical, educational and social service staff attending. The clinic is financed by the hospital and it consults a qualified teacher of the deaf whenever necessary.

Institution des Sourdes-Muettes takes children under five into the nursery school where there are three qualified teachers of the deaf. It is supported by a provincial government grant. Screening facilities are provided by a hospital clinic, which works in close co-operation with the school. This clinic is supported by private and public funds. Physical examinations, otorhino-laryngoscopic examinations and hearing tests are given while psychometric testing is done at the school by the teachers. Institution Catholique des Sourds-Muets does not have nursery classes as it does not accept boys until they are eight years old.

In Winnipeg, the Manitoba Day School has no pre-

24 Inkster and Heward, op. cit.
25 Hebert, op. cit.
26 American Annals, op. cit., pp. 124-125
27 Eldred and McGlynn, op. cit.
school facilities, but does have screening of prospective pupils by the clinic of the Children's Hospital. This clinic is supported by the city. The teachers are consulted by the medical staff whenever necessary. There is no pre-school in Saskatoon, but there is screening of the pupils. Here the screening is under the jurisdiction of the School and is supported by the government. Psychological tests, hearing tests and general examinations are given. The School in Edmonton does not have a nursery school program either. The Provincial Guidance Clinic does the screening of pupils. This clinic is operated and supported by the government. It consults the teachers and staff of the school when it is necessary. The clinic has psychiatrists, psychologists, and social welfare workers on its staff.

Pre-school education began well about thirteen years ago on the Canadian west coast, but in the past year or so, the situation has been unsettled. In April, 1945, a nursery class for deaf children, three and a half years of age, was started under the direction and supervision of the superintendent, C.E. MacDonald, of the School for the Deaf and Blind. Nine children attended it with their parents. As the School

28 Leard, op. cit.
29 Broughton, op. cit.
30 Blake, interview, October 31, 1958.
for the Deaf and Blind was then not back in its own building after evacuation during World War II, the class was held in Lord Tennyson School, one of the Vancouver public schools, under a qualified teacher of the deaf. It enrolled only children who were resident of Vancouver but it was intended eventually to provide for rural pre-school children also. In 1947, the School for the Deaf and Blind moved back to its own building and as everything was somewhat disrupted, the pre-school class was dropped for a year. It was re-organized and started again after a lapse of a term and continued to operate until June, 1957, under qualified teachers for deaf children.

Instruction was given twice a week for an hour at a time, in groups of two or three children, depending on how the children adjusted to working with others. Attendance varied, ranging from eight to fifteen. The mothers stayed with the children at first, but later left them in the class alone. However, the parents were shown how to help the deaf child, and were given help and advice on their problems. Screening facilities were provided through the Child Guidance Clinic and the Children's Health Centre of the Vancouver General Hospital. At the age of five, these children entered the kindergarten class in the School on a full-time basis. As they had been coming to the nursery, they were familiar with the building; they had seen the other children around the halls and playground; and they knew the staff, so their adjustment into school life was very good.
In June, 1957, it was announced that the pre-school class was being transferred to the Children's Health Centre at the General Hospital. Here it was to be taught by speech therapists and was to be under the direction of the medical staff. Speech and Hearing Clinics in hospitals in most large cities employ qualified teachers of the deaf to instruct pre-school deaf and hard of hearing children who attend the clinic and also to give assistance to the parents when they bring their child. At the time the pre-school was moved, the staff of the Deaf Department of Jericho Hill protested against the move in a letter sent to the Health Centre. For the next year and a half, events were unsettled. Children who should have been in the kindergarten at the School at four or five years of age were not coming till they were six or seven. Several parents brought others who were six and seven years old even though they had been advised by the clinic to keep the child out for another year. Reports reached the teachers that many of the parents of these pre-school children were not receiving the guidance and help that they should have been getting and as a result were suffering from an emotional problem of their own that was hindering them from giving the child the help he needed.

In the spring of 1959, the briefs from the teachers of the deaf and the P.T.A. for the Deaf were presented to the

31 Frederick J. Artz, B.A. lecture to the British Columbia Speech and Hearing Association, Vancouver, B.C., September 24, 1957.
Royal Commission on Education recommending that the pre-school be re-established at Jericho Hill School.\textsuperscript{32} At the same time, two small classes were started at the School for pre-school-age children. These classes were taught by a teacher of the deaf for two half days a week each. In the meantime, the authorities at the Children's Health Centre have put forth a new program for the deaf and hard of hearing children attending its clinic. This plan is to include a nursery in a building away from the hospital atmosphere and taught by a teacher of the deaf. They have asked that Jericho Hill School supply the teacher from their staff, which will lead to closer co-operation between the two organizations. Many details have to be worked out yet, such as the number of times per week each child will attend and how the children will be grouped, whether by age or degree of hearing loss. The teachers and P.T.A. are very pleased over these changes, but still feel very strongly that the four to five-year-olds should be in school full-time at Jericho Hill. The nursery at the Health Centre, it is hoped, will give those under four a start in speech, auditory training, lip reading and social adjustment. However, until all the details are worked out, it will not be decided whether Jericho Hill will carry on its classes for four and five-year-olds with the Health Centre looking after those under four, or if they will all be moved to the one building. These

\textsuperscript{32} See page 57.
arrangements will give the city deaf child an early start, but will not benefit the country child very much. It is to get these country children into school at four to five years that the request for the re-establishment of the class at Jericho Hill was made.

The school at Belleville, Ont.,\textsuperscript{33} does not make provision for a pre-school but several of the large cities in the province have set up their own programs and when the child is old enough he goes to the School for the Deaf or a day class if one is available. Toronto\textsuperscript{34} has a large pre-school. The youngsters are referred by the public health otologist in both educational and public health hearing clinics. This pre-school takes children three years and upwards on a half-day basis for the school-week. These children have an I.Q. of 85 or over. The classes are supported by the Metropolitan School Board tax. Trained teachers of the deaf are in charge. These teachers are consulted by the medical staffs of the clinics, and the Educational Hearing Clinic plus a psychologist and an otologist decide the placement of the children. The Ottawa Public School system\textsuperscript{35} has a nursery program within its organization. Children are admitted at three and a half years for half days. Qualified teachers of the deaf are employed to

\begin{flushright}
33 \textit{American Annals}, Vol. 103, No. 1, p. 124.
34 Martin, information from questionnaire in Appendix E, sent out by author on August 5, 1957.
35 Dunlop, information from questionnaire in Appendix E, sent out by the author on August 5, 1957
\end{flushright}
give the instruction. Local doctors, clinics and parents refer the children to the School Educational Clinic where they are screened and placed in appropriate classes. Psychologists do most of this work in Ottawa.

The Children's Hospital in Winnipeg has a clinic that does some work with these handicapped children, and the Child Guidance Clinic of the School Board does a little also. Neither of these centres has a trained teacher of the deaf on its staffs or a definite pre-school program for deaf youngsters. Speech therapists in both attempt to do the necessary instruction. Children are referred by doctors and parents, and may attend two, three or four times a week. Some attend the Speech and Hearing Clinic at the Hospital and others go to the school kindergarten.

In Vancouver, private doctors, hospitals and public health authorities report cases of deaf boys and girls to the Registry for Handicapped Children. Then the public health authorities through the Child Health Centre and School Health Services do the screening. The Audiology Department in the Health Centre for Children has a mobile unit which travels about the province doing testing and screening. This clinic and unit are supported by public funds. The Health Centre for

36 I. Richard, information from questionnaire in Appendix E sent out by author on August 5, 1957.

37 Dr. R.F. Sharp, information from questionnaire sent out by author on September 6, 1957.
Children and Child Guidance Clinic both have speech therapists on their staffs, but no qualified teacher of the deaf to look after the deaf children. Instruction depends on the proximity of the child's home to the clinic. Those living within the city may attend once or twice a week for an hour at a time. Those living in the rural areas of the province may be brought in for a week at a time once or twice a year. The mother is then given instruction on how to teach the child and pamphlets to read before she returns home. A pilot plan was started several years ago by the Health Centre for Children. It was instigated by a group from the Health Centre with representatives from the educational boards of Vancouver. It embodied the recommendations of Edith Wetnall, of the Diagnostic and Pre-school Training Clinic, London Eng., who believed that early diagnosis and auditory training would help the child with a hearing loss to such an extent that special programs would be unnecessary. The child is seen by a pediatrician, ear specialist and speech therapist, and then the mother and child are seen by a social worker, a psychologist, a psychiatrist. To be taken for a series of examinations and consultations by so many "strangers" would be a frightening experience for a small hearing child even though he could be told what to expect. But how much more terrifying for the small deaf child to whom nothing can be

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38 Gysin, information from interview on March 7, 1959, Vancouver B.C.
explained! Besides, the teacher who has specialized in the problems and education of the deaf is not consulted nor included as a member of the "team". Work under this pilot plan is subsidized by Federal grants and all children under three years of age in British Columbia are eligible for treatment. Auditory training and hearing aids will not overcome the child's lack of language without help from the special methods used in teaching language to the deaf.

As mentioned previously, the teachers in the Primary Department of Jericho Hill School are very concerned and have some misgivings about the policy. However, with the latest proposed changes in the pre-school area, they feel that the situation will be greatly improved. On the other hand, teachers of the deaf in British Columbia are wondering to what extent similar situations are being duplicated across Canada. The reply from the Speech and Hearing Clinic in Winnipeg, 39 when asked if teachers of the deaf were called in consultations on problems relating to deaf pre-school children, was: None of the teachers of the deaf are fully qualified in this specialized area. The teacher of the beginning class at the Manitoba Day School for the Deaf is fully trained, has had years of experience and is one of the best teachers in Canada in her field. The Speech and Hearing Clinic would have to look far and wide to find anyone as well qualified.

39 Richard, op. cit.
CHAPTER VIII

Parent Education

The Need for Parent Education

Because most parents of deaf children live at a distance from the School for the Deaf in their province, a parent education program is sometimes difficult to carry on. Yet it, too, is one of the most needed developments in this field, particularly in the case of parents of very young children. Upon learning that their child is deaf, the immediate reaction is an emotional one. Intense feelings of frustration and hopelessness are natural. If the local doctor is wise and well-informed, he will assure the parents that the right kind of home training and education are essential for the deaf child as well as the hearing one, and he will guide them to the proper agencies to get further help. There are still physicians, including pediatricians, who are not prepared to help their patients in this way.\(^1\) The parents still have the greatest responsibility to the child, so it is time well spent in building a firm foundation of parent understanding and insight which will help in tackling the puzzling problems of child behavior that often arise, for the parent is the psychologist's most important tool in child adjust-

\(^1\) O'Connor, "Sources of Help for Parents," Volta Review, Vol. 52, No. 9, September, 1950, p. 397
\(^2\) Ibid
In addition to the usual problems of parents of hearing children, parents of deaf children have many serious concerns directly related to their children's handicap.

To deal with these problems parents need help in three related areas: the area of personal adjustment; an understanding of the basic principles of child behavior and child psychology; and insight into the particular needs of deaf children. One of the most difficult tasks of those in this field is to bring about the acceptance of the child's handicap by the parents and to advise them to love him for what he is. If parents can be brought together to share their problems with others who have similar or somewhat related ones, the emotional disturbances facing them will tend to give way to reason and understanding and they will often come to see the need for the education under custodial care, such as residential schools provide.


5 Levine, op. cit., p. 219

6 Rotter, op. cit., p. 30

7 Garrison, The Psychology of Exceptional Children, p. 177.
Methods of Parent Education

If parents can be brought together -- much of the problem of parent education hinges on this and it is one that schools for the deaf have to attempt to solve and that parents themselves must make an effort to bring about. It must be a combined effort. A healthy parent-teacher relationship is most important to ensure that there is no divergence between the aims and treatment of the home and school. It is a part of the teacher's job to try to enlist the parent's interest in the school. This may be accomplished by parent-teacher consultations to discuss problems affecting themselves and the child, to explain the methods and program followed by the school in educating the child so that the parents will be in a better position to understand reports or other literature sent home by the teachers, to acquaint the parents with materials and other resources available to them in educating their children. Where parents live too far away, meetings when they bring the children to school or come to take them home could be arranged -- this would give one or two personal contacts -- and correspondence could be used in the intervening months.

Parents must be urged to help themselves. Probably the best way to do this is to have a Home and School Club or


9 Betts, Foundations of Reading Instruction, p. 128
a Parent-Teacher Association. Parents attending regular meetings get to know one another. They have an opportunity to discuss their common problems and to find solutions for them. They meet the professional staff under informed conditions which lead to a better understanding of each others difficulties and to co-operative approach towards educating the children. Parents can also play a big role in educating their community as to what deaf children are capable of attaining. All children need the understanding and acceptance of friends, neighbors and relatives. For the deaf child this is vital. Through the parent program, parents can acquire the knowledge necessary for educating other members of the neighborhood. The clear, unemotional interpretation to the neighborhood of a child's hearing loss and what it involves is best carried on by them. Studies have shown that some of the most forward-looking changes in educational practice have been brought about by parent groups, interested in the improvement of the schools. It cannot be disorganized, uninspired leadership. It must be based on the understanding of the basic purposes and functions of a parent group.

Sources of information and reading material are

10 Rotter, op. cit., p. 29
11 Ibid. p. 28
12 Whildin, op. cit., p. 522
13 Ibid., p. 504
fairly scarce for parents of deaf children. C. O'Connor lists four of them: 14

1. The Volta Review -- particularly the section "Parents Talk It Over". This magazine contains articles on a wide range of subjects relating to deaf children. It is written for parents, educators and friends of the deaf, and is published under the direction of the Volta Bureau in Washington, D.C.,


3. The Journal of Exceptional Children, Published in Saranac, Mich. Although this magazine is not devoted exclusively to the education of the deaf, it often contains articles of interest and help in this field.

4. John Tracy Clinic. This Clinic, located in Los Angeles California puts out a correspondence course and articles of interest for parents of pre-school deaf children. Professional books and booklets supplied by Schools for the Deaf themselves are other ways of getting help. Sometimes the professional books may be somewhat hard for

14 O'Connor, op. cit. p
parents to understand because of their terminology, but there are a few which are written to meet the needs of the laymen. E.S. Levine offers a few words of caution:

One caution about following advice of "readings". Don't consult your readings as you might a cook-book! There is no one recipe in any book that will tell you how much of this ingredient plus how much of other ingredients you must use to prepare the "perfect" child. Don't be a "well-that's-what-the-book-ways" parent. Your readings are meant to help you and to guide you; they will point out cautions and danger signs; they will give you basic information and basic understanding which apply to all children, deaf and hearing alike. But their chief purpose is to fortify your own common sense and adjust your own attitudes, you will be able to see the road in spite of the woods.

Parent Education Facilities in Canada

Not all the schools in Canada have parent organizations, but they all do have several methods of giving parents help. Probably the greatest difficulty to be faced in forming parent groups is the fact that most of the parents live many miles from the schools. Only in the large centres where parents have congregated to be near the educational facilities for their children are parent-teacher groups found.

The school in Halifax holds an Open House every year and Visitors' Days during the year. Few parents can attend as the majority live too far away. At Open House, the

15 Levine, op. cit., p. 246
16 Van Allen, op. cit.
School is open to the public. Demonstrations are given in the classrooms and tours of the school buildings and grounds are held. The purpose is to acquaint the general public, as well as parents, on what is being accomplished by the school. Visitors' Days may be for various welfare and social agencies, groups of student teachers from the training colleges, classes of student nurses or medical students from the hospitals and universities, parents, and any other interested organization that wants to visit the classrooms.

Open House and Visitors' Days are held at MacKay School,\textsuperscript{17} also. Parents near enough to take advantage of these do attend. Consultations between the teachers and parent are held. The parents did try to form a P.T.A. group several years ago, but it fell through because of lack of support.

At the Montreal Oral School,\textsuperscript{18} weekly consultations are held by the teachers with the parents. There is also an active P.T.A. As this is a day school, the parents live in the city of Montreal and so are near enough to attend the meetings and take advantage of any help given.

Open House, Visitors' Days, and parent-teacher consultations are all held at Institution Des Sourdes-Muettes.\textsuperscript{19}

\textsuperscript{17} Blanchard, \textit{op. cit.}

\textsuperscript{18} Inkster and Heward, \textit{op. cit.}

\textsuperscript{19} Hebert, \textit{op. cit.}
Parent-teacher meetings are held and lectures are given to groups of parents. The mothers are invited to assist once a week in the pre-school classes. The Service Social des Sourdes-Muettes, which provides professional social work for the French deaf in the Montreal area, co-operates with the School in placing the services of a social worker at the disposal of the children and their families for school social work. The parents take good advantage of these facilities and attend the meetings regularly, especially those living in the vicinity of Montreal.

The Winnipeg Day School holds Open House, Visitors' Days and parent-teacher consultations. There is a P.T.A. group in the city and as most of the parents live near, they can attend its meetings. On the whole, the families of deaf children take advantage of any facilities provided by the school to help them understand the problems of the deaf better.

In Saskatoon, the School holds Visitors' Days, Open House, and consultations between parents and teachers. The staff sends out newsletters and periodicals compiled by staff members to all parents and has a professional library for references. This school has a Home and School group that has been active since 1937. It was started by parents

20 Eldred and McGlynn, op. cit.

21 Leard, op. cit.
who were interested in the welfare of the children and school, particularly from a health point of view. Due to economic conditions, some families could not look after their children's teeth and eyes. The Home and School Club raised money and paid for the dental care of such indigent pupils as well as supplying glasses for others. They also financed a picnic and the making of a film of school activities. Since that time the form of contributions to the school has changed as many families are in a better financial position and so are able to take care of these health items themselves.

Organized to help arrange and finance certain problems of the school's health program back in 1937, the purpose of this group has gradually changed until now its primary aim is to understand and help deaf children.

Although Edmonton is a fairly new school, it has started an ambitious parent education program. An Opening Day in the fall is held at which parents attend, and another in June. Visitors' Days on week-ends are for parents, while conducted tours during the week are for outside groups. Individual conferences and consultations are held between teachers and parents.

As far back as 1935, Jericho Hill School had a

22 G.M. Donald, interview with author, November, 1958
23 Broughton, op. cit.
24 Public Schools Report for 1934-35, Victoria, B.C. p. 59
Parent Teacher Association for the Deaf Department. This group was active until World War II. As the School itself was moved to other quarters for a number of years, several activities, amongst them the P.T.A. were discontinued. Early in the 1950's a number of parents started meeting to discuss mutual problems. These meetings resulted in a parents' organization being legally formed in 1953 under the name of the Association of Parents of Deaf Children. They held regular monthly meetings and programs for the first few years, but lately meet only three or four times a year to talk over common difficulties and have a social evening. This change was brought about because a new Parent-Teacher Association was formed in February 1954, and since some parents belonged to both groups they found two monthly meetings too much. The present P.T.A. was organised out of the parents' group previously mentioned. It is quite active; it has a fairly large membership, including both urban and rural parents; and it puts out its own News Bulletin, copies of which are sent to all parents. Funds raised by the P.T.A. are used to buy equipment to provide materials that are needed by the school but which are not necessarily covered by the school budget. Its biggest financial contribution has been in library books for all departments, on which it has spent close to six hundred dollars. Programs are designed to help parents achieve a better understanding of their deaf children as well
as provide a social evening where they can discuss mutual problems informally.

During Easter week, 1954, this school took another step forward and held a Pre-School Parent Institute for parents from the rural areas. The mothers, with their children, lived at the school for three days. They discussed problems, became familiar with the buildings and school routine, and attended lectures and demonstrations. It was a very successful venture and the parents gained a great deal of help while the children became acquainted with those on the staff who would eventually be taking care of them. This meant that when they entered kindergarten in the fall, they were not coming into a strange cold place, but into a familiar building amongst friends. However, this venture has not been repeated although there are hopes that it will eventually become a yearly spring event.

Jericho Hill gives three Visiting Days to the parents, one in each term, at which times the parent can visit his own child's classroom. Open House is held every spring when friends and the general public may visit the classes along with the parents. Consultations are held between parents and teachers whenever needed, and the School puts out a School Bulletin to help pass on information and interesting news about the school. The parents, as a whole, take full advantage of any facilities offered to them.

25 Blake, information from interview, September 1958
CHAPTER IX

Misconceptions About Deaf Education

The problems of the deaf are the same the world over, and we in Canada can benefit greatly from the experiences and research work being done, particularly in England and the United States. Considering that both Canada and the United States are young countries, and racially somewhat similar, it is not surprising to find that they face similar educational problems and that expediens or theories fostered in one may be transplanted in whole or in part to the other.

In many ways, Canada lags behind because of lack of interest, ignorance, and apathy.

Specialized Instruction Needed

The deaf are a part of society. They are as equally affected by their environment as the hearing. Heredity, financial and economic conditions of the family and community, and the nation's laws all help to mould the deaf child's character. The one point of difference between him and his hearing brother or sister is the educational system of his community. He requires individual instruction with specially trained teachers. The ordinary teacher, with a class of thirty five or forty pupils has not the time to spend on a

1 The Organization and Administration of Public Schools in Canada, D.B.S., Reference Paper, p. 3
deaf child. Numerous examples could be cited. One must suffice. A few years ago, a brother and sister were enrolled in one of the schools for the deaf in Eastern Canada. The boy was 13 and the girl 16 years of age at the time. The girl had sat in public school classrooms for the past eight years. She could not read or write even the simplest words, nor do the beginning number facts. She was a beautiful girl with a wonderful personality, and was eager to learn. What a shame that ten years of her school life were wasted sitting in public school classrooms! Should not those in authority have known what to do and how to help these two children? This ignorance in Canada is now inexcusable. There are the few who are capable of getting their education from public school, but they are the exceptions.

Misinformation as to the educational needs of children with hearing losses should be corrected. There is need for clarification of the role of the regular public schools as opposed to classes for the deaf and residential schools for the deaf. Consideration should also be given to the expressed goal of some educators, medical staffs, and parents to try to assimilate all children in regular classes. Deaf children, if placed in classes with hearing children, usually become isolated. They should be taught in a special

class with other deaf children, although they do need some educational and social contact with hearing children under supervision.

The Confusion Between Speech and Lip Reading

Just as we are apt to judge a whole race of people by a few individuals we know who belong to that race, so are we likely to think of the group of deaf in our country by the actions of the one or two whom we have seen. There are many far-fetched ideas and misconceptions about the deaf. The teaching of speech, and lip reading, and the use of hearing aids have caused many people to underrate this affliction and its effects. Parents almost universally confuse lip reading and speech. A child may understand and get meaning from a fair-sized vocabulary through lip reading, or speech reading as it is often called, but yet not be able to say any words. Lip reading precedes formal speech for the profoundly deaf and most of the severely deaf children. Many parents also believe that although the child speaks with difficulty while he is young, his speech will improve as he


4 Best, Deafness and The Deaf in the United States

5 Ibid., p. 330

6 Ibid., p. 329

grows older, and he will gradually acquire a full vocabulary and eventually talk as well as a person who hears. It is difficult and often heart-rending to destroy this illusion and to make the parents understand that the speech of a deaf person is never quite like that of a hearing person, that any degree of hearing loss affects the quality of the voice and the enunciations, and if a child acquires speech that is intelligible to strangers as well as his family, he is doing extremely well, even though his voice is not always pleasing and his speech has many defects. When the school and teachers can get parents to accept this idea early and to work towards helping the child to improve his speech, to encourage him to use it, and above all, to encourage him to learn the meaning of words -- spoken, written, and read -- they can do far more for him than if they continue to expect his speech and voice to improve automatically as he grows older. During a question-and-answer period after a lecture in Toronto, Irene Ewing was asked "What percentage of all babies in your training clinics have been turned out with perfect lip-reading and perfect speech?" (The questioner was referring to the pre-school clinics in England.) Her reply was:

Not one. I have never seen a deaf child with perfect lipreading and I never expect to see a deaf child, nor a deaf adult, with perfect lipreading until we have perfect speakers....

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8 Ibid.

There is no such thing, in my opinion, as a perfect speaker or a perfect lipreader and certainly, not among our babies. How many can learn and do learn to talk intelligibly? A good eighty percent of those whose intelligence is near or above average. Where there is a dual handicap or mental development which is low, they do not learn to talk or to lipread to any great extent.

The Use of Hearing Aids

The putting of a hearing aid on a child does not mean that he is going to learn to speak. Many factors enter into this also, such as the degree of deafness, the type of hearing loss, the intelligence of the child and the auditory training techniques used by the teacher. One child may get a lot out of a hearing aid and make good use of it, while another child, with the same degree or type of deafness, may get nothing from it and refuse to wear it. Nor is an accurate hearing test easy to get. Most teachers and schools take a number of tests over a period of time before they feel they have enough data to make a hearing diagnosis. Miss Margaret Empey lists four of the major factors that enter into the taking of a hearing test:

1. Intelligence of the child
2. Social maturity of the child
3. Co-operation of the child with the tester
4. Audiometric technique used by the tester

10 Margaret Empey
Medical people, clinicians and hearing aid agents who advocate putting hearing aids on all children with hearing losses do them a great injustice. After auditory training on a group aid or speech training unit to make the child aware of sound and what it is, an auditory test should be given and then an aid decided on to meet the needs of the child. Irene Ewing\footnote{Ewing, \textit{op. cit.}} states: "I would not go to the expense of having a hearing aid fitted and possibly disappoint the child when she gets it, unless there was proof through the group aid, that she did hear something". Nor is the hearing aid alone enough. The child still needs instruction in speech and lipreading and auditory training.

Others believe that if a miracle were to restore the deaf child's hearing, he would immediately be able to understand every sound he heard. Nothing could be further from the truth. If such a miracle were to occur, he would have to be taught what every sound meant before he could interpret it correctly. Just a few weeks ago at Jericho Hill School, a parent informed the teacher of his deaf child that the child could hear now as they had taken him to a "faith healer" who had restored his hearing. How is a teacher to deal with these well-meaning, but misinformed parents? What are the educators to do about "faith healers" who play on simple, innocent, uninformed parents?
Provision for Individual Differences

Still others group people with a hearing loss in one category, no matter what the cause of deafness, or at what age the loss occurred. No allowance is made for individual differences. The deaf differ amongst themselves just as much as hearing people. Mental ability, hereditary talents, age and cause from which deafness happened, and the advantages, or disadvantages, to be found in the family or community surroundings, work together to mould his attitude to life. We cannot expect the deaf child, coming from an isolated fishing village on the rugged, barren coast of Newfoundland, whose father barely ekes out a living for his large family, to have the same outlook on life as one who comes from a small, moderately well-to-do family, living in a large city like Montreal, whose every wish is catered to. All that little James, from Jackson's Arm, Newfoundland, talks about are boats and fishing nets; whilst Earl, from the Peace River District in Alberta, holds forth on horses and tractors. Five-year-old Charmain, one of a large family from the northern parts of Saskatchewan, goes into raptures over a new pair of shoes; whilst Dickie, an only child from a family in cosmopolitan Montreal, expects a whole new wardrobe before he is satisfied.

The public, including a few parents of children with

12 Best, op. cit., p. 337
this handicap, think of the deaf as a strange group of people. One of the reasons for this is that they use a lot of facial expressions to express happiness or wonder, temper or irritability, sourness or displeasure. These expressions add emphasis or color for the deaf just as the tone or inflection of the voice does for the hearing person. Some hearing people are afraid of the deaf. The writer recalls leaving an experienced hearing leader in charge of a game for a group of deaf Brownies while she went to answer a phone call. Even though the visitor had worked with hundreds of hearing children, upon her return, the writer found this leader standing in the middle of the auditorium, quaking, while the girls had a wonderful time playing their games, and were quite oblivious as to how they had affected her. Much is being done to break down this feeling by closer collaboration between hearing and deaf groups. Deaf scouts, guides, cubs and brownies take part in all activities of Scouting and Guiding with their hearing friends. Teams of deaf boys and girls participate in leagues with the hearing ones in such games as hockey, basketball, and baseball. Groups of deaf children may enter competitions that do not require hearing and speech, such as pantomime acting, hobby shows, and field days.

13 Best, op. cit., p. 331.
Thought to be a Defective and Dependent Group of People

Another very common misconception amongst the general public about the deaf is that they are a defective class. The term "defective" is used properly by doctors and scientists in their physical analysis, but the ordinary person uses it too loosely, and implies a mental weakness. The deaf are defective physically as there is something wrong with their ears, but they are not defective mentally -- that is as a class. Because they cannot be made to understand as readily as the ordinary child, they are often thought to be mentally retarded. Although deaf children may not be below average in intelligence, when oral accomplishments are ruled out, the quality and method of their thinking is different from that of hearing children. For these reasons, a deaf child is different from a hearing child and his education must be considered in different terms.  

A few years ago, the author had a six-year-old girl in her beginning class. Near the start of the term, the child's aunt wrote and said that she had begged the mother and father to give her a trial at a School for Deaf children for one year. The parents had her clothing all ready to send her to a mental hospital. At the last minute, they granted the Aunt's request and sent the child to a deaf school. She completed ten years at school, and learned, be-

15 Mklebust, op. cit.
sides the academic subjects, to cook, sew, weave, and type, so when she left school she was in a position to earn her own living. Another eight-year-old boy came to the beginning class at eight years of age, and on his application form, the doctor's report read: "Mentally retarded". This boy was slow in learning as he had been neglected at home, but he was not mentally retarded. Educators often wonder, when they see and hear of such cases, how many other deaf children have been doomed to pass their whole life in a mental institution because of a wrong diagnosis. In England, 1936, in the Annual Report of the Chief Medical Officer of the English Board of Education, the following recommendation was made: 16

Children whose dullness of response is thought to be due to deafness, whether mental deficiency is suspected or not, should not be sent to schools for the mentally defective until they have had a trial at a school for the deaf. There it will soon be ascertained (a) whether the child is deaf or not, and (b) if he is deaf, whether he is educable in a deaf school or not (p.123,1935 Report)

In Canada, so far as the author has been able to ascertain, the various Departments of Education and Health have failed to realize this fact, although one or two schools are doing some work along these lines on their own. In the last few years, much research work has been done with mental ability. In the United States, Hallowell Davis says 17 that deaf child-

16 Ewing and Ewing, The Handicap of Deafness, p.10
17 Davis, M.D., Hearing and Deafness, p. 374
ren, barring individual differences and except for language, are equal mentally to hearing children. Non-verbal and performance tests have been developed and standardized, giving conclusive proof that the deaf as a group are normal mentally. These are widely used in England and the United States, but are just beginning to be employed in Canada in most of the deaf schools.

Some people, even including a few teachers who ought to know better, still believe that deaf children are incapable of being educated, so why spend money on schools for them! When they read about a deaf person doing something unusual such as when Donald Kidd got his Ph.D. Degree in Geology from the University of Toronto, they say it is a "Miracle". True, it is a miracle, for who, a few years ago, would have believed that a deaf person was capable of obtaining a University degree. Yet similar things are being done every day by those deaf who have been given the opportunity. In the face of this, there are those who see no point in trying to educate these children when it will be of no value to them, as there is nothing particular that they can do to support themselves when they leave school. Education is the cornerstone in the deaf child's life. The place he builds for himself in his community, both in the business field and the social sphere, depends on the kind of education that the

18 Best, op. cit., p. 328
hearing society has provided for him. Residential schools are the answer in most Provinces until something better is devised, but the high cost of operating these schools is something to which the hearing public objects. Is it better to spend money in unlimited quantities to build and staff institutions to look after uneducated deaf people for a period of from fifty sixty years — the length of a lifetime? Or is it not better to spend, roughly, $1,400.00 - $1,800.00 a year over a period of ten to twelve years to educate a deaf child so that he will be economically independent for the rest of his life, and, at the same time, repay part of his educational debt to society in the taxes and revenues he pays to the government? Closely related to the above argument put forward against educating these children is that they are a dependent class. Economic independence is the one thing that the deaf can attain over the other types of handicapped people, and they guard it very jealously. Harry Best states:

Indeed, in some callings the care, steadiness, application and concentration upon work which may be expected usually to characterize the labor of the deaf, together with a quick eye and deft hand of which they may become master, may prove a certain offset to their particular handicap.

19 American Annals, op. cit., p. 127
20 Best, op. cit., p. 336
21 Ibid., p. 336 (footnote)
22 Ibid., p. 217
If, during his school life, the deaf child learns the basic skills of one, or even a number of trades in a related field, he is in a position to earn his own living when he leaves school. He may not work at the particular vocation he was taught, but the knowledge he acquired and the lessons he learned in this pre-vocational training will carry over into a position in a similar field.\textsuperscript{23} The deaf as a group are reliable, dependable, efficient and able workers.\textsuperscript{24} A survey, conducted by the United States Civil Service Commission, found 1260 types of work in which hearing was not necessary, thus giving a large variety of jobs that the deaf may enter.\textsuperscript{25} In the schools for the deaf in Canada, the skills for approximately 85 different pre-vocations are taught.\textsuperscript{26} Residential schools have made more progress than day school in preparing deaf children to become self-supporting. This is primarily because vocational training is given a more prominent place in their curricula. During the war deaf people made good vocational gains and these gains have largely remained. Deaf people are self-supporting when given the opportunities.\textsuperscript{27}

\textsuperscript{23} Ibid., p. 218
\textsuperscript{24} Davis, \textit{op. cit.}, p. 467
\textsuperscript{25} Ibid., p. 467
\textsuperscript{26} American Annals, \textit{op. cit.}, pp. 148-149
\textsuperscript{27} Myklebust, \textit{op. cit.}
The Controversy Between Oralism and Manualism

Because of his deafness, a child will not learn to speak naturally. This is probably the hardest fact that parents have to learn to accept. They want their child to be like other children, and the lack of speech is the one thing that sets him so definitely apart. With this idea in mind, they bring their child to school insisting that he be taught by the oral method only, thus in their anxiety, cutting off other forms of communication through which or by which the deaf child learns general and factual information. It is quite a mistaken concept that oralism and manualism, like oil and water, cannot be mixed.  

28 Finger spelling and signs are an aid, not a hindrance, to a well-taught oral pupil, for they considerably widen the language contact.  

29 Since language precedes speech and since lipreading unaided is "too much of a broken reed to be the sole medium of the acquisition of language", every way possible should be utilized to teach the child language. Then he will be in a position to use his speech and written language to better advantage. People who advocate the oral method of instruction only often wonder why deaf children with deaf parents have better language, speech and lipreading than do those with

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29 Ibid.

30 Ibid.
hearing parents. It is because these children have received language and vocabulary through signs and finger spelling from their earliest years, and have acquired knowledge that would have otherwise been denied them. So when they start school, they come on the same basis as a hearing child enters a public school -- with a background of language in which to express their ideas. On the other hand, the deaf child with hearing parents has to rely on what lipreading he has picked up at home, with an attempt at speech. He has not acquired the usable language nor vocabulary of the child from the deaf home.

It seems that the people who object to and criticize the use of signs the most are the ones who do not know them. Perhaps that is why they find fault -- to cover up their own ignorance. In most schools, signs are not used as a means of classroom instruction at the lower elementary level, although they are used outside the school as a means of communication. The hearing child does not have to spell c-a-n-d-y before he is allowed to ask for "candy". So why should a deaf child be required to learn to finger spell c-a-n-d-y instead of using one simple, conventional sign meaning "candy" before he can ask? He will learn the spelling later just as the hearing child does. In very few cases does one sign mean a number of words. Most signs are one movement, meaning one word.

31 Elwood A. Stevenson, Some Thoughts on the Education of the Deaf, p. 41.
In interpreting, such as The Lord's Prayer, the Twenty-third Psalm, O Canada, or anything else, every word is given in its proper order. There is nothing more beautiful or graceful than to see poems, hymns or Christmas carols signed in rhythm to music. Teaching the proper conventional sign, which is made quietly, is to be commended over the practice of allowing children to fling their arms around wilding in rough movements while making weird sounds. It is these crude gestures and crude noises that attract peoples' attention in public places and make the ordinary person look upon deaf children as being mentally retarded.

It has been said that signs and finger spelling lead to poor language, but the reverse of this is found. If the child is made to finger spell or sign the sentence in its proper order, just as it is spoken, he will have good language. There will be no articles or parts of the verb left out, and the adjectives and adverbs will be in their proper places. The child taught by the oral method has the same problem. In lip reading he only gets the most important movements or words. So when he comes to writing down a sentence, it is what he has seen that he puts on the paper -- no articles, no prepositions, or conjunctions and parts of the verbs left out. It is only by constant practice that he learns to put these in his sentences.
The Problem of Integration

Arising out of the parents' desire to have their child speak and associate with hearing children is the problem of integration. In several of the large centres in Ontario, an ungraded, day class is provided for the deaf children of the area in one of the public schools. This allows the child to remain at home, but it is doubtful if it gives him the best possible education. For a number of years, the deaf classes of Winnipeg were accommodated in one of the public schools, also. But the teachers did not find much integration between deaf and hearing pupils. As a matter of fact, the deaf children had their play periods separate from the hearing and under the supervision of their own teachers. Now they are in their own School for the Deaf. The School in Vancouver has had three intermediate classes out in public schools in various parts of the city for a number of years now. The teachers report that some pupils do integrate but others do not, so it seems to depend to some extent on the child. They also say that integration is better in some districts than in others. The hearing children from the poor districts accept the handicapped child better than those from the more well-to-do areas. The deaf child is three to four years behind the hearing one, so some deaf children are upset when they are in a school doing academic work which a hearing child three or four years younger is doing. According to chronological age they should be in
Junior High School, but according to academic standards, they are just in Elementary School. This means that we must understand the education of the deaf child and should not be comparing it to that of a hearing child. As long as he is doing his best and working up to his capacity, we cannot expect more. The average deaf child can hold his own in the vocational subjects if given a proper chance and trained teachers who understand the deaf, but he cannot be expected to keep up the higher academic subjects. L.S. Horowitz put it very well when she said in her report.  

Basically, I believe, most parents are interested in their children, but there is conflict between an expectation level and a possible achievement level. There ought never to be such a gap between goal and reality. So integration is not as great as it might be. Deaf children should not be placed in classes with hearing children because they usually become isolated. Quite often parents take their child out of the school for the deaf and put him in public school, only to bring him back a few years later, disillusioned and upset and behind in his work; or insist on him completing public school, only to have him leave school, unhappy and frustrated and friendless. These children should be taught in a special class with other deaf children, but should have some educational and social contact with hearing


children under supervision.\textsuperscript{35} This should be in areas where they can compete on a par with hearing children.

Some parents attempt to make their deaf child associate only with hearing people, with the hope that they will only accept the hearing when they leave school. They do not want their children to belong to deaf organizations when they become adults. When asked about this in Toronto, Irene Ewing replied:\textsuperscript{36}

\begin{quote}
I think it is for every deaf boy or girl, as for every other boy and girl when they leave school, to decide for themselves in what society they want to mingle...

... Allow them when they are educated, if they want to, to find their friends amongst the deaf, amongst the hearing, whichever they want, or both...
\end{quote}

The Question of Residential or Day Schools

An outgrowth of several of the previous mentioned misconceptions is the one concerning residential and day schools. In Canada, we do not have much choice as to whether the deaf child will attend a residential school or a local day school. The majority of the pupils are from rural areas, and, of necessity, must attend a residential school. But the problem of residential versus day schools is being discussed in some larger centres, and a few rural areas are

\textsuperscript{35} Myklebust, \textit{op. cit.}

being affected by this. The author has had parents bring their child to school, saying that the local social worker or physician has told them that they were doing their child a grave injustice by sending him away to school and that if they really loved and cared for him, they would not do it. The mothers and fathers who deny themselves their child's company and companionship for weeks and months at a time in order that he can get an education are to be admired. That is true parental love and understanding. The day school that is large enough to give fairly good grouping or grading of classes is fine and allows the child to stay at home, providing that he lives near enough to it that he does not spend hours in travelling time which could be injurious to his health. Both day and resident schools give excellent educational facilities, but in one aspect the residential school has shown itself superior to the day school, i.e. in preparing deaf children to become self-supporting. 37 In one other thing the day pupil misses out and that is the after-school activities of the residential school. 38 These are always well organized under the supervision of trained personnel and are so very valuable to the child with the hidden handicap.

37 Mklebust, op. cit.

38 Rosemary Cleary, "Discussion", Volta Review, Vol. 48, No. 9, September, 1946, p. 510
CHAPTER X

Summary and Recommendations

In the past few years, great advances and changes have been made in the fields of scientific and educational research. With the development of more powerful and refined hearing aids, a greater number of children can be taught to make use of whatever residual hearing they may have. The use of new drugs has prevented deafness being caused by such diseases as scarlet fever, mastoiditis, or diphtheria, but these same drugs, which have saved the lives of children from what used to be considered fatal diseases, have been the cause of deafness in the treatment of other diseases, such as tubercular meningitis, cephalitis, and spinal meningitis. To meet this changing picture, educators of the deaf are called upon to develop and employ new methods of instruction and new approaches to dealing with deaf children. More emphasis is being placed on auditory instruction and on beginning this training at as early an age as possible. Also, the enrolment of a larger number of deaf children suffering from some form of brain damage due to disease or to the new drugs used in connection with these diseases is bringing about a new attitude and approach to the deaf child with another handicap. How are the educational authorities in Canada meeting these new developments?
The Need For Expansion

With greater numbers of children with hearing losses being enrolled, the schools are finding themselves cramped for space, both for classrooms and dormitories. It has already been mentioned that the Ontario government announced the construction of another school at Milton to relieve the congestion at Belleville, that Nova Scotia is building at Amherst to provide more up-to-date accommodations for the Maritime Provinces, and that there are rumors that Newfoundland is looking ahead to a school of its own. Overcrowding was relieved in Saskatoon when Alberta put up its own buildings and took its children out of the Saskatchewan School. In Vancouver, the primary unit in a long-range program has been provided, but construction of intermediate and senior classrooms and dormitories is urgently needed. C.E. McDonald has been working hard on this project for a number of years. It is to include also a vocational training building. In Montreal, a committee under the direction of the Montreal Council of Social Agencies made an extensive study of the situation there as regards the English-speaking deaf and put forward some very advanced plans to consolidate the existing services under one authority and thus bring about more up-to-date facilities and progressive techniques. At present, a second Committee is working on the first part of the program — that is the bringing together of present schools and their re-organization so that services will not be duplicated.
Two Important Request of the Parents

With better parent education and the forming of parents' organizations, demands are being made upon the schools for a number of curriculum changes. Chief amongst these is that for more and better vocational training so that, when deaf pupils leave school, they are in a position to be self-supporting. Jacob L. Caskey suggests that each school for the deaf should have an industrial arts program to acquaint the pupils with the various courses and to develop a limited degree of proficiency in the simple skills encountered, and a vocational industrial program which duplicates as far as possible conditions the worker will meet them, and which is aimed at preparing the student for employment in the specific field in which the training is taken. The residential schools carry on the industrial arts program to some degree, but only the Belleville School, Institution des Sourdes-Muettes, Institution Catholique des Dourds-Muets, and the Saskatchewan School carry on a vocational industrial program. The Alberta School made provision in their building for such a department and Jericho Hill School is asking for a new vocational building.

Higher education is another demand of the parents. They want their children to leave school with a better standing that of a Grade VI or VII level. This means that the schools

1 Jacob L. Caskey, "What Should Be The Vocational Aims of A School For the Deaf," *The Totem Pole*, April, 1956
must be prepared to keep these children longer and provide teachers to teach them in the higher grades, even through high school if necessary. Deaf children who can do advanced academic work must be encouraged to do so. The Canadian Association for the Deaf\(^2\) has a Deaf Scholarship Fund from which it offers scholarships to deaf students wishing to attend college. Since we do not have such a college in Canada, these students go to Gallaudet College in the United States. The adult deaf, however, have been advocating that at least part of a college education should be given at a central point in Canada, with an agreement with Gallaudet College whereby the students could go there to finish their degree.

Provision For the Deaf with Multiple Handicaps

Since more deaf children with a second handicap are finding their way into the schools for the deaf, some adequate provision will have to be made for them. Alberta\(^3\) reports that the situation is under study, but that they have nothing to report yet. Institution des Sourdes-Muettes\(^4\) accepts deaf-blind, aphasic, hard of hearing, crippled and mentally retarded (by delayed enrolment), and tries to educate


\(^3\) Broughton, \textit{op. cit.}

\(^4\) Hebert, \textit{op. cit.}
them. The other schools will take in only those who can be educated, in their regular classes. Since most of the schools for the deaf are overcrowded and also because educators of the deaf feel that hard of hearing children would benefit more in a completely oral atmosphere, pressure is being brought upon the public school systems of the large centres to set up classes under specially trained teachers within their system. Most of the large cities in Ontario have a program well under way. Montreal and Winnipeg have made a start, while some of the others are making a study of the situation.

The Necessity for Pre-Schools

In order to lessen the communications' "gap" between hearing and deaf children, deaf children have to be given the opportunity of starting their education earlier than six years of age. It has also been shown that from two to five years of age is an extremely important period in a deaf child's life, just as in the life of any child. He learns more at this stage than at any other time. So to capitalize on this, nursery and pre-schools have been started in most of the large American and English Schools, both residential and day. This is probably the phase where we in Canada lag the farthest behind the other countries. Only one of the eight residential schools admits children under five years
of age, and that is the Institution des Sourdes-Muettes.\textsuperscript{5}

The cost of building, equipping and maintaining such a unit has been one of the greatest obstacles to its development. James H. Galloway lists\textsuperscript{6} the benefits that a good residential nursery school can give a deaf child:

\begin{quote}
... Accessibility to the finest medical care, a menu supervised by a well-trained dietician, social training which extends to almost every aspect of the child's life the resulting establishment of independence at an early age, loving care which can be objective, besides sound educational training, are mighty important contributions which residential schools make to the child's development, and which are not existent even in many "good homes".
\end{quote}

The public school systems in cities in Ontario, such as Ottawa\textsuperscript{7} and Toronto,\textsuperscript{8} have day nurseries for deaf children three years of age and upwards where they attend for half-days. The Montreal Oral School\textsuperscript{9} takes them at three and a half for full time. But no other schools for the deaf make any provision for these youngsters. The teachers at Jericho Hill School are very interested in seeing a full-time kindergarten started for those three years and over, and a preschool for those under three, and have put this suggestion

\begin{itemize}
\item \textsuperscript{5} Ibid.
\item \textsuperscript{6} Galloway, "Discussion," \textit{Volta Review}, Vol. 48, No. 9, September, 1946.
\item \textsuperscript{7} Dunlop, information received from questionnaire in Appendix E sent out by author, August 5, 1957.
\item \textsuperscript{8} Dr. T.W.Martin, information received from questionnaire in Appendix E sent out by author, August 5, 1957.
\item \textsuperscript{9} Inkster and Heward, \textit{op. cit.}
\end{itemize}
forward to the Royal Commission on Education which is investigating the whole field of education in British Columbia. The clinics in several of the larger Canadian hospitals are attempting to do pre-school training, particularly along the lines of speech, lip reading and auditory training.

Better Teacher Training Facilities

As in other fields of education, there is a shortage of qualified teachers of the deaf. The schools in various parts of Canada have attempted to overcome this by various means without lowering their standards, but these methods are not proving altogether satisfactory in the majority of cases. Belleville School,10 Institution des Sourdes-Muettes11 and Institution Catholique des Sourds-Muets are the only ones who have their own teacher-training programs. Jericho Hill School has brought many trained teachers from Britain; the Montreal Oral School provides a scholarship for a year's training to get its teachers; and most of the others have untrained teachers who go to the United States for summer school courses in special education. But Canadian educators of the deaf are not satisfied with these methods and are asking that the teacher-training centres begin to provide opportunities for this specialized teaching. If Canadian universities would accept, on transfer, credit for a year of

10 Demeza, op. cit.
11 Hebert, op. cit.
teacher-training in special education taken at an accredited centre in the United States towards the degree of Bachelor of Education, more students interested in this field of education would be encouraged to go away to take the training. It is agreed that a year's training is better than the equivalent in courses taken at summer schools.

In the training of teachers of the deaf, four main trends seem to be outstanding. Educators responsible for such programs are challenged to focus attention on pre-service laboratory experiences; preparation for participation of the teacher on an inter-disciplinary team; the teacher's need for help in developing a suitable curriculum for these children; and the continuous education and professional growth of teachers in this field.

Saskatchewan held its first convention for teachers of special classes in October, 1958, and the teachers from the school for the deaf were included. They took part in the program by demonstrating methods and techniques used with the deaf. From reports it was very successful and it is hoped that it will not be long before the other provinces follow this example. In Ontario, there is a Special Education Teachers' Organization and it publishes a small bulletin called "Special Education".

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12 Connor and Connor, op. cit.
Provision for Better Parent Education

The education of parents is an integral part of the education program in the school for the deaf. With parents taking a more active interest in the education of their deaf children and organizing themselves into groups for discussion and study, schools for the deaf in Canada are going to be asked for more constructive parent education programs than they are now providing. These programs provide a golden opportunity to explain to the parents the aims of the school's educational curriculum and methods being used to reach these objectives; to acquaint the parents with the techniques, materials and resources that are available for their use; to hold meetings, conferences and demonstrations in which parents may learn by taking an active part. The goals of such a program should be directed toward substituting understanding for anxiety, knowledge for ignorance and confusion, common sense for the blind urge toward over-protection that often threatens the development of so many deaf children. A program of this nature should enable parents to see the positive qualities of deaf children -- their assets, abilities and accomplishments -- realistically and honestly. The success of such a program depends on the ability of the teachers to impress on the parents the need for

13 Rotter, op. cit., p.30
14 Levine, and Groht, op. cit.,
15 Ibid
cooperation in the activities of the professional program. They should be shown the opportunities that exist in the home to create an oral environment, to develop the child's ability to mingle with others and to care for his own needs. 16

Parents can help themselves through their meetings and discussions to realize that they are not alone in the task of educating and raising a deaf child. They have all gone through the feelings of frustration and despair that the discovery of deafness often causes and the futile search for help that ensued. Arising from this, we find parents taking a stand on the need for physicians to know where to send them for help. They feel that a doctor should be in a position to refer them to an educator in special education rather than send them from doctor to doctor or clinic to clinic. They are insisting that doctors or clinics be less hasty in referring their children for custodial care as is still happening in some cases. 17 Parents are also taking a stand on the question "Who is to be responsible for the determination of the educability of handicapped children?" Although stated in many ways, the question is constantly being discussed wherever parents meet, and the feeling is that they want it determined by qualified teachers and not by doctors. 18

16 Rotter, op. cit., p. 29


18 Ibid.,
The Enforcement of the School Law

One thing that has not been mentioned so far is the position of schools for the deaf as regards attendance and the school law. The Provinces have compulsory education laws which they are able to enforce for the normal hearing children, but not in connection with handicapped children in many cases. This is because most of the Provinces and cities do not yet provide the type of education that the various forms of handicaps require. As a result the authorities encounter a variety of difficulties when they try to enforce the law. Because of this, there are children who do not enter school until they are ten or twelve years of age or more; or they are allowed to sit in public school for three, four, six or more years, learning nothing, until the parents finally consent to send them to a special school; or they are not sent to school at all. The Halifax School\(^{19}\) reports that there is a compulsory education law for the Province but that parents cannot be compelled to send a child to the School for the Deaf. Quebec,\(^{20}\) Alberta,\(^{21}\) and British Columbia\(^{22}\) have no education law concerning handicapped children, but British Columbia gets around the problem by getting help from the Child Welfare on the grounds that the child is being neglected as regards its education. Manitoba\(^{23}\)

\(^{19}\) Van Allen, \textit{op. cit.}\n
\(^{20}\) Hebert, \textit{op. cit.}\n
\(^{21}\) Broughton, \textit{op. cit.}\n
\(^{22}\) Freemantle, \textit{op. cit.}\n
\(^{23}\) Eldred and McGlynn, \textit{op. cit.}\n
and Saskatchewan both have compulsory education laws for these children. Saskatchewan's was first passed in 1928 and was revised in 1930. The other provinces were not contacted, but it is doubtful if they have such legislation. This form of legislation is greatly needed if we are to guarantee that every deaf or handicapped child has a right to an education. It is something that parents and educators alike can work towards.

The Revision of Curricula

The curricula, also, are having to be revised and brought up-to-date to meet these new demands. With the lowering of the entrance age to three or three and a half years a program on this level must be developed and teachers trained to tutor these small deaf children. At the other end, with the extending of the age limit to twenty-one years, the course of studies has to be extended and teachers with advance certification obtained to instruct these groups. These new special programs are showing less differentiation between the educational programs of the deaf and the hearing, particularly in the advanced grades. The tendency is to use the provincial or city curriculum instead of one special for the deaf. Special texts are also coming in for revision, and are being brought more in line with public school texts. Wherever possible, those of the regular curriculum are used

24 Leard, op. cit.
with some modification. But in reading and language, special books are still required, particularly those with a high interest level but a low vocabulary level. The use of standardized tests is becoming more and more common. Both individual and group hearing tests are being given to whole classes of hearing children to find those with hearing losses. These children, once located, are put into whatever special group will suite them best and are fitted with hearing aids to further help them. Psychological and intelligence testing is part of the new screening processes being used by Schools and Clinics. This should mean that children with lack of speech due to low mentality, and not to a hearing loss, will be placed in the proper school and not in a school for the deaf. The use of achievement and vocational tests is becoming more popular and will help teachers and counsellors in advising and training students as to what type of vocational or academic instruction they should take. The use of all these tests calls for trained audiologists and psychologists for the deaf. At present there are very few Canadians trained to do this type of testing and evaluation. But the demand is growing all across Canada, and for anyone interested in going into it, it should be a very challenging field.

There is a growing realization that the deaf have a place in society, and that they can contribute something to
that society. In every residential school for the deaf in Canada, and in the day schools, there are boys and girls from many racial backgrounds with different religious beliefs showing that it is possible to play, work and live together in harmony. After they leave school, they apply these attitudes in their social and recreational life. In their clubs and organizations, racial, religious or social discrimination is rarely found. To bring about an enlightened understanding of the educational and social problems of the deaf has been a long, slow, hard climb, and it is by no means finished. We still find members of the hearing society who look upon them as queer, dependent, ridiculous — a fit target for cheap humor. Since the handicap of the deaf is not visible like that of the blind or crippled, they often find themselves in embarrassing and humiliating situations because others do not understand their special problems. Davis sums the whole issue up very adequately in the following short paragraph:

The answer of the deaf to such misunderstanding is to continue their social and economic achievements as self-respecting and productive individuals. Our social action for the deaf, therefore, should not aim for special privileges for them but should constantly strive to provide opportunity without discrimination for the deaf to help themselves. They deserve no less from an enlightened society.

Although great strides have been accomplished in the educational field for the deaf handicapped, the public

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25 Davis, M.A., op. cit., p. 351
must realize that, both for the deaf as well as their hearing handicapped brothers, there is a great room for improvement, which reminds us of those famous words of Goethe:

The little that we have done seems as naught when we look forward and behold how much there still remains for us to do.
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Boulanger, General Director of Studies, Montreal Catholic School Commission, Montreal, P.Q.
Dunlop, F.G., Supervisor of Special Classes, Ottawa, Ont.
Gatherole F.J., Supt. of Public Schools, Saskatoon, Sask.
Gough, J., Municipal Inspector of Schools, Victoria, B.C.
Hamilton, L.D., Supervisor of Special Educational Services, Montreal Protestant School Board, Montreal, P.Q.
Marshall, R.E., Supt. of Schools, Halifax, N.S.
Martin, T.W., Inspector of Special Education, Toronto, Ont.
Richard, I., Head, Speech and Hearing Dept., Winnipeg, Man.
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Freemantle, P.O., Vancouver, B.C.
Hebert, Rev. Gerard, Institution Des Sourdes-Muettes, Montreal, P.Q.
MacDonald, C.E., LL.B. B.S., LL.D., Vancouver, B.C.
McGlynn, I., and Eldred, E., Winnipeg, Man.
Van Allen, Karl C., B.A., B. Paed., Halifax N.S.

The Department of Education subscribes to the following philosophy and statement of objectives in respect to the instruction of all deaf children at the School for the Deaf and the Blind located in Vancouver, B.C.:

"Each child shall have equal opportunity through expert teaching techniques to develop the individual's optimum skills of speech and lip-reading. In all situations, however, the most suitable teaching methodology, according to the individual's needs and capabilities, shall be employed as the medium of instruction. The "method" is recognized by the Committee as being the means and not the end in itself.

In the primary department emphasis will be placed on speech and lipreading, with no instruction or communication by finger spelling or signs. Children unable to achieve satisfactory progress by the oral method in the primary department will be transferred at the earliest opportunity to a special class where other teaching methods may be employed.

In the intermediate department emphasis will continue to be placed on speech and lipreading, but, in addition, pupils, teachers and supervisors will be permitted to use finger spelling both in and out of the classroom whenever deemed necessary.

In the senior department the same policy will prevail as in the intermediate department, except that correct conventional signs will be permitted when deemed expedient."
APPENDIX B

CLASSIFICATION OF CATEGORIES OF HEARING LOSS; as used in England.

by Sam D. Taylor, B.A.,
American School for the Deaf,
West Hartford, Conn.

In England children with defective hearing are classified on an educational basis and not on the grounds of hearing loss of development of speech or language taken in isolation. They are also classified for administrative and scientific purposes on an educational basis in the following grades:

Grade 1:
The children can hear and understand conversation at 20 feet and over in ordinary classroom conditions. They have a hearing loss up to 35 decibels (pure tone audiometer). They can be educated in an ordinary school without any special adjustments being made.

Grade 1a:
Children in this group can hear and understand conversation between 20 feet and 2 feet away in ordinary classroom conditions. They have a hearing loss between 35 and 60 decibels. (P.T.A.) By reason of their defect they cannot be properly educated without special arrangements or educational facilities. These facilities range from a favorable position in the ordinary school classroom to attendance at a special class or school. The children in this grade are also subdivided into two groups:

Grade 1a A:
This grade consists of children within Grade 1a who can make satisfactory progress in ordinary schools provided they are given some help, whether by favorable position in class, by individual instruction in lip-reading or by individual hearing aids.

Grade 1a B:
This group consists of those children within Grade 1a, who even with the help of favorable position in class, individual hearing aids or lipreading instruction, fail to make satisfactory progress in ordinary schools. These children are placed in schools for the partially hearing.

Grade III.

This grade consists of children whose hearing is so defective and whose speech and language are so little developed that they require education by methods used for deaf children without naturally acquired speech or language. Their hearing loss is over 60 decibels. (P.T.A.)

At the University of Manchester, Department of Education of the Deaf, Children in Grade III are again subdivided as follows:

Grade III A:
These children can hear sound over a frequency range of not less than four octaves and after practice can distinguish most vowels and at least a few consonants without lipreading. Combined use of a hearing aid and lipreading, therefore, facilitates language development and acquisition of correct pronunciation.

Grade III B:
These children can hear sound over a frequency range of less than four octaves and the use of hearing aids facilitates lipreading and therefore language development and progress in school subjects. It helps in voice training but in the improvement of pronunciation only a limited extent, if at all.

Grade III C:
These children are totally deaf and will not benefit from the use of class hearing aids.

In many large schools in England children are divided into three streams, A, B, C, according to their aptitude and ability.

This classification is in general use and does away with such vague terms as semi-deaf and semi-mute.
DIFFERENCE BETWEEN TEACHERS OF THE DEAF AND SPEECH THERAPISTS:
by Alice Dunlap, Executive Secretary
Alexander Graham Bell Association for the Deaf, Inc.
Washington 7, D.C.

... However the literature certainly makes it clear that there is a real difference between the teacher of the deaf and the therapist. The positions are not interchangeable.

... You can also check the certification requirements of the Conference of Executives of American Schools for the Deaf, for teachers of the deaf, and the requirements of the American Speech and Hearing Association for certification of speech and hearing therapists. The very fact that there are different certification groups would indicate that there are differences in the positions -- and there are.

The average speech therapist is not required to learn to teach language to deaf children—a handicap as great or greater than the absence of speech. Neither is the average therapist required to do practice work with deaf children. This is not required by the average college, and is not required for certification. I think it is not necessary for me to tell you the differences among children who are educationally deaf, and those who have a useful measure of hearing for speech. The problems are not the same and neither are the teaching methods. There is a certain overlapping in the area of speech and auditory training, but the differences outweigh this.

The speech therapist, on the other hand, is trained to correct speech defects such as stuttering, and this training is not required of the teacher of the deaf.

Primarily the therapist is a teacher trained to work in the public school system or in a clinic, with children who need special help. In most cases these children are capable of taking their academic work in the regular classroom while receiving special help at other times. She has not been trained to work with deaf children who must be placed in special schools or classes and whose language, speech and other handicaps prevent them from taking academic work in regular classrooms.

It is my sincere hope that your association will not attempt to classify teachers of the deaf as speech and/or hearing therapists. It would be an injustice to all three groups.

2 Alice Dunlap, from correspondence with author on February 26, 1957.
Copy of letter sent to Superintendents of the Schools for the Deaf

Vancouver, B.C.
July 30, 1957.

Dear Mr ...........

I am working towards a Masters Degree at the University of British Columbia.

Being a teacher in a School for the Deaf, I decided to write on the schools for the deaf in Canada. I find that I am not able to get all the data from the books and records in the library of the University here. So I have made up two questionnaires, one on the early history of the school and the other on the present-day methods and practices in use in it now.

I would greatly appreciate your filling in the information for any of the questions that would pertain to your province, and return the questionnaires to me at your earliest convenience.

Thanking you for your help, I remain

Yours truly,

Winnifred C. Cory
APPENDIX D

QUESTIONNAIRE: To Superintendents of Schools for the Deaf

Early History of School:
1. When was the School for the Deaf started?
2. Where was it started?
3. Who started it? Church
   Provincial Government
   Private Group
4. Who was the first superintendent?
5. How was it financed at that time?
6. What provinces were the pupils from?
7. Do you have a compulsory education law now for handicapped children?
8. If so, when was it passed?
9. What method of instruction was used when the School was started?
10. If school was discontinued, why?
11. If school was discontinued, where do your deaf children go to school now?

Please list any other information about the early history of your school that would be of interest in such a paper.
A. School:
   1. How many oral classes do you have?
   2. How many manual classes do you have?
   3. How many combined classes do you have?
   4. To what extent is the auditory training method used?
   5. What form of communication is used out-of-school.
   6. Do you have all residential pupils?
   7. Do you have some day pupils?
   8. Do you have all day pupils?
   9. Are the primary pupils segregated?
  10. Do they mix with senior and intermediate pupils?
  11. What trades are taught in the Vocational Dept?
  12. How long does the pupil spend learning a trade?
  13. What grade level do most of your graduates attain?
  14. Do you give an academic or vocational leaving certificate?
  15. How many years do the pupils spend in school?
  16. What age do they enter school?
  17. Do you have deaf teachers on your staff?
  18. If so, do they teach academic or vocational
       How many of your pupils wear individual hearing aids?
  20. How many of your classrooms are fitted with group aids?
  21. Do you have many hard of hearing pupils at your school?
  22. How is your supported?

B. Religion:
   1. Is religious instruction given to all pupils?
   2. Who gives the religious instruction?
   3. When is this instruction given?
   4. Do you believe the school should be responsible for religious instruction of deaf children?

C. Teachers:
   1. Do you have in-training facilities for teachers who wish to become teachers of the deaf?
   2. What special subjects do these in-training teachers take?
   3. If you do not have in-training facilities, where do your teachers go for training?
   4. Are there any special courses given at the University in your province for teachers of the deaf?
   5. If so, what are they?
   6. If not, will the University accept transfer of credits on teaching the deaf from an American or British University?
7. Will the University give credit towards a degree for them?

8. What qualifications do your require of your teachers?

9. How many qualified teachers of the deaf are there on your staff?

10. Do your require certification of your teachers from the Executive of American Instructors of the Deaf?

D. Pre-School:
1. Do you have a pre-school in connection with your school?

2. At what age do you accept children for pre-school?

3. Do you have a qualified teacher of the deaf to teach the pre-school?

4. How is the pre-school supported?

E. Clinic:
1. Do you have clinical facilities for screening prospective pupils?

2. What does such a clinic include?

3. Is the clinic under the jurisdiction of the school or a hospital?

4. If under a hospital, is a qualified teacher of the deaf consulted by the medical staff on educational matters?

5. How is the clinic supported?

F. Parents:
1. What facilities or provision does your school have for parent education?
   - Open House
   - Visitors' Day
   - Consultations
   - P.T.A.
   - Others

2. Do parents take advantage of such facilities and attend them?
G. **Supervision**
1. What extra-curricular activities do you have?
   a. Sports ....
   b. Literary societies ....
   c. Handicrafts ....
   d. Organizations, such as Scouts ....
   e. Others ....

2. How many supervisors do you have on the school staff?

3. Do you have deaf supervisors?

4. If so, how many?

5. What qualifications do you require of your supervisors?

H. **Health:**
1. Do you have a trained nurse on your staff?

2. What provision is made for care of pupil's eyes and teeth?

3. Do you have a school doctor on call?

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Please list any other information about your school that would be of interest in such a paper, such as how you look after children with multiple handicaps.
APPENDIX E

Copy of letter sent to Superintendents of the Public School Board

Vancouver, B.C.
August 5, 1957.

Dear Sir:

The Speech and Hearing Society in Vancouver is interested in what is being done in other large centres in Canada for children with speech defects, hearing losses, or multiple handicaps. We decided the best way to find out was to conduct a small survey, so I have been asked to send this questionnaire on to you.

We would greatly appreciate your filling in the information for any of the questions that would pertain to your district or city, and return the questionnaire to me at your earliest convenience.

Thanking you for your help, I remain

Yours truly,

Winnifred C. Cory
QUESTIONNAIRE: To Superintendents of Public School Boards for information for survey for the British Columbia Speech and Hearing Association. The report, "What Some Canadian School Boards are Doing for Speech and Hearing Defects," was given to the Association on February 25, 1958. Some of the information was also used in this paper.

1. Are there speech therapists on the school staffs in your city to deal with speech correction work that children need?
   a. If so, how many?
   b. Are they qualified speech therapists?

2. How many children do you have who need speech correction work?
   a. How are they referred for treatment?
   b. What are the defects?

3. Do you have psychological testing of all pupils in schools by trained psychologists?
   a. At what grade levels is the testing done?
   b. Are group tests used?
   c. Are these followed by individual tests if required?

4. Do you have special classes for hard of hearing children within the school set-up?
   a. If so, how many classes?
   b. How are these children referred for these classes?
   c. Do they have specially trained teachers?

5. Do you have regular audiometric testing of all pupils in the schools by trained audiometrists?
   a. At what grade levels is the testing done?
   b. Are group tests used?
   c. Are these followed by individual tests if required?
   d. What percentage of the pupils do you find have hearing losses?

6. What methods are used for locating handicapped children in your city or district?
   a. Speech defects
   b. Hard of hearing
   c. Deaf
   d. Partial seeing
   e. Blind
   f. Cerebral palsy
g. Cripple  
h. Emotionally disturbed  
i. Mentally retarded  
j. Delinquent  
k. Deaf-blind  

7. What University facilities are available in your city or province for the training of:

a. Speech therapists  
b. Teachers for the hard of hearing  
c. Audiometrists  
d. Teachers of the deaf  
e. Psychologists for hard of hearing and deaf  

8. Are there clinics operating in the city and throughout the province for screening children with handicaps?

a. Speech defects  
b. Hard of hearing  
c. Deaf  
d. Partial seeing  
e. Blind  
f. Cerebral palsy  
g. Cripple  
h. Emotionally disturbed  
i. Mentally retarded  
j. Delinquent  
k. Deaf-blind  

9. How is such a clinic and program financed?

10. Is there a clinic in your city for treatment of preschool children who have speech defects or who are hard of hearing or deaf?

a. Is it under the jurisdiction of the school board or the hospitals?  
b. How are the children referred?  
c. Is there a speech therapist to do the speech correction work?  
d. Is there a trained teacher of the deaf to teach the deaf children?  
e. How often do the children have treatment or lessons?  
f. How is the program financed?  
g. Is a qualified teacher of the deaf consulted in educational matters by the medical staff at the clinic?  

Please list any other information that might be of interest in this survey.