

A HISTORY OF MACKAY SCHOOL FOR THE DEAF

by

Lorna Helen Haworth, B.A.

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Department of Education,
McGill University,
Montreal.

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Chapter I

Introduction

Purpose:

It is an obvious fact that the welfare of a community is bound up with the well-being of its children. Therefore society was concerned with providing equality of educational opportunity, particularly during the early years of formal education. The majority of Protestant English-speaking children in Quebec benefited from this objective, but one group of handicapped children, the deaf, were not so immediately affected.

Since one child in one thousand suffers from deafness¹, this group does not form a large part of our society and many people, while aware of their existence, seldom come in contact with them. However, by the fact that the deaf are set apart from their fellow men and seem to receive separate treatment, they must be acknowledged by society and society in its turn must make certain provisions for them.

The object of this study is to investigate the growth and development of a centre of specialized education for the Protestant English-speaking deaf children in the Province of Quebec through a study of the Mackay School for the Deaf. The significance of this school for the individuals concerned and its role in society will also be reviewed. In the writer's consideration of society's educational provision for these children, since no provision was made for them in the Protestant schools,² the legal and medical aspects

1. Greenaway, Dr. E.S., Address to the Speech and Hearing Society of the Province of Quebec, 7 October, 1957, Montreal Children's Hospital.

2. According to Mr. H. Matthews, Vice-Principal of Monkland's High School, the Montreal Protestant School Board pays the salary of two teachers of the Montreal Oral School for the Deaf and provides accommodation for this private tutoring in Cote des Neiges School.

of the situation will be noted. Psychological factors will be given some consideration but the main focus of attention will be upon the history of the school which sought to develop the minds of the deaf children so that they might take their place in the world beside their hearing counter-parts.

Methodology:

This study is undertaken in three parts. Part I deals with the historical background to Protestant deaf education in Quebec. It considers the advances made in general education in England and in general and deaf-mute education in the United States up to the year 1868 and relates these to the cultural setting prevalent in Montreal at that time. This association of facts provides the background and setting for the first steps in establishing a school for deaf children. These first steps were taken by a group of philanthropists among whom were such distinguished persons as William Molson, David Torrance, Thomas Workman, Andrew Allan, Charles Alexander, J.J.C. Abbott and others, the names of whom are given in the following chapters. Following their decision to alleviate the condition of these children, an Act of Incorporation was drawn up on the fifth of April 1869 and assented to by the Legislature of Lower Canada. This act is given in detail in Appendix I and discussed in Chapter III. Also discussed in this chapter is Joseph Mackay's Deed of Donation and the Amendment to the Act of Incorporation which was brought about due to the generosity of Mr. Mackay in donating land and a building to carry on the work in progress. The Act, assented to in March 1878 is given in detail in Appendix II. In order that the affairs of the school be judiciously carried out, By-Laws were accordingly drawn up and are presented in

Appendix III with a discussion of them in the previously mentioned chapter. The amendments to the By-Laws are not formally documented, but they have been listed by the writer according to their inclusion in the Minutes of the Annual Meetings and are presented in Chapter II.

This historical comment concludes with a narrative account of the history of Mackay School. In this chapter, the difficulties encountered first in establishing and then in maintaining the school are described. The people who provided the framework for the school and those authorities, organizations and citizens who helped to broaden the programme are given full credit. The picture is completed by a description of the building as it stands today and exact specifications for the original part of the school are recorded in Appendix IV.

In Part II, the organization and plan of the school are investigated. These are viewed through a consideration of the school's financial history with its endowments, grants, subscriptions and fees; through its principals, teachers and their methods of instruction - the technicalities of which are not given prominence - and lastly through its administrative branches, with its various stages of authority.

In viewing the financial history, it becomes increasingly easy to trace the growth of the school. The debts as well as the donations of various sizes and kinds are recorded and present a picture which leaves little room for speculation.

The chapter dealing with the principals, the teachers and their methods, shows the development of the school academically. This in turn reflects the changing attitude of society

toward the deaf. Technicological advances in this field are shown by the changes in the equipment used both for testing and for remedial work. An inquiry into the terms of admission will indicate the amount of careful consideration which precedes the admittance of a deaf child to the school. It will be noted that the ability to pay for tuition and board does not enter into the consideration of the acceptance of a child.

In the final chapter of this second part, a detailed inquiry has been undertaken concerning those administrators who have served since the school was first begun in 1869. Through their introduction of new ideas and equipment and through their support of the ideas of the principals and teachers, Mackay School has developed to its present proportions.

The final part of this study is devoted to evaluating the work done by this school and to summarizing the findings with suggestions for further investigations in this field. Where possible the names of those who have left Mackay School and found work among the hearing have been given. An evaluation of the life led by a married couple and by a young girl of average ability it is hoped will provide a conclusion which will show what can be accomplished for and by the deaf.

In referring to this place of education, the term "school" and "institution" were both used in conjunction with the same building. This may be explained by the fact that legally the name "institution" is correct. This was derived from the fact that an institution is a corporate body or society for promoting some object, in this case the object being the education of the deaf. Since this 'body' provided schooling, boarding and

and in several cases clothing, it was correctly categorized according to the dictates of the period in which it was established. However for some years there has been an effort made by those in authority at Mackay to refer to the building as a school. In 1880, the word "institution" was associated with a home for the mentally deficient, for the heading on the Terms of Admission for that date specify that Mackay Institution is a boarding school, not an asylum. It was at this time that the Board of Managers decided that only those deaf children deemed capable of being educated^{*} were to be admitted. In the Superintendent's Report of 1893-4, 1898-9 and again in the report of June 1900, attention is again drawn to the dislike of the word "institution". "Of late years in some of the leading schools for the deaf, the obnoxious word "mute" has become obsolete, and "asylum" or "institution" abandoned. This therefore should be known as Mackay School for the Deaf and for the Blind."² The blind were not admitted until 1882 when a department was established. This programme was carried on until 1914 when pupils in this category were admitted to the Institute for the Blind. The name however was not changed until 1933 when Assembly Bill No. 24 which caused the name to be changed to the Mackay Institution for Protestant Deaf-Mutes was put into effect. In a letter to Mrs. Loring, then President of

*n. Davis, H., "Hearing and Deafness", New York, Murray Hill Books, 1947, pp. 374-375. Prior to 1930, some psychologists believed that education for the deaf was possible but that there would be mental retardation of two to three years. Recent tests given at Central Institute for the Deaf indicate that in general intelligence, exclusive of skill in the use of language, the deaf as a group are normal.

2. Report of the Superintendent, Mackay School, 1900.

the school, on June 28, 1932, Hugh Mackay, Mrs. Loring's brother, suggested the dropping of the words "mute" and "Institution" so that it would be less harsh sounding to the outside public. This would require a Private Bill to be passed by the Quebec Legislature at the approximate cost of one thousand dollars. This request apparently went no further. Today, although given its official title when the situation requires it, the usual term of reference used is Mackay School, thus it is hoped indicating to the public that this is a place where instruction is given and not a sanctuary for those suffering from this handicap. For the rest of this study the term "school" will be used.

Research Techniques:

To collect and examine all official documents which had a bearing upon this study was an obvious preliminary to the work of the writer. A copy of Act 32 Victoria cap LXXXIX - The Act of Incorporation - was procured from the Archives of the City of Montreal. The original copy of the Deed of Donation by Joseph Mackay was examined carefully. The Act 32 Victoria cap XLI - the act to amend the act to incorporate the "Protestant Institution for Deaf-Mutes and the Blind" was also investigated. The By-Laws and Amendments to the By-Laws were obtained. As was stated previously, a copy of each of the aforementioned with the exception of the Amendments to the By-Laws is included in the Appendix. The text for the Laying of the Corner Stone and Addresses on that occasion were also read and recorded in this study. The list of Office Bearers since the school began was consulted and reported upon in this paper. The report of the President for each year until 1916, the Report of the Principal until the year 1938, the Report of the Board of Management up to the year

1938, the Report of the Eastern Townships Branch meeting in 1883 and the Minutes of the Annual Meeting up to the year 1958 were all personally read and referred to in many instances. Similarly, the Medical Reports for the years up to 1938 were read. The Financial Summary of 1869-80 and the Financial Statement and Auditor's Report for succeeding years up to 1958 were of inestimable value for the chapter on the school's financial history. The List of Subscribers, Subscriptions, Collections and Donations were also consulted. The results of the Census Reports of 1871, 1878 and 1951 concerning the number of deaf in the Province of Quebec were also used. Also consulted were the rules for the Admission of Pupils, the lists of pupils of Mackay known to have secured positions from 1871 to 1958, the Course of Study at Mackay School from 1871 to 1938 and a mention only of changes from 1943 to 1958, and finally the course of study for the Protestant schools of Montreal for the corresponding dates.

Additional material was secured from the following sources. The results of public examinations from the Daily Witness June 1871, the Montreal Herald November 1878 and June 1879, and the Montreal Gazette June 1887. A letter from Hugh Mackay K.C. to Mrs. R. Loring in 1932; reports from outsiders concerning the progress of the students who had left Mackay in 1879; compositions of the pupils in 1871, 1874, 1877, 1943, 1958; letters from pupils in 1874 and extracts from the pupils' journals for the same date; and finally progress reports of various types from the following newspapers: Daily Witness June 13, 1871; the Montreal Standard June 2, 1945 and July 9, 1949; Montreal Daily Star May 19, 1943, December 10, 1948, November 22, 1950, November 28, 1951,

February 20, 1952, February 26, 1958, and March 13, 1958; the Gazette, January 24, 1944, February 1, 1952, February 20, 1952, February 24, 1956 and March 13, 1958; the Monitor February 4, 1943 March 11, 1948, November 22, 1950, May 24, 1951, March 13, 1958, July 3, 1958 and September 11, 1958.

A second task was consultations with those who had connections, outside the school, with the deaf. The following were consulted in their various capacities: Mrs. M. DeLome of the Provincial Placement Office in Montreal; Mr. Toupin, the Assistant Manager of the Montreal Metropolitan Office and Mr. Vigneault the Co-ordinator of Special Placement, both of whom are associated with the National Employment Service, Mr. and Mrs. A. Nemeroff a deaf couple who belong to Associations for the Deaf, and Miss Carole Warnock a deaf student in a hearing school.

The practical experience of those most closely in touch with the many problems of teaching and administration was bound to be of great value and so the writer conferred with Mrs. Robert Loring, Honorary President of Mackay School; Dr. D.G. Mackay, President of Mackay School and a member of the Education and Medical Advisory Board; Mr. A.O. Mackay, Vice President of the school and Chairman of the Finance Committee; Mr. D.R. Patton, Secretary-Treasurer of the school and Mr. M.S. Blanchard, the Principal of the school.

Finally, the picture would have been incomplete without the writer having come in contact with pupils and teachers at work. Of the teachers spoken with, Mrs. M.S. Blanchard contributed a great deal of the material used in reference to the teaching carried on in Mackay School. Mrs. Forbes, in her capacity as

teacher of typing and secretary for the school, provided the writer with additional information about the conduct of Mackay School both as a school and as a residence.

Conclusions were not arrived at until every aspect of every question on which judgment was given had been thoroughly investigated and discussed. On many occasions this was supplemented by material gathered from printed matter in the form of pamphlets, lecture notes from Dr. Greenaway's Address and book. The writer was able to find only two previously written pieces of material which were similar to the one undertaken here. One was written by Thomas Widd "A Brief History of the Protestant Institution for Deaf-Mutes, Montreal"³ published in 1877 by the school and "Years of Building"⁴ by Caroline A. Yale, published in 1931 and dealing with the history of Clarke School for the Deaf. A complete list of printed material consulted appears in the Bibliography.

3. Montreal, Protestant Institution for Deaf-Mutes, 1877.

4. New York, Dial Press, 1931.

Chapter II

The Social and Cultural History of Nineteenth
Century Montreal in Relation to Mackay School

Just over a century ago, the City of Montreal was struggling to regain its status following the incendiarism and rioting of 1849 along with racial tensions and an outbreak of cholera. Up until this time, "the attitudes of the people harmonized with their confidence that society, institutions, creeds, commandments, right and wrong and everything else had a definite, fixed and almost material form. However, mid-nineteenth century Liberalism, founded on economic optimism, grew more and more willing to give everyone a chance to show enterprise and to share in the benefits."⁵ It was during this time that three Montreal families were to establish themselves in businesses which would bring them fortunes." John Redpath turned from contracting and real estate to sugar-refining. His purpose was to exploit a new industry and to provide for his sons. Another highly profitable family business begun in 1856 was the flour mill operated by Alexander W. and John Ogilvy. They became the leading Montreal millers of the late nineteenth century. The last of the group was Hugh Allan. He inherited a small fleet of sailing packets. A judicious disposition of those assets enabled him to form the Montreal Ocean Steamship Company in 1852

Other notable economic enterprises which created employment and paid the workers well were the opening of the

5. Phillips, C.E., Development of Education in Canada, Toronto, Gage, 1957, p. 389.

Grand Trunk Railway, the construction of Victoria Bridge and the Montreal Waterworks and the establishment of factories along the Lachine Canal.⁶

Retailers and wholesalers were also experiencing improvements in their fields of business. Among these were Henry Morgan and David Smith who were among the first to establish a retail store on St. Catherine Street;"the wholesale firm of Gerard, Gillespie, Moffat & Co., then agents for Phoenix Fire Insurance Co., of London; the retail dry goods houses of James McDougall & Co., merchants and brokers; Hart, Logan & Co., hardware; Frothingham & Workman, hardware; Lewis Lyman, druggist; Thomas and John Torrance, wholesale and retail grocers;⁷ Charles Alexander, confectioner, and the Mackay Brothers, dry-goods retailers. "Most of these firms did what would even now be called a very large business and many of the men composing them were⁸ reputed wealthy!"

In the fifties, the population increased from about 57,000 to over 92,000. This resulted in a large working population, especially since children as well as women were employed at this time. Wages varied greatly and the cost of living rose faster than the wages."J.W. Dawson, Principal of McGill University, wrote, 'One hundred pounds here is worth for domestic purchases

6. Cooper, Dr. J.J., The Social Structure of Montreal in the 1850's, The Educational Record of Quebec, Vol. LXXV, No. 3 pp. 109-110.

7. Borthwick, Rev. J.D., History of Montreal, Fulton & Richards, Montreal, 1897, pp. 133-134.

8. *ibid*, p. 134.

little more than fifty pounds in Pictou!" Following a similar pattern, the houses erected for the workers were laid out in terraced style. This was less expensive for the people involved, since the houses were smaller than the detached homes and the amount of land which they occupied was similarly diminished. These houses were usually built near places of industry as for example the building of this type of house for the railway workers in Point St. Charles. On the other hand the owners of businesses were building their spacious homes away from the commercial districts, many of them in the St. Catherine-Sherbrooke Street areas and some in the 'remote' suburbs.

"By the fifties the tradition of the well-to-do leadership was well established as was evidenced by a network of agencies ranging from savings banks to hospitals!"¹⁰ Societies such as the St.-Jean-Baptiste, St. Andrew's, St. George's and St. Patrick's had originated on a religious basis. By the fifties however, prestige was attached to "office-bearing" and these societies also served the social purpose in keeping the well-to-do together.

As the population and wealth increased, sensitivity to misfortune was heightened, and in Montreal, a group of industrialists, or commercial men, who wielded the main interest could not help but be caught in this humanitarian movement. The Roman Catholic and Protestant Churches had given what assistance they could over the years, but now more help in this

9. Cooper, Social Structure, p. 112.

10. *ibid*, p. 113

work was needed and private enterprise was to be the way through which many were to be helped.

The Hervey Institute was founded in 1847 for half-orphaned Protestant children, five years and older, whose fathers were in the service. They were to be given an education as well as a place to live. The Boys' Home of Montreal, established in 1865 by Mr. C. Alexander, admitted any boy between the ages of eleven and eighteen who was homeless. The Home was referred to as a home or semi-club where the boy was helped to help himself. In 1867 the Mile-End Mission House, a Presbyterian undertaking, was established for the care of poor children. The children who came here also received free clothing.

Adults were helped as well as children. The Protestant House of Industry, under the patronage of Mr. C. Alexander was established in 1865 for the friendless Protestant poor and it also served as a night refuge for the poor wanderer. Jail conditions were poor also. Partially through the efforts of Mr. C. Alexander, the Fullum Street Jail for Women was built. The Verdun Protestant Hospital for the Insane and the Montreal General Hospital, both of which benefitted from the generosity of Mr. Alexander and Mr. F.W.Thomas, were also beneficiaries in this humanitarian movement. The Society for the Prevention of Cruelty to Women and Children of which Mr. Alexander was a member and the Citizens' League of Montreal, presided over by Major Bond, the latter of which was formed for the purpose of enforcing the laws, particularly those governing the sale of liquor, became active about this time. The House of Refuge, under the patronage of the Molson family, was another result of philanthropic giving.

This activity, which certainly did not pretend to cure all the ills of Montreal, was encouraged and praised by a widely read newspaper, the Montreal "Witness" which stated of the progress of this time-"There is nothing more cheering in the aspect of Canada than the extent to which good objects are promoted by private effort"^{II}. This work was also praised from the pulpit so that many were encouraged to follow this good example. The Presbyterian Church was particularly active."The congregation of St. Paul's Church is large and influential. The several organizations are doing good work for humanity and there is a large and flourishing Sunday School"^{I2}. This was the report of one church but other church reports were similar in context.

The "Poor Law", as it had been first instituted in England, was not in effect here, but rather a means whereby the poor were helped to realize their potential and so contribute to society rather than just take from it. Naturally changes of this nature were slow to come about for indeed there are still active charitable organizations, which leads to the next question - What reasons lay behind this philanthropy? Since "biographical information is scanty, not because these classes were illiterate but because they did not enjoy the permanence of residence which favoured the preservation of personal papers"^{I3} the specific reasons for this generosity are unknown in the

II. Borthwick, History of Montreal, p. II6.

I2. Borthwick, Rev. J.D., History and Biographical Gazetteer of Montreal, J.Lovell & Son, Montreal 1892, p. 229.

I3. Op. cit., p. III.

majority of cases. However, from those whose reasons for giving have been recorded, we may feel safe in assuming that philanthropy found its origin in sympathy or fellow-feeling for one's own kind. It was "reckoned a 'dictate of humanity' to pity^{I4} the wretched and to provide for the starving and homeless". This was evidenced by the actions of the various churches. Among individuals, the act of giving was considered by some to be a family duty which was passed from one generation to another. For others it might have been the outcome of a battle with selfishness the cure for which no doubt was suggested by the teachings of the church, since, as will be illustrated later, most of the prominent citizens who gave so generously to Mackay School were members in good standing in their own churches. No doubt these people found "a certain pleasure in looking on the one being helped as a subject for scientific examination, their^{I5} condescending patronage and their philanthropic investigation". The relationship between the refined, respectable and well-to-do classes and the illiterate and/or the poor, while imposing "duties of compassion, benevolence and charitable offices", was one of higher to lower, of patrons to clients. This however was not sufficient to stifle the liberty necessary for real self-development. Given the opportunity, many were helped along the paths of learning and culture by attending one of the privately operated schools which were in operation in Montreal and by "1866 there^{I6} were over 3,000 pupils" in these schools. Others were given

I4. Huntington, J.O.S., Philanthropy and Social Progress - "Philanthropy Its Successes and Failures", Crowell, N.Y. 1893, p. 112.

I5. *ibid*, p. 117.

I6. Percival, Dr. W.P., Across the Years, Gazette Printing Co., Montreal, 1946, p. 32.

an opportunity for advancement by being present in one of the charitable institutions. For those who were able to continue their studies, various opportunities for advancement were open to them at McGill University due to the generosity of the Molson and Redpath families.

Changes in welfare were accompanied by changes in ideas of education. These changes had their roots in movements dating back to the beginning of the eighteenth century. At that time there "was an extensive system of charity schools developing in London, England, and surrounding districts. These provided free education for poor boys and girls, furnished clothing and helped them to find work"¹⁷. These schools were influenced by the work of Thomas Gouge (1609-1681) in Wales.

The Society for the Promotion of Christian Knowledge, an Anglican endeavour, was formed by Thoms Bray in 1698, in England. This Society aided members "to set up catechetical schools for the education of poor children in reading, writing and especially in the principles of religion. A secondary aim was to prepare children to earn a livelihood and girls were taught to sew, knit and spin and boys were apprenticed to trades. The school, like the Charity Schools, were supported by the proceeds of annual charity sermons or by subscriptions"¹⁸.

A similar type of work was carried on in the Dominions by the Society for the Propagation of the Gospel in Foreign Parts.

17. Good, H.G., A History of Western Education, Macmillan & Co., 1947, p. 347.

18. Loc. cit.

A further extension of this kind of education was carried on by the Sunday School movement which was promoted by the Methodists, the Friends and other religious bodies. The people who came to settle in the colonies brought with them the schooling ideas of their home land. We will therefore continue to trace the development of education on this side of the Atlantic, with specific reference to its development in the Colonies as well as in Canada, since the Canadian school system has been greatly influenced by the American educational pattern.

For the most part, the feeling in the Colonies was that the education of the children was one of the functions of the church. Non-church types of schools were set up by those wealthy people who showed an interest in education. They usually extended the privilege of attending these schools to those children who lived on the plantation of which they were the master or to the children in the immediate vicinity of the school. This effort gradually led to the establishment of other schools by the voluntary and united action of the neighbour - hood people who wanted them. Some of these schools became known as the Grammar Schools. "The typical grammar school was to be found in a middle class community and frequently taught the common branches to one group and Latin to another and smaller group who wanted to go to college"¹⁹ The Latin grammar school was not well suited to the Colonies and a new institution, the Academy, began to take its place.

"The academy is distinguished from the grammar school by the fact that its control was vested in a board of trustees

19. *ibid*, p. 386.

which often operated under a charter from the state. These schools were opened to both boys and girls and taught practical subjects with an emphasis on mathematics, the sciences, history and English, logic, ethics, geography and civics²⁰. The academies were not free. Gradually they were replaced by the public high school, in cases where there were insufficient pupils to warrant keeping these private schools in operation.

In Canada, the idea that the church should be responsible for education, was also prevalent. "The Society for the Propagation of the Gospel had been active in establishing schools in over twenty settlements in Newfoundland between the years 1766 and 1824, but their resources were not equal to the educational needs of the area"²¹. "By 1836, this society had withdrawn from educational operations in North America and as a result there was almost a complete disappearance of paternalistic charity. No doubt, the argument between the capitalists, the majority of whom supported the idea of private institutions, and the socialists, who felt that the state should control this field²² had some bearing on this move, although none of the sources consulted has stated so in writing. However, the initial efforts of the S.P.G. had spurred some of the residents of Quebec into action and "by 1831 education was in the forefront of the Legislature"²³. The British and Canadian School Society, founded in 1822, established schools in Montreal and in the same year,

20. *ibid*, p. 391.

21. Phillips, C.E., *The Development of Education in Canada*, p. 49.

22. Jenks, J.W., *Governmental Action for Social Welfare*, Macmillan, 1910, p. 135.

23. Percival, W.P.; *Across the Years*, p. 10.

an Educational Committee was set up in the same city as a committee of the Montreal Protestant Board of School Commissioners, but did not succeed in having a school opened under the jurisdiction of the Board until 1850. In the meantime, in 1846, "the great charter for Education in the Province of Quebec was granted. It gave the people, the clergy, and the government an equitable control over the public schools."²⁴

Even though provision had now been made for the establishment of common schools, "some who possessed enough money to consider themselves unique, had no interest in schools for ordinary people"²⁵ Latin Grammar Schools were primarily for the children of a few people of means and social standing. The Academy, with its classical curriculum, served a similar purpose and was maintained by its founding society. In both cases the schools had moral and religious aims.

Gradually public schools were opened, but in no case was there provision for educating deaf children. In fact, "during the period 1846-61, the annual grants from the government and the Protestant share of the taxes from the City of Montreal scarcely averaged \$1,200 per annum. Not much education of a serious character could be given in Montreal"²⁶ Since there was no provision for the deaf children, only those children whose parents could afford to send them to the United States were able to receive an education. While the controversy of public versus private schooling had been the main concern for the majority of

24. *ibid*, p. 20

25. Phillips, *Education*, p. 130

26. Percival, *Across the Years*, p. 31.

people, this same situation had been occupying the minds of those who were interested in providing education for the deaf children.

"It was 1817 before the first permanent School for the Deaf was established in the United States. This was a school in Hartford under the principalship of Thomas Hopkins Gallaudet²⁷ Since this was prior to the demand of the labour groups for publicly supported education, this school and others in Ohio, Missouri, Kentucky and Texas began as private schools. "Men were glad of the opportunity to lend a hand in this work and contributions were tendered not only by various individuals, but also by different societies and organizations - churches, newspapers and now and then a college. In some cases funds were collected by citizens who would then purchase a site and sometimes the land required was given by the cities themselves. In the early schools, there was seldom great difficulty in securing reduced transportation on railroads and steamboats.²⁸ (Report of Mississippi School, 1872, p. 17)"

"For the organization of the new schools a small body of citizens was appointed, often the original promoters of the undertaking, to act as trustees and to them was confided its direction, with the support and general oversight of the state²⁹ back of them."

"Oftentimes in the course of the founding of the schools, before any direct act was attempted, a census was taken of the deaf in the state. By many of the schools, circulars were

27. Best, H., The Deaf, Thomas Crowell, N.Y., 1914, p. 136.

28. ibid, p. 160.

29. ibid, p. 163.

distributed to post-masters, tax-collectors, ministers, school-teachers and others to enlist their help in reaching deaf children. (Report of the Michigan State School, 1874, p. 43)"³⁰

"These schools were founded to a considerable extent with the idea of charity or benevolence present, yet this was not so much the uppermost purpose as to provide instruction for them."³¹ If the institution as a private body educated, clothed and maintained indigent pupils, it was termed charitable"³² "Homes or institutions were provided largely for the reason that this plan appeared the only practicable means of reaching a considerable number of pupils."³³ When the United States government answered the demand that they assume the cost of public education, they included several of the Schools for the Deaf.

In the meantime in Montreal, the first steps that were taken to educate the deaf children were taken by the Roman Catholics. An institution was opened for the Roman Catholic deaf-mutes in 1848. The boys were under the care of Rev. A. Belanger and the girls were in the care of the nuns. Both were under the patronage of the Roman Catholic Bishop of Montreal and the Seminary of St. Suplice.

Regardless of the fact that the educators in and near Montreal were participants in an educational movement, there is no evidence that they considered a means whereby they could

30. *ibid*, p. 166.

31. *ibid*, p. 147.

32. *ibid*, p. 253.

33. *ibid*, p. 148.

provide for the education of the deaf. Rather than the beginning of this work being the result of a united effort, it was the result of the observations and actions of one man, Thomas Widd.

Mr. Widd, a deaf-mute and teacher, in England, had found work in Montreal as a printer with the Montreal Daily Witness. This paper "was known to everyone and was organized by the well known citizen John Dougall. It (held) its own against all others throughout Canada, as we find it scattered all over the Dominion and the United States. It fearlessly exposed all and everything not consistent to the well-being of society!"³⁴ Mr. Widd was made assistant editor when it was discovered that he could write well. Shortly after this he was approached by a gentleman whose son was deaf, to see if Mr. Widd could help him with the problem of having his son educated without having to send him to the United States or to England. The situation in Montreal in 1868 was ripe for a proposal that a school for the deaf be established here. Philanthropy had become an established ideal and education in general was beginning to be regarded in an entirely new light.

Mr. Widd therefore seized this opportunity to insert in the newspaper articles dealing with the education of the deaf. In his article on "The World's Philanthropy" which is included in the Second Annual Report of the School, Mr. Widd stated that there were 445 Institutions of all kinds for the deaf-mutes in the world and that they provided for the moral,

34. Borthwick, Rev. J.D., History of Montreal, p. 146.

religious and intellectual training of some 650,000 deaf-mutes scattered over the world. "In British America the census returns and statistics of the deaf and dumb are unreliable and it is almost impossible to arrive at definite figures respecting their number and circumstances, but from our best sources of information there appears to be 2,800 in Canada."³⁵

It was pointed out that "Prior to 1850 very little was done. Later in the nineteenth century, institutions were built for some who were severely afflicted in obvious ways."³⁶ In 1848 a Roman Catholic Institution for boys and one for girls was established in Montreal under the patronage of the Seminary of St. Suplice. In 1856 the Institution at Halifax was begun and by 1858 "a Society for the Instruction of the Deaf and Dumb and of the Blind was organized in Toronto."³⁷ Furthermore, as the results of inquiries, it was revealed "that the Provincial Legislature of Lower Canada before confederation had voted \$80,000. for the purpose of education of deaf-mutes, but this sum had not yet been paid out, and the record will probably be all that will now remain in connection with it."³⁸

For the majority this was an entirely new field opened to them. For years, "the deaf were deemed incapable of performing the full duties of citizenship",³⁹ and "were considered an unhappy, morose and dejected class".⁴⁰ Those who knew

35. Widd, T., "The World's Philanthropy", Appendix I, Second Annual Report of the Protestant Institution for Deaf-Mutes, Montreal, 1872.

36. Phillips, Education, p. 369.

37. Loc. cit.

38. Widd, T., A Brief History of the Protestant Institution for Deaf-Mutes, Montreal, 1877, p. 4

39. Best, The Deaf, p. 74.

40. ibid, p. 102.

differently, either through personal contact with the work being done or through literature, contributed their views to the newspaper so that "a long correspondence on the subject of a school for the Protestant deaf in Lower Canada, later the Province of Quebec, took place in the Montreal Daily Witness".⁴¹ In addition, those men or families who had given their support to the various philanthropic endeavours were contacted for their support in this matter. These men, of middle class standing, were to be found in the fields of "commerce, science and education."⁴² As was mentioned before, the reasons for the decisions to aid in this work are not specifically recorded, however, it is probably true "that the promoters were in part concerned with deaf children found in poverty, these being likely to engage not a little attention. Heretofore the deaf had been outcasts from society, had no place among civilized being and were a dead weight in the community. Now all was changed. The deaf were to be returned to society and education was the magic by which it was to be done. In full measure were the founders thrilled with this prospect; and to reclaim the deaf from their condition was the great resolve. Interest in the education of the deaf had thus become general, public concern was awakened and a movement on foot to start a school - due to, in no small part, language glowing and impassioned about the deaf without education".⁴³

41. Widd, T., History of the Protestant Institution for Deaf-Mutes, Montreal, 1877, p. 3.

42. ibid, p. 3.

43. Best, H., The Deaf, p. 154.

A year after this public correspondence began, a public meeting was called for January 7, 1869 for those interested in this work. They were no doubt informed of the manner in which this activity had been undertaken in the United States, since their procedure for the establishment of the school was almost identical. Those who attended formed themselves into a society to establish an educational institution for Protestant deaf-mutes in Lower Canada. A complete list of these people is to be found in Chapter III. In November 1870, the Institution was opened.

The subscriptions from the members of the Board of Governors and the Board of Management, both of which were formed by the Act of Incorporation in 1869, provided the main source of income for the school. Collections taken in various churches and collections taken at public examinations were another source of income. The remainder came from pupils' fees and a government grant of \$1,000.

During the depression years, Joseph Mackay of the dry-goods firm of Mackay Brothers, was approached with the idea of helping the Protestant Institution for the Deaf which by 1876 was in great financial difficulties. "Feeling deeply the importance and value of the work done and wishing to promote its success and extention"⁴⁴ Mr. J. Mackay donated both the land on Decarie Boulevard and a building in which the schooling would be carried on, to the Trustees since the first quarters on Cote St. Antoine were now inadequate. In keeping with the spirit of the

⁴⁴. Appendix VI, p. 213, 'Laying of the Corner-Stone'

times, this school embraced a spiritual and intellectual culture, as well as providing instruction in the useful crafts. Typical of such institutions at this time, an emphasis was laid upon religious instruction. Principals of Theological Colleges in Montreal were made Governors Ex-Officio and a religious service was to be conducted in the school each Sunday. In the event that the school was no longer needed, the results of the sale of the property were to be divided up among the various denominations represented on the Board and used for foreign mission work.

The prevalent idea that practical work be taught, was also carried out as far as possible at this time, but included sewing, knitting and household work for the girls and elementary woodworking, market gardening, household repair work and a small amount of printing for the boys.

Excerpts from Mr. Joseph Mackay's speech on the occasion of the 'Laying of the Corner-Stone' clearly reflect the thinking of the day. "...for years and generations to come the Institution may, through the Divine favour, prove a source of manifold blessings to the afflicted class whose good it seeks, and may never lack warm-hearted and generous friends and wise and godly instructors to carry on the work. What a blessing to the afflicted! And thus the founders and supporters are made a blessing, as stewards of God's bounty".⁴⁵

Mackay School for Protestant Deaf-Mutes was now officially opened on the same site as it stands upon today.

45. ibid

Chapter III

A Review of the Statutes and Amendments of Mackay School

Section I

Before proceeding further in this study, let us review the legal means by which this school operated.

On the eighth of January, 1869, a meeting was held by interested Protestant citizens of Montreal, for the purpose of passing a resolution to ask for legislative aid and a charter in order to establish an educational institution for Protestant deaf-mutes in Lower Canada, later to be termed the Province of Quebec. Three months later, on the fifth of April, 1869, an act to incorporate "The Protestant Institution for Deaf-Mutes and for the Blind" was assented to by the Legislature of Lower Canada.

These citizens to be named in the ensuing paragraph, formed themselves into a society and stated that a "Protestant Institution for the maintenance, education and care of the deaf and dumb and the blind is urgently needed"⁴⁶ They felt that they would be greatly aided in their work by an act of incorporation and furthermore, they wished to have their successors incorporated subject to the conditions to follow.

The list of persons incorporated included the names of many prominent families in Montreal: William Molson, David Torrance, A.M. Foster, Peter Redpath, D.Lorn MacDougall, Thos. Workman, M.P., T.J. Claxton, Thos. Cramp, John Dougall, Andrew Allan, Charles Alexander, J.J.C. Abbott, Q.C., E. Carter, Q.C.,

46. 32 Vict. c.89 Preamble, Appendix I, p. 199.

F. Mackenzie, Ira Gould, H. McLennan, Alfred Brown, George Stephen, P.D. Browne, Alexander Buntin, John Torrance, Jr., and "such other persons, donors and subscribers as may under the provisions of this act become donors or subscribers"⁴⁷

Those incorporated were accordingly given corporate powers which allowed them not only to have perpetual succession, but also to "purchase, acquire, hold, possess, and enjoy, and to have, take, receive and hold by purchase, or exchange, or by virtue of any will or donation ... any movable or immovable property and effects within this province"⁴⁸ They were also given the power to obtain suitable buildings which they were to keep in good order. As well as this, they were to provide materials which could be fashioned by the pupils into various articles which in turn could be sold to those outside the institution and the proceeds of such sales were to go toward the support of the school. This group of people was also given the power to establish more than one institution if the need was great enough, provided that the value of the immovable property did not exceed ten thousand dollars. It is interesting to note here just how large a part the Handicraft Department plays. In the Annual Report for 1955 for example, the Handicraft Sale held in December is reported to have increased the finances of the school by \$1,854.00. Other increases in finances were obtained through subscriptions which the persons incorporated had been given the power to accept.

47. *ibid* I, c.89.

48. *ibid* I, c.89.

"For the supervision of the affairs of the said corporation, there shall be a Board of Governors".⁴⁹ The number on this board was not to exceed twenty-five and these people were chosen from among those who had subscribed the sum of five hundred dollars or more, Although these members were to be of either sex, and were to be considered Life-Governors, the amount of the required subscription considerably narrowed the choice for the position and invariably left the male members of the group in the majority. The men also formed the majority of Elective Governors, who were drawn from those who had subscribed the sum of not less than one hundred dollars or twenty-five dollars as an annual subscription for not less than five years. Again, there were not to be more than twenty-five persons who would be known as Elective Governors.

The institution was to be managed by a Board of Managers, not less than twelve in number. In 1871, there were thirty-seven and in 1874, there were forty-one members of the Board of Managers. Included among these were the President, the Vice-President and the Secretary-Treasurer. In 1877, two more Vice-Presidents were added to this board and in 1885, the Directresses had replaced the Secretary-Treasurer on the Board of Managers. These members were to act for three years, one-third retiring annually, and were responsible for keeping the Minutes of their proceedings and acts. These they were to report to the Board of Governors. The Board of Managers were to be elected at a meeting of the Board of Governors and could be in whole or in part of either sex.

49. *ibid* 3, c.89, p. 200.

In actual fact, there were about as many men as women on this board.

Within two months of the passing of this Act of Incorporation a meeting of subscribers was to be called to organize the corporation and to elect governors. A notice to announce this meeting was to be published in two local newspapers ten days before time. When the members assembled to vote, they adhered to the following scale of voting: "for annual subscribers of not less than five dollars, and all persons paying for the maintenance or education of any inmate of this institution one vote; for contributors of larger sums, one vote in addition for each five dollars subscribed. But no subscriber or contributor shall have more than twenty votes."⁵⁰

The Board of Governors were given the power to make By-Laws, providing they were "not contrary to this act, nor to the laws of this province"⁵¹ if they thought them necessary for the management of the institution and its affairs in general. They were also to make By-Laws for the "appointment and regulation of meetings of Governors, the mode and time of election of the Elective Governors; the appointment of the Board of Managers, the appointment and removal of its officers and servants and their wages and allowances, and the mode of amending or repealing the By-Laws, rules and regulations, or any of them"⁵². Furthermore they were to amend the By-Laws, alter them or make other By-Laws as they became necessary.

50. *ibid*, 5, c.89, p. 201

51. *ibid* 6, c.89

52. *ibid* 6, c.89

The corporation was also given full power over the recovery of subscriptions. The Board of Managers, or those appointed by them, had "such powers as may be necessary for the proper control and good government of the institution."⁵³ These clauses seem to the writer to have been included here as a precautionary measure, since the interest shown in the need and demand for a school such as this one was great enough to offset the desire by anyone to obstruct the progress of such a worthwhile and ambitious venture.

It was further stipulated that all the funds and property of the corporation were to be applied only for the purpose of the corporation.⁵⁴ This was to include regular legitimate expenditure and outlay as well as expenditures for other projects agreed to by the members of the corporation. Should there be a surplus beyond the needs of the institution at any time, this amount was to be "invested in public securities or on the security of mortgages within the City of Montreal"⁵⁵ only. If more funds were needed than had been accounted for in the finance department of the corporation, the corporation then had the power to "mortgage its immovable property for any part of the purchase money".⁵⁶ This money could then be used for the erection and/or maintenance of the building(s).

The members of the corporation were protected by a non-liability clause in case of debts incurred by the school or

53. *ibid* 8, c.89, p. 202

54. *ibid* 9, c.89

55. *ibid* 9, c.89

56. *ibid* 9, c.89

the corporation.

Finally, the corporation was required to submit to both branches of the legislature, within the first twenty days of each session, "an annual report containing a general statement of the affairs of the corporation."⁵⁷

In conclusion, it may be said that this act was complete in all possible aspects and at first quite satisfactory to all the members of the corporation. However, as time passed the problem of securing members for the Board of Governors was overshadowed by the apparent fact that they were desirous of including educators and members of the clergy on the Board of Governors. This situation was remedied when this act was amended, as will be seen in the following summary.

57. *ibid* II, c.89.

Section II

When Joseph Mackay, Esq., offered to provide the corporation with land and a building to be used as the new school for the deaf and dumb at no expense to the managers, the Board of Governors thought it only fitting that the new building have the name of the donor. In order to change the name of the institution, it was necessary to have an act passed by the Legislature of the Province of Quebec to amend the act of 1869 and thereby change the name to "The Mackay Institution for Protestant Deaf-Mutes". This Act of Amendment was passed on March 9, 1878, and is reviewed as follows.

Although the name had been changed, the corporation was not deemed a new corporation and "all real and movable property, debts, rights, claims, privileges and powers,...are hereby transferred to "The Mackay Institution for Protestant Deaf-Mutes".⁵⁸

Section one of the act was amended to read that the annual value of the immovable property was not to exceed ten thousand dollars "in addition to the value of the property occupied for the purposes of the said Institution".⁵⁹

The opportunity to augment the members of the Board of Governors now presented itself. Therefore the following persons were made Governors "ex-officio", without money qualifications during their tenure of office in the undermentioned colleges respectively; the Principal of the University of McGill College and his successors, Principals of the said College; the Principal

58. 32 Vict. I, c.41, Appendix II, p. 203.

59. *ibid* 2

of the Church of England Theological College and his successors, Principals of the said College; the Principal of the Presbyterian College of Montreal and his successors, Principals of the said College; the Principal of the Wesleyan Theological College and his successors, Principals of the said College; the Principal of the Congregational College of British North America and his successors, Principals of said College, the said Colleges being all situate in the City of Montreal; provided that in the event of the said Church of England Theological College being at any time hereafter discontinued or removed from the City of Montreal, the Lord Bishop of Montreal and his successors in office shall be "ex-officio", during their tenure of office,...in the event of a Baptist Theological College being hereafter established in or removed to the City of Montreal, the Principal thereof and his successors, Principals of the said College, shall also be "ex-officio".⁶⁰

It was further stipulated that death, failure of appointment of a successor, vacancy or the discontinuance of a College would not dissolve or impair the corporation in any way.⁶¹

The Deed of Donation was then confirmed subject to the clauses and conditions expressed and a copy of this deed was appended to this act.

This was the last amendment to the original Act of Incorporation, however, the problem of securing members for the Board of Governors still exists and therefore it would not be surprising if another amendment to the act was sought for, this

60. 32 Vict., 3, c.41
61. ibid 4, c.41, p. 204.

time to reduce the money qualifications for the positions on the Board of Governors and subsequently the other positions of importance. If a change were brought about, it might compare to the thinking of a board member, possibly the President, Mr. D.M.McGoun, in 1917, when the By-Laws were experimentally pencilled out in that particular section to read that "the Life-Governors shall have subscribed one hundred dollars or upwards and that the Elective Governors shall have subscribed ten dollars or upwards". The writer has been unable to find any further thought on this situation and up to the last annual meeting no specific mention had been made of a change in this rule.

Section III

The Deed of Donation was printed as a schedule to the Act to amend Act 32 Victoria, cap. 89. The following is a resume of that Deed.

On October 30, 1876, Mr. Joseph Mackay bought a piece of property situated at Coteau St. Pierre from Mr. Charles Gareau. The Deed of this sale executed before Notary J. Lonergan was registered in Montreal on November 4, 1876 under the number 95094. At about this same time, the members of the Board of Governors and the Board of Managers of the Protestant Institution for Deaf-Mutes and for the Blind were considering a move to new quarters due to overcrowding in their small house on Cote St. Antoine. Mr. Joseph Mackay heard of this intended move to new quarters not yet decided upon and having sympathy for and an interest in this work, he declared his intention in a letter dated November 24, 1876 to the Board of Governors and the Board of Managers, to give his newly acquired property and a suitable building which he intended to erect upon it, to Trustees. On December 5, 1877, both Boards decided to accept unanimously this generous gift and authorized their President, Mr. Charles Alexander, to negotiate the transaction. So it was that Mr. Mackay and Mr. Alexander met with Notary Ernest Henry Stuart on January 19, 1878 to draw up a Deed of Donation.

In all there were twelve lots which formed part of lot number 181. Each one contained fifty feet in front and a hundred and twenty-six feet six inches in depth. It was stated that this land and its building(s) were "exempt from seizure

or execution at the suit of any creditor of the Institution for any cause whatsoever".⁶² Furthermore there were six clauses which were to be adhered to.

The land and building were for the exclusive and perpetual use of the Protestant deaf-mutes of the Province of Quebec. In addition to the Governors appointed in accordance with the first Act regarding the Institution, there were to be a number of Governors "ex-officio" who would not be expected to have contributed the specified sum of money but who would have the same power. These Governors would be the Principals of the following Colleges in the City of Montreal: the University of McGill College, the Church of England Theological College, the Presbyterian College of Montreal, the Congregational College of British North America, the Wesleyan Theological College and the Baptist Theological College if it were ever established in Montreal. The Bishop of Montreal was to hold office if the Church of England Theological College was at any time discontinued or removed.

Mr. Mackay also required that the school be conducted on a non-denominational basis and that all those connected with the Institution be of the Protestant faith.

Although it had been the practice of the members of the Institution to conduct classes in religious education, it was now stated that a religious service be conducted within the building on each Sabbath and that the acting ministers in the churches of Montreal belonging to the several denominations

62. Deed of Donation, Preamble, 1878, Appendix III, p. 205.

mentioned above conduct these services. If it were, for some reason, impossible for the minister to be present, then the principal of the Institution was to conduct the service for that day.

The final clause concerns the sale of the land and buildings if there ever came a time when they were no longer needed. Should such an occasion arise, the land and buildings may be ordered to be sold by a vote of not less than two-thirds of the total number of Governors. The money received from such a sale is to be divided among the several denominations represented by the Theological Colleges named above and is to be used for the foreign mission work of the said churches. Notice to hold such a meeting must be sent to each Governor and must be published in the local newspapers two months before the meeting is to be held.

Section IV

In 1870, the members of the corporation had met to write the By-Laws of their newly formed Institution. "For the supervision of the affairs of the Corporation, there were to be twenty-five Life-Governors appointed from among those members who had subscribed the sum of five hundred dollars or more and twenty-five Elective Governors to be elected from among those who had subscribed one hundred dollars or who had pledged twenty-five dollars as an annual subscription for not less than five years. These persons were to hold office for the period of one year only and were to be chosen and elected at the annual meeting of the Corporation"⁶³ If there were more than twenty-five eligible to be Life-Governors, priority was to be had in the order of their subscription.

"The immediate management and conduct of the Institution was to be vested in a Board of Managers"⁶⁴ There were to be twelve members on this Board and they were to act for three years, with one-third retiring annually. This Board could be composed of either sex and were elected by the Board of Governors, who also could be composed of either sex. At the same time as the Board of Managers was being elected, which day had been set as the last Thursday in October, the Board of Governors also elected a President, Vice-President and Secretary-Treasurer who automatically became members of the Board of Managers.

63. By-Laws of the Protestant Institution for Deaf-Mutes and the Blind, I, Appendix IV, p. 208.

64. *ibid* 2.

The Minutes of this Board's meetings were to be reported to the Board of Governors.

On the third Thursday in October of each year, the Annual General Meeting of the Corporation was to be held. At this time Governors were to be elected and business transacted. For purposes of election a scale of voting was to be followed. "For annual subscribers of not less than five dollars, and all persons paying for the maintenance or education of any inmate of any asylum, one vote; for the contributors of larger sums, one vote in addition for each five dollars subscribed. No subscriber or contributor was to have more than twenty votes!"⁶⁵ All voting was to be open unless a ballot was demanded by a subscriber present at the voting. According to the Minutes of Meetings made available to the writer, it has not been necessary to put into effect this last clause.

The Board of Managers, which was to meet on the first Wednesday of each month was given wide powers. They had "full control over the collection, investment and expenditure of all monies belonging to the Corporation, with the exception of the purchase, mortgage or sale of real estate"⁶⁶ This could only be done at a meeting with the Board of Governors at which time the majority of the Board must be in agreement. Also, "the Board of Managers was to audit, inspect, and approve all accounts and to order or refuse payment of the same"⁶⁷ They were to

65. ibid 4

66. ibid 5

67. ibid 5

hire or discharge "servants of the Corporation" and to set the wages of those in their employ. They were furthermore to take charge of the property belonging to them and see that it was properly cared for. On the thirtieth of June, they were to submit a statement of their operation and their accounts for the year passed.

It was the duty of the President or in his absence the Vice-President and the Secretary-Treasurer to authorize necessary payments.

The Secretary-Treasurer was given specific duties to perform as well. He (she) was required to keep the Minutes of the meeting and to present these to the Board of Governors at their meeting. He was required as well to give written notice of all meetings to the members of the Board and at these meetings to present to the members an account of all expenditures and receipts. He was "given the power to sign all warrants for the payments of accounts"⁶⁸ The writer has included (she) in referring to the position of Secretary-Treasurer for the sole reason that there has not been found a stipulation whereby this post must necessarily be filled by a man, however there seems to have been no objection to it having been so held.

As can be expected , it was ruled that "the funds and property of the Corporation shall be applied and appropriated solely for the purposes of the Corporation"⁶⁹ Moreover, should there be a surplus, it should be invested in public securities or in the security of mortgages within the City of Montreal. If,

68. *ibid* 7

69. *ibid* 8

on the other hand, it was necessary to obtain funds for the erection and maintenance of the building, the Corporation then had "the power to mortgage on its immovable property"⁷⁰

Since one-third of the Board of Managers must retire each year, it was decided that those retiring would be determined by lot. Those who did retire would, however, be eligible for re-election.

Should a vacancy occur on the Board of Elective Governors through death, resignation or permanent disability, that vacancy was to be filled by the election by the remaining Governors of a suitable person. The Board of Managers should similarly fill any vacancy on their Board. It was understood that "the term of office would be the same of that of the person he replaced"⁷¹

Any of these By-Laws could be "altered, repeated or suspended by the consent of two-thirds of the members present at the Annual Meeting or at the meeting of the Board of Governors which may have been called specifically for that purpose"⁷² An announcement of this contemplated change must have been made in a notice to the members one month in advance. A meeting could be called before the usual time upon the written request of ten subscribers.

As will be seen, it has been necessary to amend some of these By-Laws.

70. *ibid* 8

71. *ibid* II, p.210

72. *ibid* I2

Section V

In checking the amendments to the By-Laws, the writer has found certain small additions or in the case of By-Law number IO, a re-wording of the clause. However, in the case of By-Law I and 2, there seems to have been some difficulty in arriving at a solution as will be seen.

In By-Law number one, one of the first changes to be made was in the form of an addition. As well as the Life-Governors who were twenty-five in number, there were to be Governors "ex-officio" as called for by the amendment to the charter consequent upon the donation of Joseph Mackay, Esq.. In 1918, it was decided at the Annual General Meeting, under authority granted in By-Law I2 to further alter By-Law I, so that it should read "one hundred and fifty dollars or upwards and an annual fee of fifteen dollars," in place of "five hundred dollars or upwards", and "not less than fifty dollars" in place of "not less than one hundred dollars", and "not less than ten dollars as an annual subscription", in place of "not less than twenty-five dollars as an annual subscription". This however was found to be unsatisfactory and was later, in 1925, amended to its original form in the matter of money qualifications.

By-Law 2 suffered a similar and apparently experimental change. In 1881, the Sub-Committee reached an agreement whereby the wording should be altered to read that "there shall be three Vice-Presidents and the same number of Lady Directors". But according to the Minutes of November 2, 1916, it was decided to change this wording so that there were now to be "four Vice-

Presidents and four Lady Directresses". This in turn was changed in 1934 to read in its original form of three Vice-Presidents and three Lady Directresses. The three Lady Directresses ceased to function as a separate committee in 1956. The original addition of a Physician in 1881 was not altered, nor was the decision to hold the meeting of the Board of Governors on the first Saturday of November of each year instead of on the last Thursday in October.

By-Law 3 was also altered but only in the date for the meeting. Again 1881 was the time of the change so that the Annual General Meeting was to be held on the last Saturday in October instead of the third Thursday in October. 1916 brought another change in the date of the meeting. It was now to be held during the month of November of each year. In checking through the reports of these meetings, it appears that they have been held late in October or in November as specified in the change in the By-Laws.

The next amendment in order of their writing, was another change in the date of a meeting. Originally, according to By-Law 5, the Board of Managers was to meet on the first Wednesday of each month. In 1881 it was decided to hold this meeting on the first Tuesday of each month. 1918 brought the change of date to the "first Thursday or such day as the Board may find convenient in each month". It seems that the most convenient day, however, must have been Tuesday, as that day is now the time appointed for the meeting of the Board of Managers. A further change in this By-Law dates back to 1881 when it was decided to have "the accounts of the Institution" audited before

each Annual Meeting by an Accountant who shall be appointed for that purpose annually by the Board of Managers. The aforementioned change possibly created the necessity to add "and produce the bank-book of the Institution for the inspection of the Managers" to the revised By-Laws of the same year, 1881. The particular By-Law affected was number 7.

The last By-Law to be amended was the tenth one. It now was to read "The one-third of the managers who shall retire annually subject to re-election shall be the first names on the role of the managers for the past year". This replaced the method of determining their retirement by lot. The necessity to keep a list of the changes in the By-Laws never seems to have arisen and therefore these alterations have been found by reading the By-Laws at their various times of publication as an Appendix to the reports for the year or by reading the Minutes themselves.

Chapter IV

A Narrative History of Mackay School for the Deaf
From 1868 to 1958

In order to present a narrative history of Mackay School, it will be necessary to review briefly the situation which led to the establishment of this school. "By 1868, there were four institutions to meet the educational requirements of some 3,500 deaf-mutes scattered over the Dominion, viz: the two Roman Catholic Institutions at Montreal, founded in the year 1848; the Nova Scotia Institution at Halifax, established in 1856; and the Upper Canada Institution at Toronto, begun in 1858. Therefore it can be seen that the provision was made for the education of deaf-mutes in the western part of the Dominion, in the Maritime Provinces, and for the Roman Catholic deaf-mutes in Quebec, but nothing had been done for Protestant deaf-mutes in Quebec. As a result, none of these deaf-mutes had received any instruction, except in one or two cases, where the parents possessed sufficient means to send them to Hartford or to England!"⁷³ Thomas Widd, in his brief historical sketch, recalls that he had not been in Montreal long before the father of a deaf-mute appealed for his help. Others were soon discovered, some of school age and others past the prime of manhood and womanhood, who would benefit from instruction. Therefore Mr. Widd, himself a deaf-mute, saw a new field of labour open to him.

He had been an assistant under the late Dr. Baker, of the Yorkshire Institution for Deaf-Mutes and a missionary to adult

73. Widd, Thomas, A Brief History of the Protestant Institution for Deaf-Mutes, Montreal, p. 2

deaf-mutes in different parts of England and he was therefore anxious to do what he could, in spite of his handicap, to help in the establishment of a school for the deaf in Quebec. There were no reliable returns of vital statistics published for the Province and the ascertainment of the number of deaf-mutes was based mainly on the reports of missionaries, public school teachers, clerks of townships and clergymen. As nearly as could be calculated, "there were probably 200 Protestant deaf-mutes and of these about 75 were of school age, viz., between 7 and 25 years"⁷⁴ This information and an article on deaf-mute education⁷⁵ were published in the Daily Witness. The exact date of the publication of this article was not available, but since Mr. Widd himself has recorded that he inserted the above and since an acknowledgement to John Dougall, Esq., for gratuitous printing and advertising in the Daily Witness was recorded by the Board of Managers in their First Annual Report, I have no doubt as to its authenticity.

During the correspondence in this paper, from 1868 to 1869, many benevolent Protestants in the City of Montreal, were watching the issue, as was evidenced when a public meeting was held on the seventh of January, 1869 and the following men and women formed themselves into a society to establish an educational institution for Protestant deaf-mutes in Quebec.

Ladies: Mesdames Andrew Allan, P. Redpath, J.W. Dawson,

74. *ibid* p.6

75. Montreal Daily Witness began publications in 1845 as a weekly paper. In 1860 it became a daily paper and remained as such until 1913 when it ceased publication. A standard size newspaper and one of the leading papers at the time it was politically liberal and strongly Protestant in tone and was an advocate for temperance.

(McGill University), Major, Bond, Cramp, Fleet, Moffatt, Brydges, Browne, Workman.

Gentlemen: Mr. Charles Alexander, (President), Thomas Cramp, (Vice-President), Fred. Mackenzie, (Hon. Secretary-Treasurer), Thomas Workman, John Dougall, (proprietor of the Montreal Witness), Wm. Lunn, G. Moffatt, J.A. Mathewson, J.H.R. Molson, Hon. J.J.C. Abbott, E. Carter, Q.C., P.D. Browne, W.H. Benyon, I.F. Barnard, John Leeming and S.J. Lyman.

With this influential committee, rapid progress was made, and the next day, January 8, another meeting was held. It was resolved at this meeting to ask for legislative aid and a charter, and to appeal for public subscriptions. Furthermore the committee resolved to rent a suitable house and grounds. The charter was granted in April of that year, by the Government of Lower Canada the complete text of which is to be found in the Appendix, and through the assistance of E. Carter, Esq., Q.C., "an annual Provincial Government grant of one thousand dollars was obtained"⁷⁶. This left the committee with the task of finding suitable accommodations.

At this point, Mr. W.H. Vanvliet, Mayor of Lacolle, about 40 miles south of Montreal, offered the committee their choice of three sites for the proposed school. All were quite acceptable, but the committee felt that if they removed the school from Montreal, it might be deprived of the contributions from the benevolent of this city and therefore its main source of support. The search for a suitable house was then postponed until the spring and the matters of subscriptions and applications

76. Widd, T., "History" p. 7

were given preference.

On the 19th of January, 1869, another meeting was held to report on progress. The sum of \$5,950 had been subscribed and more had been promised. Furthermore, the Hon. Secretary - Treasurer had sent out hundreds of circulars to ministers in all parts of the Province to obtain the names, age, sex, circumstances, etc., of all Protestant deaf-mutes of the Province. The results of these circulars were known on January 26th, when of the 250 circulars sent out, only 23 had brought replies. Of these, only 5 were reported as deaf-mutes and 5 as blind.

On the 10th of March, 112 replies had been received, reporting 38 deaf-mutes, 8 of school age; and 34 blind, 5 of school age. Due to the return of approximately only half the circulars sent out, it was decided to send these circulars out again. The results of this effort were known on April 30 when 210 replies were received. There were 57 deaf-mutes, 35 males and 22 females. Between 16 and 21 years of age, there were eight females and five males and between 21 and 30 years there were four of each sex. It must be assumed then, that the remaining 36 were under 16 years of age. There were no further replies concerning blind Protestants.

Having obtained this information, the committee next wished to know the best ages at which deaf-mutes could be educated. Mr. Widd and several experts in this field, who unfortunately were not named by Mr. Widd when he wrote his report, gave as a reply between the ages of 7 and 25. They also recommended the education of the sexes together, but advised a separate school for the blind. Since there was a greater

demand for a school for the deaf, the committee decided to pursue their efforts to establish this school. They, however did not refuse applications from the blind, as they felt that they could be accommodated in the school. At a meeting held on the 15th of December, 1869, the Rev. Collins Stone of Hartford, recommended that the committee "make a trial with a small school under the management of the writer (Thomas Widd),⁷⁷ with his wife as matron". The search began in May 1870 and by July a suitable house and grounds had been found. They were located "in a very healthy locality, just outside the city limits, (Cote St. Antoine), at an annual rental of \$400, with⁷⁸ an option of purchase within five years for \$8,000".

The house could accommodate twenty pupils but there was not sufficient room for the teachers. However, the attic was fitted up as a dormitory, and the double doors of the parlor were removed so that this could now be used as a school - room, a sitting-room for the pupils and a chapel. Baths were installed and all in all in those first few years although the small house was "well-filled", its inhabitants were comfortable and content. The Board of Management was also satisfied that a very worthy cause was at last being given the attention it deserved.

The 15th of September 1870 saw the opening of the school. It was formally opened however on the 1st of November, 1870 by the Protestant Bishop of Montreal and Metropolitan of Canada. In the first year there were thirteen boys and two

77. ibid p.6

78. ibid p.7

girls in attendance. A deaf and blind girl had been admitted but due to poor health, it was necessary for her to return home. Those pupils who were in attendance spent "eight hours a day, six days a week in the schoolroom. Three hours a day were devoted by the staff to teaching different kinds of work about the place and to training the pupils in habits of industry."⁷⁹ The principal attended to the correspondence and the monthly accounts as well as the reports for the meeting of the Board of Directors. The matron, along with the cook and the two girls who were pupils there, looked after all the domestic work. The matron as well instructed the classes of those pupils of lower intelligence. On Sunday, both the principal and his wife, the matron, spent three hours with the pupils in instructing them in religion by means of sign-language.

The following year, Miss Clara Bulmer was engaged to instruct semi-mutes in articulation. This relieved Mrs. Widd of her schoolroom duties to a great extent. Mr. Henry A. Porter was also engaged to teach the older boys the basic facts of carpentry. He had been the year previously the senior pupil in the Institution. Printing was also added to the list of subjects studies, and was taught by the principal. The changes were furthermore carried out regarding the amount of time to be spent in studying. The hours were reduced from eight to five and now five days a week were spent on subjects instead of six.

While changes had been going on inside the school, others had been taking place in the City of Montreal. The

79. *ibid*, p. 8.

expansion westward had begun and of course the value of land in that direction had started to rise. Consequently, the property occupied by the school had risen in value to such an extent that it had become too expensive to operate the school in this location, even though they received Provincial aid in the form of a grant of \$1,000. Another factor which gave rise to this unsettled feeling was that the buildings were too small and the ground around them too limited.

1873, and the Board of Managers were still looking for suitable accommodation. Efforts to encourage new pupils to enter the school had by now been dropped as more could not be accommodated. The one bright light in the picture occurred on January 20, 1873, when the Governor-General of Canada, Lord Dufferin and Lady Dufferin visited the school and conversed with the pupils in the double-handed alphabet.

In 1874, "the Board of Managers carefully considered their situation and decided to sell the property now owned."⁸⁰ This decision was arrived at primarily because the Managers had secured the offer of five acres of land in Mount Royal Vale at a moderate price. The cost of the land was not set down in the report, however it was proposed to erect buildings on this land at the cost of \$25,000. Due to a financial depression prevalent at this time, insufficient funds were on hand and it was decided to postpone a further canvass until a more suitable time. In the meantime, however, "the Quebec Government increased the grant

80. Report of the Board of Managers, June 30, 1874.

from \$1,000, to \$1,729".⁸¹

Matters became worse in 1876, when failures in trade and financial depressions were universal. The school was without funds and much in debt. In order to maintain operations, "the secretary-treasurer and the president advanced money from their private funds."⁸² Then, unexpectedly, the Board of Managers received the following letter and recorded it in the Minutes of the Sixth Annual Meeting, November 29, 1876:

Sherbrooke Street, Montreal,
November 24, 1876

Charles Alexander, Esq.,

President Protestant Institution for Deaf-Mutes.

My Dear Sir: I have always had a warm sympathy for the deaf-mutes, and have observed carefully the efforts to improve their condition. Seeing that they do not come under our School Board, and that the present accommodation is altogether too limited, I have decided on procuring a lot of ground in a healthy situation (Cote St. Antoine), on which I propose to erect a building capable of accommodating about fifty pupils with their teachers, and, when completed, to donate it to trustees for the use of the Protestant deaf-mutes of our Province, trusting that it may receive a liberal support from our charitable public, and that a large number of this afflicted class may receive in it education fitting them to gain independent livelihoods.

The ground measures 300 x 241 feet. Accompanying this note is a sketch of the proposed building, which please place before Mr. Widd, principal, and your committee, from whom I shall be very happy to receive any suggestions relative to plans.

Yours, very sincerely,

Joseph Mackay.

This most generous gift was thankfully received by the Board of Managers and agreements were soon arrived at between

81. Report of the Board of Managers, June 30, 1875.

82. Widd, Thomas, "History", p. 13.

Mr. Mackay and the Board. Under the direction of Mr. John James Browne, a Montreal architect, the building of the school was begun in 1877 with the only change of plans resting in the fact that the building was now to accommodate from eighty to one hundred persons instead of the proposed number of fifty. A detailed description of this building, presumably written by Mr. Widd, is to be found in the Appendix.

On June 6, 1877, Mr. Joseph Mackay presided at the ceremony of the laying of the corner-stone. At this time, he was presented with a beautiful silver trowel, for the ceremony, which is today preserved in a glass-topped case and kept in the office of the school. Before laying the corner-stone, Mr. Mackay briefly reviewed the history of the school and referred in particular to the untiring efforts of Mr. C. Alexander, Mr. F. Mackenzie, Mr. T. Cramp, Mr. A. Allan, Mr. Dougall, sr., and Mr. T. Widd. He furthermore explained his reason for donating the building and the ground on which it stood—"Several conversations with Mr. Widd who spoke of the immediate necessity of larger buildings and the difficulties in obtaining funds, led to this decision, specially when mentioning it to a relative, the reply was, 'Why not do it yourself?'.⁸³" Mr. Mackay concluded by saying, "I trust and pray...for years and generations to come the Institution may through the Divine favour prove a source of manifold blessings to the afflicted class whose good it seeks, and may never lack generous, warm-hearted friends, and

83. Laying of the Corner-Stone, Appendix VI, page 213.

wise instructors to carry on the work".⁸⁴

Although efforts were made to complete the new building by the fall of 1877, it was January before pupils and teachers could occupy the school. The formal opening of the Mackay Institution for Protestant Deaf-Mutes took place February 12, 1878. Although the name had not been officially changed, the change had been applied for and was carried out with the passing of an act to amend the Act of Incorporation. This was accomplished on March 9, 1878 by the Quebec Legislature. The complete text of this act will be found in the Appendix, and has already been reviewed in the third chapter. From an account of the proceedings written by Mrs. Ashcroft, one of the principals of the school after Mr. Widd, the following information is derived.

"In front of the (school) two evergreen arches were constructed. An immense number of Montreal's leading citizens were present, amongst whom were the Lieutenant-Governor of Quebec, His Lordship the Metropolitan of Canada, Dean Bond, Dr. Dawson, Principal of McGill University, Lieutenant-General Smyth, U.S. Consul-General C.J. Brydges, Chas. Alexander, Alderman Clendenning, T. Cramp, F. Wolferstan Thomas, F. Mackenzie, Captain Smyth, Joseph Mackay, Edward Mackay, Rev. Dr. DeSola, Colonel Dyde, and most of the city clergymen. Precisely at a quarter past three o'clock the royal salute by Bugle Major Clapham of the cavalry announced the approach of the party. Their Excellencies were escorted into the hall and conducted to their seats by Mr.

84. Loc. cit.

Charles Alexander, the president of the (school), the vast assembly rising.

Rev. Mr. Mackay, of Cote Street Church read the parable of Christ healing the dumb from St. Mark, and also the twenty-ninth chapter of first Chronicles from the tenth to the twenty-second verse. His Lordship the Metropolitan of Canada (Bishop Oxenden) then offered up a prayer. Following this, Mr. J. Mackay said:

"May it please your Excellencies, Mr. President, ladies and gentlemen:

It is exceedingly gratifying and encouraging to the friends of the Institute that your Excellencies have become the patrons, that the Governor-General and the Countess of Dufferin are present today to inaugurate its opening, thus following the example of Her Most Gracious Majesty the Queen, who is ever ready to promote the good of her subjects and the relief of the distressed. I am pleased to see here today so many friends of the afflicted persons for whom this building is provided. I congratulate the founders and constant supporters - many of whom I see here present - on the good work they have accomplished. And now, good friends, one and all, in providing additional accommodation, I throw on you additional responsibility and afford you greater scope for future usefulness. But let me say I feel that you have only to hint at what is needed in order to induce others to give freely, as "stewards of God", appointed to support this Institution. We in the enjoyment of all our faculties, are hardly able to realize the deprivation and isolation of the deaf and dumb - by whom we are surrounded - cut off, as they are, from the tones of home."

Mr. Mackay went on to say that in some homes three and four afflicted ones were to be found, and that this should call for the sympathy of everyone. They all hoped to see their Institution grow in strength in the years to come.

He praised the governors and managers for the success that had attended their efforts. He believed that many present at this opening did not know the great work that was being done. From this time forth let each one say, "I will contribute my might also," and the reward would come from God. "In as much as ye have done it unto one of the least of these my bretheren, ye have done it unto me." He continued:

"In sincere thankfulness to God that I have been instrumental in alleviating the suffering of my countrymen

I pray for life in the future to see God bless the work, that when we of this generation are called away there may be many kind friends ready to fill our place and carry on His work." Then to God alone be all the praise."

Having again praised the managers and called upon the citizens to help them in their work, he concluded:

"I have the honour to present to your Excellencies the deed of this building for perpetual use of Protestant deaf-mutes of the Province of Quebec. God bless the 85 Queen and her worthy representatives now amongst us."

Mr. Charles Alexander then stepped forward, and, after a few prefatory remarks, read an address on behalf of the Board members of the (school). In it he thanked their Excellencies for being present at this time for by their presence the afflicted were given hope and encouragement and those in a position to aid in this cause were inspired to do all they could. Mr. Alexander specifically referred to the generosity of Mr. Mackay and expressed the hope of the governors and the managers that "the well-known liberality of the citizens of Montreal will continue to support this Institution and enable it adequately to fulfill the enlarged sphere of usefulness which is now open to it."⁸⁶

"An address on behalf of the pupils was read, the text of which is not available, and then a little girl named Jessie Macfarlane, one of the pupils, presented a bouquet of flowers to Lady Dufferin, who smiled graciously when receiving them.

The Governor-General then replied to Mr. Alexander's speech.

85. Ashcroft, H., "History of Mackay Institution for Protestant Deaf-Mutes," Histories of American Schools for the Deaf, 1893.

86. Alexander, C., Address on the occasion of the Dedication of the Building, Appendix VII, p. 215.

"Ladies and Gentlemen. I can assure you it gives me a very great pleasure to have been permitted to take part in the celebration of this day. Never do I feel more at home amongst you, never do I feel greater pleasure in doing my official duties, never do I feel that I am more fitly representing Her most gracious Majesty than when by my presence I testify my sympathy with those who, like the managers of this Institution and like their friends, and especially like Mr. Mackay are trying to relieve the distressed and lessen calamities like those of the persons on whose behalf we are assembled together this day. Some years ago I had the pleasure of visiting this establishment, when it was then in a different condition, being in a small house, capable of containing a few people. Now I find myself under the roof of a palace. It was then the grain of mustard seed; it has since become a great tree, under the protection of whose branches its inmates dwell. I am sure it must be a gratification for Mr. Mackay to know his efforts are appreciated. The presence of such an audience is proof of this. Most heartily do I wish success to all your endeavors and most warmly do I congratulate you upon such a measure of success".

In conclusion, His Excellency declared the building⁸⁷ open for the purpose for which it was erected"

That year there were twenty-six pupils at the school and more had applied to come the following year. The number of pupils continued to increase until in 1895 the Managers felt justified in erecting an addition which gave "two large play-rooms, one for boys and the other for girls, with separate entrances, comfortably heated for winter use"⁸⁸ In 1905 a gymnasium was attached to the boys' play-room and was "fitted up at the expense of Mr. David Morrice, one of the Vice-Presidents"⁸⁹ By 1911 the pupil population of the school had risen to seventy-six. This was dangerously close to the number provided for when Mr. Mackay donated the building. In point of fact, more room was

87. Ashcroft, H., "American Histories"

88. Report of the Board of Managers, 1895.

89. Report of the Board of Managers, 1905.

urgently needed. The Managers had foreseen the necessity to enlarge the buildings, but it was not until 1912 that this plan was carried out. According to the Manager's Report of 1912, "additions and improvements have been successfully accomplished and the (school) has now accommodation for twenty-five more pupils, besides suitable private rooms for the teachers. Also additional toilet and bath apartments, commodious dining room and class-rooms, which will enable the Superintendent to have the Deaf and the Blind instructed in separate class-rooms. Furthermore, the main hall, or class-room is most suitable for the services held on Sundays, exhibitions of the progress and attainments of the pupils, reception of relatives and friends at same, entertainments and other amusements for the pleasure and benefit of the scholars." In 1925, a new Kindergarten classroom was added above the shops, as recorded in the Manager's Reports for that date. Ten years later, eight new classrooms were added, plus a medical room and the Manual Training Department was enlarged. Two years later, the girls in attendance were the recipients of an equipped Domestic Science Room. This was the last of the major structural changes in the building. A complete description therefore of the present day building follows. In the basement of the original building, apart from the small furnace room, there is also the Home Economics room which contains now one stove and several working tables. On the opposite side of the hall to the Home Economics room is the kitchen, with its storage space, scullery and electric dishwasher, preparation tables, and two large black-topped gas stoves. On the same side of the hall is the boys' locker room, which is used for outdoor clothing storage. Beyond

this room are two small rooms which are used as staff dining rooms. Across the hall is the laundry room which is a storage room for the laundry which will be sent to or received from the Montreal Laundry. Beside this room are two washrooms, one for the teaching staff and one for the maids, the latter of which also doubles as a sitting room. The furnace room and dry storage cupboards occupy the remaining space between the washrooms and the Home Economics room. Extending beyond the original building to the back of it and verging on ground level is situated the children's dining room. This is a large bright room painted pale green with bright red doors and given additional colour by the flowering plants on the window sills. The tables, which are covered by tablecloths, seat approximately eight children. Beyond the dining room is the gymnasium, which is a moderately sized room equipped with two baskets and four mats, but is not used due to the lack of equipment. On the other side of the gymnasium is the carpentry shop. This room is smaller than the gym and contains an electric motor powered woodworking machine, jointer, saw table, boring machine, variety molder, band saw, turning lathe and cabinets containing small tools.

On the first floor, to the left of the entrance, is the auditorium. The chairs are moveable thus allowing a large floor space for a variety of activities. Typing is taught in this room thereby accounting for the set of seven typewriters kept to one side. To the right of the entrance, are the two offices, one for the secretary of the school and one for the principal. Across the hall from these is the Kindergarten room and beside this is the teachers' sitting room. A dental room and a small

office for campaign purposes are also in this section of the building. Situated on both sides of a hall leading directly from the main entrance, are a total of eight classrooms, capable of accomodating ten pupils each comfortably. These classrooms are directly above the children's dining room. A small children's library and a playroom for the girls are located near the end of the hall. To one side of the playroom, is the locker room for the girls who keep their outdoor clothing there. At the end of the hall are the weaving and sewing rooms. There are sixteen looms of various sizes in the weaving room and a power sewing machine as well as electric and treadle sewing machines are in the sewing room. Large tables are in evidence here and compartments for each girl to store her sewing in are along one wall.

The second floor of the building is reached by one of two wide staircases which lead directly off the entrance hall. The exact specifications are given in Appendix V. At the north end of the hall and directly over the offices, are two Infirmaries. One is for the girls and the other for the boys. There are four beds in one room and five in the other. The nurse's room is across the hall from these. The supplies for the Infirmary are kept in cupboards in the hall. One other bedroom is kept as an isolation room. The girls' washrooms are on either side of the staircase. The Matron's room is at the head of the stairs and three other staff members have their rooms at the south end of the hall. Also located here are two classrooms, both for beginners. One of these used to be used as a typing room. A room containing a darning machine and two commercial sewing machines completes the rooms which are in the original building. A short

hall leads from the central staircase to the girls' dormitory which is above the classrooms on the first floor. On either side of this hall are a total of four staff bedrooms all comfortably furnished. The dormitory contains twenty beds. The walls are painted green and the brown metal beds are covered with bright yellow spreads thereby lending a cheerful note to such a large room. There are toy boxes, tables and a doll's house for these girls who range in age from six to twelve. Lastly there is a small sitting room with a television set. This room is located next to the Matron's room and the times for viewing television are carefully regulated.

The third floor is reserved for the three men teachers who live in and for the boys' sleeping quarters. The arrangement for them is similar to the arrangements for the girls. There are two washrooms for the boys and one for the staff. Two large dormitories are provided for the junior boys and four smaller ones for the senior boys. A common room is also available for study and when not in use for such, for play.

A three-storied twelve room house to the north of the school is used as the senior girls' residence. There are three or four girls to a room, depending on the size of the room and the maids' quarters are on the top floor. This house contains all the regular facilities of a house of this size.

I have not dealt with the equipment to be found in the classrooms since this will be discussed in the chapter dealing with the teaching methods in this school.

In addition to changes in the building, there were also changes made in the amount of property under the control of the

school. Mr. Hugh Mackay donated lots 81 and 82 fronting on Decarie, to the school. Later, lots 78, 79 and 80, on Decarie and lots 65 and 64 on Prud'homme were added. With this arrangement, the Girls' Residence, mentioned above, was established in a house next door but one to the school, on the north side. In 1951, the house between the Girls' Residence and the school, was put up for sale. Senator C. Wilson and Mrs. R. Loring bought this house and donated it to the school. Since this time it has been used as the residence for the principal.

"Mackay School is supported partly by income from endowments, partly by Government grant, partly by contributions from the Montreal School Board and from the School Boards of Verdun, Westmount, etc., to the extent of \$60.00 per pupil per anum,⁹⁰ and partly by fees paid by parents who are able to do so. The balance must be made up from private subscriptions. In order to gain the support of the public in this undertaking of educating the deaf, the school requires and receives much needed publicity. This publicity comes in many forms. It may be a direct appeal for funds, as in the Montreal Standard June 2, 1945, "Institution Seeks \$12,000 to Help Train Deaf Mutes" or as in the Montreal Star May 19, 1943, "Mackay Institution Appeal". In such cases, the writers of the articles employ their best techniques of word manipulation so that while they are acquainting the public with the aims, the products and the effects of such a tremendous undertaking - and who could question such a statement - they are also appealing for funds in such a way as to convince the

90. Report of the Auditor, 1924.

reader that his contribution would be most welcome. Although a contribution in the line of money is the direct aim of these articles, sometimes, as a result of the reader's interest being drawn to the situation, he is able to contribute to the cause in other ways which may include employment, participation in the donation of equipment for the school or gratuitous services in some of the projects undertaken by and in the school. In some of these appeals, pictures of teachers and children using their special equipment, as in the appeal of 1958, when the Montreal Star on February 26 carried two such pictures, are used in conjunction with a description of the programme carried on by the school as well as the number of students attending and the state of the school's financial affairs. Which ever method is employed, the material is always accurate and concise.

Since the school is dependent partly upon the donations of the public, the management tries to keep the people informed about its progress. One form this takes, is in the picturing of the use of a new unit or machine. For example, in the Herald on October 8, 1949, there is a picture of the new dental unit, complete with posing patient, one of the students, which was being presented to the school and was being accepted on its behalf by Mr. Blanchard, the principal. The donors in this case were the members of the Rotary Club of Montreal, which just 14 years previous to this donation had given them their "old" dental unit. This latter information having been supplied by a short column which accompanied the picture. Similarly, on November 28, 1951, the members of the Snowdon and Mount Royal Kinsmen's Club presented the school with a Trainear, complete with ten headsets.

A picture and short explanation of this machine was carried in the Montreal Star for that date. One of the most recent donations in the way of equipment was made by the members of the Dalse Welfare Club and was pictured and described in the Montreal Star, the Gazette, and the Monitor on March 13, 1958. The donation was a multiple hearing aid unit (MHA) through which 10 students, wearing head-sets can listen at one time to recordings or an instructor's voice. On November 28, 1957, the school received further publicity through an article written in the Monitor about two of the school's very capable teachers - Mrs. Blanchard and Mrs. Higgs. Their work was described and some of the equipment they use during the course of a day was shown. A year before, on February 24, 1956, the Gazette carried an article which concerned itself mainly with the teaching of the young pupils and Mrs. Hashimoto, their teacher. The accompanying picture showed a portion of a primary grade school-room, several children concentrating on an abacus and their teacher teaching them how to count.

These pictures and short explanations which accompany them do not always explain the methods of teaching used by the school. Therefore on many occasions, a more complete report of the work of the school has been given through the medium of the press. For example, on May 24, 1951, Mr. Blanchard explained some of the intricacies of their teaching to a reporter from the Monitor and it was duly recorded on the date mentioned above, under the heading "Learning Simple Phrases is Progress for Mackay Lad". Also in the Monitor but in December, 1943, Mr. Blanchard described the new report card and explained the way in which it would be marked. This was done under the heading "Mackay School

Devises New Type of Report Card". In February 1943, Mr. Blanchard informed the Optimist Club of the work being done by some of the pupils to aid in the war effort. He also told them of the intentions of the school to aid in the re-education of those who returned deaf from the results of the war. This address was recorded in the Monitor on the fourth of February. This class for adult deaf was again brought to the attention of the public on December 10, 1948 in the Montreal Star, this time under the heading "Lip Reading Brightens Future for Class of Deaf Adults". Mrs. Bang who directs the classes in weaving, addressed the American Women's Club on November 22, 1950. At this time she told not only of her own department's work but also of the work of the school as a whole. A summary of her talk was recorded in the Montreal Star and in the Monitor on the previously mentioned date. The Standard in May 1951 carried an article on teaching at Mackay School but in a slightly different manner from former reports. This article concerned the scouting programme carried on at the school. The heading read "Their Actions Speak Louder than Words" and was written by Dick Draper. A rather unusual form of publicity concerning the work done at Mackay occurred on May 24, 1946 over station CFCE at 4:45 p.m. At this time Paul Service Stores presented a broadcast entitled "Distinguished Service". In this programme they gave a brief outline of the history of the school and the work which the teaching staff was doing. Although the writer has referred to the press reports of recent years, the school was receiving substantially the same type of publicity from the time of its founding. On June 13, 1871 the Montreal Witness carried a report

of the public examination of the pupils. This was done each year until June 1917, when the Montreal Herald reported on the last public examination. From this time on various guest examiners visited the school to question the pupils, but no specific report to the press was given out and the general public was not invited. Later on, "Open House" was held at which time those who were really interested in the work of the school could see at first hand the work being done, which would seem to the writer a much more satisfactory way of understanding the problems faced and eventually pretty well overcome.

Among the many visitors to the school were the Patrons. Their presence at the school was reported in the newspapers and this information was usually accompanied by a photograph taken at some point in their inspection of the school, the photographs being used in comparatively recent times. Among the more recent Patrons to visit Mackay School were the Governor-General, the Earl of Athlone and Princess Alice. The Gazette reported this visit on January 21, 1944, complete with a picture of the honoured guests, Mrs. Loring, the president, Mr. Blanchard and two of the pupils of the school in one of the class-rooms. The Monitor carried a similar coverage of the visit of Viscountess Alexander, March 11, 1948. Another person vitally interested in the welfare of the deaf and who visited the school was Mrs. Spencer Tracy. The Gazette on February 1, 1952 carried a report of her visit. The Mackay School received more publicity than it had ever expected as a result of her visit and in particular her talk at the Montreal Westward Rotary Club. Conflicting points of view as to the best system of education to use were aired

in the Gazette and the Star on February 20 of that same year. As a result of this, the public was once again informed of the methods in use at the school and from Dr. Mackay's "Letter to the Editor" was led to understand these methods more clearly.

The story which tells of a triumph over great difficulties is the one usually read by the public most avidly since it gives to the reader a certain sense of satisfaction in the accomplishment of a goal which he is able to share as a vicarious experience with the doer of the action. One such story appeared in the Standard on July 9, 1949. It was entitled "I Conquered Deafness" and was written by Zoe Bieler who had interviewed Sol Levine. Mr. Levine was admitted to Mackay School in 1932 and when he left in 1937 to join his brother's firm, he delivered the Valedictory address. This story of his determination to live as near normal a life as he could, must certainly have given others so afflicted encouragement to do likewise. His closing words are well worth noting: "No one cares to associate with a sourpuss, but a happy person is welcome anywhere- deaf or not". On July 3, 1958, the Monitor carried another success story. "Pair Overcome Deafness, Now Going to University" was the headline. The principles in this story were Caroline Emslie and John Potts and both had been admitted to Gallaudet College, Washington, D.C., the only college for the deaf in the country. Once there they would join two former graduates of Mackay School, Patricia Stewart and Pierre Sevigny. Certainly it would seem that such favourable publicity as this would make the public more aware of the work being done by Mackay School to help these deaf children to lead near normal lives. It seems that not only the public must be

aroused from its lethargy. In an article in the Gazette on March 31, 1958, Rev. Pierre Hurteau, the director of the social service organization of the Institution des Sourdes Muettes, stated in a report to Quebec Health Minister Albiny Paquette, that many children attending the Institution des Sourdes-Muettes and the Mackay School for the Deaf. could profit by hearing aids "of which they are now deprived". Father Hurteau pointed out that provincial and federal health ministries contribute 50 per cent of the cost of orthopedic instruments furnished to cripples. "The deaf child has as much need of a hearing aid as a crippled child has of a brace or crutches," he said. He stated further that proper training and the use of modern aids could assist the deaf child in his mental development and allow him to integrate into normal society.

Valuable work is now being done by welfare groups at every level which is an encouraging sign that responsible bodies are beginning to accept responsibility for the education of children. Additional provincial assistance may follow this new trend.

Chapter V

The Financial History

The history of a school may be traced in many ways. One of these is by a review of its financial history. The following summary therefore will help to give a clearer picture of the history of Mackay School for the Deaf.

The English-speaking benevolent Protestants of the City of Montreal held a meeting of those interested in deaf-mute instruction January 7, 1869, as has already been state. At this time they knew of no fixed sum of money which they would receive from the Provincial Government for this purpose. Accordingly, they appealed for public subscriptions. By the 19th, of January of the same year, the sum of \$5,950 had been subscribed, and more was promised. By April 5, 1869, an Act of Incorporation had been obtained and work had begun in earnest. The sum of \$173.54 was spent on the publicity campaign for the school which not only included circulars, postage and other such incidentals but also a translation of the Act of Incorporation for \$5.00 and the printing of the Act for the sum of \$25.00.

In May 1870, a suitable house was found and was rented for \$400.00 for the year. In addition to this, certain alterations and improvements had to be made which required the sum of \$1,487.70. Household expenses came to \$1,397.33; furniture cost \$578.46, and school supplies took \$62.84 of the remaining amount. September 15, 1870 was the opening day for the school and fifteen pupils were admitted. Of these five were free pupils, six paid

\$90.00 a year and the remaining paid from \$20 to \$40. for the year. A total of \$4,152.65 had been received from subscriptions. When the debit and the credit sides of the accounts had been totaled there remained \$617.14 which could be carried over to the following year. During this year the corporation had renewed its efforts to obtain Provincial aid. They were repeatedly turned down but their efforts were rewarded the following year.

In 1871, the Government of Quebec granted \$1,000, to the Protestant Institution for Deaf-Mutes as it was then called. This was in addition to the fees collected which totaled \$520. Although the full fees had been set at from \$100 to \$120, the average payment made was \$40.

By 1874, the pupils' fees totaled \$709, which in accordance with the increase in enrollment, could not be considered as a sizeable increase in the accounts of the school. The Endowment Fund, which had been created unofficially by donors rather than by the management, now contained \$462.00. This amount was made up by the charitable bequest of the late Mrs. J. White of \$212, and that of Mrs. T. Hart of \$250. The total collections and subscriptions for this date were \$1,032.35, a considerable increase from the preceeding years. One unusual donation of \$100, was made by the young ladies of Miss Scott's Seminary. They had formed a society and called it the "Hope Society", having as its object the development of sympathy, for the afflicted and to raise funds to educate them.

A financial depression began to loom at this time. Subscriptions dwindled and the school became desperate for funds. By 1876, failures in trade and financial depressions were universal

and the school was without funds and in debt. Fortunately there were still some people in the city who had not been caught in this slump. One of them, Mr. J. Mackay, offered to come to the rescue of the school at this time, as has been previously mentioned, and donated a desperately needed new building as well as the land on which it stood. If regarded in terms of a money donation, it amounted to \$35,000. In addition to this, the school received an additional grant from the government so that this amount now totaled \$1,729. The following year, the City and District Savings' Bank (Montreal) gave a donation of \$100, which it continued to do annually until 1907 when it reduced its donation to \$75. This amount was subsequently reduced again to \$60.00 in 1916 and after 1919 there is no record of any further donation from this bank. Since the managers were not in the habit of doing their banking at the City and District Savings' Bank, it does not therefore seem surprising that this donation should cease to be given.

In spite of increased financial aid, by 1878 there still remained a deficit of \$790.72, as well as a considerable amount in outstanding accounts. The expenses of the new building were expected to be greater and the managers were undecided about admitting poor children. By the end of 1879, due to the bequest of Mr. Thomas Bell, the deficit was reduced to \$333.67, however the outstanding accounts were still considerable and the pressing need for workshops where the boys could be taught trades which would benefit them when they left school, had not been alleviated.

The next year brought an all-out effort to collect

enough money to pay for work shops. The campaign was successful in that \$2,691.27 was collected. When the shops were completed, the managers were very happy to report that for the first time in several years, they had a balance to their credit. In 1881, a motion was made and carried to the effect that the legacies received that year would form the nucleus of an Endowment Fund.⁹¹ This fund was to rise rapidly in the years to come as shall be indicated.

The following year, 1882, the property on Cote St. Antoine was sold and the results of the sale added to the payment of a floating debt of \$5,500, relieved the Board of Management of a total debt of \$13,500, with its accompanying interest. That same year, the managers received a legacy from the late Joseph Mackay for \$2,000, to which the Executors of the aforementioned's will added \$3,000. Furthermore, they also received a legacy from the late Mr. David Lohead of 100 shares of the stock of the Banque du Peuple, equivalent to \$5,000, at the par value. This greatly increased the amount in the Endowment Fund.

In 1891, the long-sought for increase in government aid was achieved. Through the efforts of the Premier, the Honorable Honore Mercier, the government grant was increased to \$3,000. The Premier had visited the school and had offered a gold medal to be competed for amongst the scholars. At the time of his visit, he had been so impressed with the work being carried on there that on his return he was able to effect the change in the grant. Two years later, in 1893, the government gave a grant for education of \$1,600, in addition to the \$3,000 secured in 1891.

91. Minutes of the Eleventh Annual Meeting, October 29, 1881.

In order to square off the property, in 1895, Mrs. Robert Mackay donated \$1,000, which was used to purchase a portion of land facing on the street in the rear. In her report for that date, the Superintendent, Harriet Ashcroft, states, "Today we compare favorably with the best equipped schools of our size on the continent. The resources of the Institution have been increased by numerous legacies, principally those of the late Messrs. Mackay, until now the total value of the property including the Endowment Fund amounts to the handsome sum of \$111,717.51."

Until 1907, there had been no change in the amount of fees paid by the pupils of the school. Although the fees had been set at between \$100 and \$120, few had paid the full amount and some had paid nothing. For example, in 1875, there were twenty-five who attended all year, among whom there were 15 who were educated free and 10 who paid fees, so that the total amount collected in fees was \$790. Five years later, in 1880, there were 34 in attendance of whom 14 were free and 20 paid fees to the sum of \$1,435.10. Although the attendance had risen to 41 by 1890, the fees from the pupils had only risen to \$1485. Seventy pupils in 1895 brought in a total of \$1,680.40, in fees. By 1900, more were able to pay for their education so that with 62 in attendance, a total of \$2,071.50 was realized. However, living expenses continued to rise and as a result, the Board of Managers found it necessary in 1907-08, to raise the fees for the residents of Quebec to \$150 and for the residents of other provinces whose children were attending the school to \$225 for the school year. The total amount collected in fees for that

year amounted to \$2,919.50. This gradually decreased with the approach of the First World War.

The managers had been considering extending the building for several years and in 1911 they proceeded with their plans. These additional buildings had cost \$23,000. Part of this expense was paid by using the accumulated funds in the Savings Bank, \$12,000, which had been reserved for the purpose, and the legacies of Mr. Alexander McDougall and Mr. J. Alexander Stevenson, each for the value of \$1,000. The managers hoped that the deficiency of \$13,000, would be made up by the contributions of those interested in the work of the Institution. They did receive a donation of \$250, for the blind children in their care as well as a total of \$1,427.12 from collections in Montreal, Quebec, Sherbrooke and Ottawa. This was certainly a very small amount in comparison to the sum needed to cover the cost of the new buildings. Even the receipts from the fees had dropped in 1912 to \$1,582.50.

From this year until 1914 substantial bequests were made to the school. Outstanding among them were two made in 1914. From the estate of Miss Mary Dow \$5,000, and from the estate of Mr. Hugh Watson, \$5,000. These legacies enabled the managers to complete the payment on the new buildings. The collections during this time and up until 1916 were gradually falling off. In 1916, the collections amounted to \$1,183, a drop of almost \$300, from previous years. The City and District Savings' Bank had reduced their donation to \$60, and the pupils' fees brought in \$1,314.50, a drop of \$200, in four years when household expenditures were on the rise. A legacy left by

Margaret McFarland in 1916 for \$2,800, was very gratefully received, as was a smaller amount left by Mr. H.B. Picken for \$500. At first 1917, presented an equally dark picture. The war was still raging, costs had remained the same or had risen, collections had decreased to \$1,137, and pupils' fees had dropped to \$989.43, even though there were 70 pupils in attendance. Again as in 1876, it was a member of the Mackay family who helped to see the school through its difficult days. Unfortunately, Mr. Robert Mackay, the benefactor this time, was unable to see the good he had done. He had passed away December 19, 1916, and had left a legacy of \$12,000 to the school.

By 1919, the blind children had been removed to a school of their own, thus reducing the amount of fees brought in. Although there were fewer pupils, those who did attend were able to increase their payments in the cases where they had been admitted free or had paid very little so that the amount received had actually risen to \$2,216.20. Had the blind children remained at the school, these fees would have accordingly increased. The increase in fees from the previous years however was not sufficient to meet the higher cost of living and the resulting increase in the wages of the staff. As well as that increase, the city taxes had almost doubled themselves. Whereas in 1919 the taxes had been \$260.14, in 1920 they were increased to \$588.44. With a thought to the impending increase in the cost of living and administration, the managers, had in 1919 exchanged the \$5,500, which they held in bonds of the City of St. John Railway Co., into Dominion of Canada 1925 War Bonds. The expected

rise in costs were felt much sooner than had at first been anticipated. Therefore, in 1920, the fees were increased. The exact amount, however, was not given in any of the reports for that date. That same year, the Federation of Jewish Philanthropies paid for four of the twelve Jewish children in attendance at the school at the rate of \$100, per year. Previous to this, these children had been admitted for a nominal fee, which unfortunately was recorded only as such. It was also decided by the managers to solicit subscriptions by circular letter as well as by collector.

The following year, 1921, saw 80 pupils register with the school and thereby contribute \$4,366.70, in fees. This was certainly a substantial increase. As well as that, sales from the boys' work shop brought in \$44.15 which was a great encouragement for them.

In 1923 an expenditure of \$4,311.61, had to be made for the city paving tax. Also, additional insurance was placed on the buildings so that a total of \$81,000, was now carried on them. By the end of the year, there was an overdraft of \$6,391.16. In order to help meet this overdraft, in 1924, the members of the Board contributed the following sums: Mrs. Norman Wilson \$1,000; Mrs. Robert Loring \$1,000; Mr. Edward Mackay \$500; Mr. and Mrs. A. Kingman \$500; Mr. and Mrs. G.B. Fraser \$250; and Mrs. Robert Brodie \$50. Also in that year, the Protestant Board of School Commissioners gave a grant of \$1,482, their contribution in accordance with the number of Protestant children from the Montreal area in attendance at the school. This was a year of both increased expenditure and revenue combined. In 1925, the

Federation of Jewish Philanthropies, which before this had paid for up to four children of their faith who were attending the school, now offered to pay the expenses of Jewish children who were not able to pay the regular rates.

Arrangements were made for pupils from Saskatchewan to enter in 1926-27. This was seen as a welcome addition in revenue for the school. That year the average cost per pupil rose from \$272.35 to \$328.64. The School Boards of Montreal East and the City of Verdun in 1929 gave an allowance per pupil in addition to the allowance made by the Montreal Board. The fees from the pupils had now risen to \$13,872.80. These were to increase to \$17,738.41 in 1931 when 102 pupils were registered with the school.

By now, those who were connected with the school or had followed its progress for any length of time, were accustomed to seeing it rise to the peak of financial stability only to plunge or be plunged back into debt. This was the order of events in 1932. The set-back this time was anticipated as the Managers at the Mackay School were fully aware that there was a school for the deaf under construction in Saskatoon. Therefore, in 1932, the 36 pupils from this province were able to attend a school much closer to their homes and the amount usually received in accordance with the arrangements made with the province caused the total fees to drop from \$17, 738.41 to \$6,414.19. The Provinces of Alberta and New Brunswick however still continued to send their pupils to Mackay and due to the higher fees paid by the pupils from outside the province, (provincial assistance being given those who required it), the

drop in the number attending did not necessitate too great an increase in fees. In fact the amount per pupil rose on the average only \$11.84 per month.

Due to a decrease in the enrollment, fewer staff members were required the following year. As well as this, food costs had dropped and changes authorized in the heating system reduced the heating bill by \$1,600. All this had an affect on the cost per pupil so that in 1933, \$34.77 was required per pupil per month. In relation to this, the fees totaled only \$5,324.56. That same year, the School Board contributed \$2,268, and public subscriptions dropped to a new low of \$931. This was attributed to the difficult times and the fact that so many charities were soliciting assistance from the public. The Board therefore made no appeal that year but relied solely on the support of loyal friends. As a result, it was necessary to rely upon the Endowment Fund to contribute more than one-half of the amount required for the annual maintenance of the work. It was pointed out in the Managers' Report for that year that the Government and Municipalities of one of the sister provinces, are required to contribute \$304, per pupil, toward the annual expenses of their school for the deaf.

1934 brought little relief from the above mentioned situation. The Education Committee decided that for the present, admission to the school would be restricted to children having defects of hearing or of speech. This policy necessitated the withdrawal of 18 children formerly in attendance and who were classed as mentally deficient. The cost per pupil rose to \$45.75, per month and the total expense was higher than last year by

about \$3,800. The usual grants were received, however the School Board grant had dropped to \$1,884. All other sources of revenue had diminished. As a concomitant to the depression, the receipts from pupils' fees were lower than for any one of the preceding ten years, amounting to \$4,161.45, with a total of 59 in attendance. Donations were about one-half of last year \$518, and the revenue from Endowment Investments were less than last year by 10%. Since 1930 there had been no legacies left to the school.

In 1935 when many parents were on relief, 34 children were in attendance on a free basis. The amount collected in fees from the remaining 21 totaled \$4,075.97, which included payments made by the Federation of Jewish Philanthropies. Due to the deficit incurred at the end of the last few years, it was decided to raise the fees to \$30, per month for all children and a day rate for non-resident pupils was set at \$20, per month. Legacies were received that year from the Estates of John Carlyle for \$500, and from David Patterson for \$250.

In 1937, the Board of Managers again took up the question with the provincial government authorities, of obtaining an addition to the present grant. That year salaries and wages increased by \$404.27, alterations were made to the building and equipment requiring an expenditure of \$4,799.55 and taxes paid to the City of Montreal were increased to \$2,129.98. This last item was of some concern to the Managers since they received no assistance from the City of Montreal. Three new municipalities were now contributing to the school at the rate of \$60, per pupil per year. The municipalities were Outremont, Westmount and Lachine.

No legacies were left to the school that year, however in 1938 a legacy for \$1,000, was left by Miss Hannah England.

In a letter to Mr. Hepburn, Chairman of the Quebec Protestant Education Survey in 1938, Mrs. Loring, the President of Mackay School, among other things recommended that a request be made to the Provincial Government and/or the Local Municipalities to increase the total grant to \$9,000, per year. This was made on the strength of figures quoted in the Report of the Board of Managers for 1938 stating that the Province of Nova Scotia was assisting their School for the Deaf at the rate of \$400, per pupil per year, the Province of Ontario paid a like amount and the State of New York paid at the rate of \$600, per pupil per year. In contrast to this, the Province of Quebec contributed \$90, per pupil per year. With no allowance from the Charity Fund for Hospitalization service the deficit in some years was increased by the need for this additional type of care. It was therefore felt that this extra grant would certainly help to defray this type of expense as well as provide for those indigent pupils who received free board, medical and dental service, as well as tuition and in some cases clothing.

Beginning in 1940, the cost per pupil rose sharply. In 1940 the cost was \$664, in 1941 \$645, (a total of 113 pupils attended that year thus helping to reduce the costs a little), and by 1942 the cost per pupil had settled itself to \$642. That particular year proved to be one of those recurrent "pitfall" years. After having visited Gallaudet College, Kendall School and Lexington School in Washington, D.C. and New York respectively, the administrators felt that many improvements could be introduced

at Mackay School. This would necessitate a large outlay of money but they felt that it would be justifiable. Beginning in 1940, an attempt was made to "modernize" Mackay. Unfortunately the expenditure exceeded the income and in 1942 the plan had to be abandoned. Securities were sold for \$84,732.46 and others bought for \$12,705, realizing a net amount of \$72,027.46 which was used to repay a bank loan and reduce the overdraft. A circular letter sent out to appeal for aid produced subscriptions totaling \$6,843.66. The Mackay Homecraft Studio, which was begun to help the graduates of Mackay School earn a living during the depression days of the 1930's, advanced \$1,439, School fees from the 96 pupils attending in 1942 totaled \$32,173.89, and the School Board and Provincial grants realized \$8,759.79. Gradually the financial state of the school improved. The following years saw subscriptions rise to a high of \$9,155.63 in 1944. The Mackay Homecraft studio increased its donation to \$6,000, in 1945, this amount was reduced to \$5,000, in 1950 and has stayed as an annual donation since that time.

There were several legacies left to the School between the years 1944 and 1950. Outstanding among them was one from the Estate of Miss Jessie McFarlane for \$1,000, in 1944; Mrs. Mary C. Greene for \$2,000, in 1946; Mr. George Duggan \$2,000, in 1947 and Mr. F.P. Jones \$13,318.96 in 1948.

The appeal for subscriptions which had by now become an annual appeal resulted in \$10,491.35 being received in 1947. Among the smaller but no less substantial donations was a gift of \$300, from the Westward Rotary for auditory equipment. This was not the first time the Rotary Club had aided the School. In

1922 they had donated enough funds for the school to buy a "Victor Safety Cinema" which had since been replaced by them and they furthermore provided for movies to be shown weekly. Another Club which took an interest in the school was the Kiwanis Club which provided tickets to such entertainments as hockey games and the circus. In recent years the Dalse Welfare Club has also taken an interest in the school and has provided expensive auditory equipment which will be referred to more fully in a later chapter.

By 1950, the school had pretty well recovered from its financial depression. The Provinces of Alberta, New Brunswick and a relative newcomer, Newfoundland, had increased their rates per pupil. This meant that the total fees received had reached \$42,506.35 for 80 pupils. As a result the operating deficit was reduced to \$11,351.24, instead of \$20,156.27, the previous year. Subscriptions that year were \$13,390.18, plus a legacy from the Estate of Mrs. Wanda Lee for \$5,000. Dr. Percival's offer in 1948 to pay 90% of the cost of text books and exemption from Dominion Sales Tax granted by Mr. D.C. Abbott, Minister of Finance in 1949, greatly helped to reduce the operating deficit of these years.

In 1951 an unusual but most welcome donation was received from Senator Cairine Wilson and Mrs. R. Loring. This was a gift of property at 3580 Decarie Boulevard and valued at \$7,300. This was to become the principal's residence thus alleviating the need for the payment of a high rent on a house elsewhere. Also that year legacies were received from the Estates of Mr. W.A. Black for 1,400 pounds, sterling, and Mr. G.H.

Montgomery for \$1,000.

1953 and 1954 were two years during which the finances of the school went through several changes. In the spring of 1953, a provincial government grant of \$3,500, was received. This caused some concern as the Managers had not been informed of any changes in their grant. Also, they received \$400, from the Montreal School Board, which was quite a drop from previous grants. The remaining \$3,500, of the \$7,000, provincial grant arrived that fall to the relief of all concerned. In October though, in view of the difficulty in securing teachers, the Secretary was directed to write to the Montreal School Board declining any further subsidy and to send to the Pension Commission at Quebec, a certified statement to that effect. The Pension Act prohibits the payment of a pension to any teacher who is employed by a "subsidized school" and Mackay School receives \$100, per year per pupil who would normally be under the Board's jurisdiction. In spite of the loss of this source of revenue, the income for that year reached \$100,000. Subscriptions alone totaled \$23,670, pupils' fees netted \$61,886; Mackay Homecraft donated \$5,000, plus a television set and other furnishings, the Montreal Westward Rotary donated \$800, and school activities amounted to \$504.58. 1954 saw fees amount to \$72,904, while taxes dropped to \$1,432.34.

In 1954, the Mackay Homecraft Studio announced its intention of granting a scholarship for the purpose of sending two teachers for a one year training course at Clarke School for the Deaf, Northampton, Massachusetts. This scholarship has never been used as very few seem to care for this type of work.

In 1955, the amount set for fees was again changed. Roman Catholics were admitted at the rate of \$40, per month the same as the non-resident fee and resident fees were raised to \$80. The total amount received in fees was \$85,135.65. This amount does not seem excessive when viewed in relation to the cost of operating the school which was \$122,845.34. The sum of \$5,000, was received from the Estate of the late Leila G. Sinkler and \$2,550, was received from the Estate of the late L.W. Anderson.

Beginning again in 1956, the Montreal Protestant School Board granted a sum of money toward the education of pupils who would normally be under their board. This amount was only \$500, in 1956, but it was increased to \$1,400, in 1957 and reduced to \$1,250, in 1958. The Provincial grant was raised in 1958 to \$10,000, thereby surpassing the goal of \$9,000, recommended by Mrs. Loring in 1938. The Mackay Homecraft Studio donation was also higher and amounted to \$12,736.90. A legacy from the Estate of the late Miss Martha Moore for \$15,000, was also recorded that year, along with subscriptions and donations amounting to \$29,143.88.

The writer has dealt here chiefly with four broad phases, i.e., Endowments, Grants, Subscriptions and Fees. There were of course many other much smaller contributions made in the line of food, clothing and treats of various kinds and much too numerous to mention. On the other side of the coin there were many demands made upon the finances which again were small in comparison and varied from feed for the horse to a telephone bill. The writer has tried here to give an overall picture of the

financial conditions rather than a detailed account of every cent spent and received and is very pleased to conclude this review with the financial accounts for 1958 as they indicate that triumph over great odds is possible and therefore leave the writer with the feelings that further improvements are inevitable, barring of course any unforeseen calamity.

The foregoing information was derived from the Manager's Reports and the financial statements for the years mentioned unless otherwise indicated.

Chapter VI

Principals, Teachers and Methods

In an Institution such as Mackay School, effectual methods become practically dependent on the teaching personnel. Deaf children being handicapped, are less self-reliant than hearing children. Their perpetual deficiency has to be compensated for, and their handicap leaves them with peculiar needs. Their teachers, accordingly, are not only trained in teaching skills and attitudes, but they are endowed or gifted with personal qualities and resources to answer the special needs of these children. Effectual methods in the teaching-learning situation, where deaf children were being helped and tutored, can never therefore, be completely impersonal and objectified.

For this reason, the discussion of methods, in this thesis, will not be separated and treated as scientific formulae. Before proceeding further, it should be pointed out that there are various types of deafness and that in teaching these children, a knowledge of the types of deafness should be had by those into whose charge they are placed. These types will be considered here in laymen's terms as background material for this chapter.

First of all to define deafness - "those in whom the sense of hearing is non-functional for the ordinary purposes of life".⁹² This general group may be divided into the following categories. 1. "Deaf-mutes", who come nearest to being deaf and dumb. They have always been deaf, and have never had natural

92. David, H. Hearing and Deafness, Murray Hill Books, Inc., New York, 1947, p. 367.

speech. What speech they may possess has come from special instruction, with the result that it is more or less artificial.

2. "Semi-mutes," who are deaf but who have once had hearing as well as speech; and this speech they are able to use to a greater or less degree, though in time it is likely to become more and more astray. 3. "Semi-deaf", persons, who are only partly deaf and possess a little hearing, though it is too slight to be of real practical use; and who have voices most nearly approaching the normal. They belong somewhere between the really deaf and the hard of hearing."⁹³

The child's deafness may be one of the following kinds. "Nerve deafness, caused by a degeneration of some of the sensory cells in the inner ear, and the hearing loss is usually, although not necessarily uneven. Those who are afflicted with it hear some tones well, some poorly and some not at all. High tones are the ones most likely to be lost. Although the nerve-deaf may not be able to hear high tones at all when the tones are faint, they are able to hear the really powerful high tones just as loudly as anyone else. The range of comfortable hearing between the inaudible and the too loud is greatly narrowed. This effect of abnormally rapid increase in loudness is known as "recruitment" and it may be very annoying. Recruitment is a distinguishing feature of nerve deafness. Recruitment is one of the reasons why tolerance for a hearing aid is harder to acquire when the deafness is of the nerve type. This kind of deafness

93. Best, H., The Deaf, T.Y. Crowell, New York, 1914, p. 9.

can be rarely improved by medical treatment."⁹⁴

"Conduction deafness, which may be caused by plugging the external canal, damping the free movement of the drum, or restricting the movement of the ossicles. The audiometer shows a hearing loss for air-borne sound that may amount to as much as fifty or possibly sixty decibels. There is no loss in bone conduction. It is not much of a handicap to hearing in a noisy place. The sense organ and the auditory nerve are normal and the difficulty in hearing depends on some obstacle to the conduction of air-borne sound."⁹⁵

"Otosclerosis or chronic progressive deafness, which is a common disease in the white race. It is a unique bone disease affecting the bony capsule that surrounds the inner ear. This bone, normally the hardest in the body, becomes invaded by a different kind of softer bone which grows steadily and profusely. The commonest site for the growth of this new bone is in the region surrounding the oval window. Sometimes the cochlea itself is involved and a nerve deafness develops; but the commonest effect of the new bony growth is to fix the foot-plate of the stapes firmly in the oval window so that it no longer moves freely. The resulting hearing loss is obviously a conduction deafness, although in addition, the disease may involve the cochlea and cause degeneration of some of the sensory cells, and the nerve fibers. Audiometric tests show a progressive loss for the high frequencies. Good results with a hearing aid may be obtained,

94. Davis, H., Hearing and Deafness, Murray Hill Books, Inc., 1947, p. 70.

95. *ibid*, p. 68.

but because of the possibility of the development of nerve deafness,⁹⁶ the study of speech reading is desirable."

"Central deafness, which may be described as any type of general disease of the brain, such as brain tumors, arteriosclerosis, cerebral hemorrhage, thrombosis, embolism, multiple sclerosis, syphilis, brain abscess, may affect the auditory pathways anywhere along their course from the auditory nerve through the brain stem and up to the outer layers of the temporal lobe of the brain. The hearing loss produced by all these conditions usually affects both ears but is rarely a total deafness."⁹⁷

"Congenital deafness is used in reference to those who are born deaf. It is characterized by the complete degeneration of essential sensory cells and nerve fibres. There is no doubt that babies may be born deaf and that there is a hereditary tendency for the sense organ of hearing and the auditory nerve to degenerate at an early age without apparent cause. However, all congenital deafness is not hereditary. Maternal diseases such as German measles, mumps and influenza, particularly during the first three months of pregnancy, may cause deafness in the infant."⁹⁸

"Functional deafness or psychogenic deafness leaves the person with a partial or total inability to hear, although there is no structural change in the auditory apparatus itself. The nerve impulses initiated in the ear by sound waves do actually reach the brain, but they are not consciously heard. The functionally deaf do not know that their hearing is still normal."⁹⁹

96. *ibid*, p. 104.

97. *ibid*, p. 68.

98. *ibid*, p. 85.

99. *ibid*, p. 411.

"Aphasia in older children means the partial or complete loss of ability to express ideas by speech or writing. This condition is due to a disturbance in the brain and not in the ear or the muscles of speech. It seems logical to assume that there may be a similar condition in infants prior to the development of speech. Aphasic children do not understand the sounds around them and soon ignore them completely. Frequently they are diagnosed as deaf. Rehabilitation is possible sooner than for a deaf child and if the child starts special education at nursery school age, he is usually ready for normal school life in the second or third grade."¹⁰⁰

There are several theories of hearing which are relevant to this study. "The first law of psycho-physiology in general is the specificity of the sensory nerves. Only by means of nerve impulses in specific auditory pathways can auditory sensations be aroused; and however impulses are set up in those pathways, the sensation is always one of hearing and not of any other sense. No exceptions to the law of specificity of sensory nerves are known and we must accept the practical consequence that when, from accident or disease, the auditory nerve degenerates, no direct substitute for it can be found.

The sensation of pitch depends upon nerve impulses in specific auditory fibres. Stimulation of certain fibres causes us to hear a high pitched tone, and stimulation of others a low pitched tone. This is the second law of important to us.

The third law is that of neural specificity of pitch,

100. *ibid*, p. 370.

formerly known as the 'place theory of hearing'. Nerve impulses pass up a particular fiber and different fibers respond to different bands of frequencies. The louder the tones, the wider the band of frequencies to which each fiber responded. Unless tones are extremely loud, each fiber responds only to a small fraction¹⁰¹ of the entire audible range."

"Just as there are different aspects of hearing - sensitivity, (how weak a sound can be heard?); tolerance, (at what intensity does a sound become uncomfortable or painful?); recognition of pitch, (do pure tones sound pure and musical?); and discrimination, (can a person pick out speech from a background of noise?), so there are different ways in which a person's hearing loss may be determined. For rapid and approximate testing the crude but time-honoured methods - the conversational voice, the whisper, the coin-click and the watch tick - will continue to have their places. Tuning forks may also be used and these determine the principles of high tone deafness and bone conduction. The Audiometer, in its various makes is usually employed today. An audiometer set at zero on the hearing-loss scale produces the average threshold intensities in the ear. The number of decibels that the intensity must be increased above the normal threshold in order to be heard is a measure of the hearing loss of the listener's ear. Thirty decibels of conductive hearing loss is the least for which it is worth while¹⁰² wearing a hearing aid."

101. *ibid*, p. 46.

102. *ibid*, p. 134.

When the amount of hearing loss has been established, a programme for either teaching speech or restoring speech may be begun. "When the hearing loss is complete or nearly so, speech must depend mainly on learning effective use of kinesthetic clues. He must first become acquainted with the nature of the speech process. He must understand the activity that he wishes to control. Particular difficulty is experienced by the deaf in control of loudness and practice in speaking at four or five general levels of loudness and in classifying typical sound environments is necessary to try to overcome this difficulty."¹⁰³

When hearing loss is partial, a good hearing aid can be of great help "...and training in adjusting his own voice and the hearing aid in various situations involving noise is necessary. The balance between his own voice and the background noise is entirely different without the aid than it is when he is using the instrument."¹⁰⁴

It can be seen therefore, that a person diagnosed as deaf may be taught to speak but the naturalness of the speech will depend upon the amount of speech possessed by the person before he became deaf.

In order to attain this goal though, it must be realized that teaching staff, methods and institution are indivisible in schools for children with the deafness handicap. In nearly every case, methods - especially those of personal development

103. *ibid*, p. 314.

104. *ibid*, p. 315.

and training - are associated with the name of a principal or teacher who introduced them into the school and adapted and perfected them so that they became useful for the children. Programme methods as well as developmental methods bear the imprint of a proficient and experienced teaching personality. In the education of any child, the teacher and community communicate to the child the language with which he makes his experience intelligible.

The history of methods in the school is also the history of principals and teachers who were skilled in teaching children with them.

The first principal of Mackay School was Thomas Widd, who to this day is revered as the founder of Mackay School for the Deaf, Montreal. From an article written in the Mackay Bulletin for April 1943 by an unnamed author the following history of this highly respected man has been derived.

Thomas Widd was born in Drifffield, Yorkshire, England, on August 4, 1839. At the age of five, as the result of an accident, he became deaf. Since he could not continue his schooling at a public school, in 1852 he entered the Yorkshire Institution for the Deaf at Doncaster.

Upon completion of his courses there, he found work as an engineer in a sawmill. He had kept in contact with the Yorkshire Institution however and in 1859 he accepted the position of instructor of printing as well as teacher of an academic class at the Institution. Mr. Widd remained there until 1862, at which time, due to poor pay, he decided to emigrate to New Zealand. This plan failed when he did not receive his

wages in time to pay for his passage on board ship. As a result, he worked as a lay missionary to the adult deaf and later as a journeyman printer. At this time he met and married Margaret Fitzakerly, a deaf woman who had been educated at Doncaster.

In 1867 the Widds set sail for Canada to visit Mrs. Widd's father on a farm in Ontario. On the recommendation of Mr. McGann, Principal of the Ontario Institution for the Deaf, Mr. Widd found a job as a printer on the "Hamilton Spectator". He later left this job and found work as a printer in Montreal, with the "Montreal Witness". He was promoted to the position of assistant editor when the editor found that he could write well. In this position, Mr. Widd was able to slip in a few **articles** on the need for a school for the Protestant deaf in Montreal and was thereby able to arouse the interest of a group of philanthropic Montrealers, who in 1870, brought about the establishment of such a school with Mr. and Mrs. Widd as Principal and Matron. Later, when Mr. Joseph Mackay donated a new building which bears his name today, Mr. and Mrs. Widd assumed their same roles.

When Mr. and Mrs. Widd first began the School for the Deaf, they "followed the system of instruction known as Dactylo-logy or finger-spelling, natural signs and descriptive action in conjunction with writing and spelling." ¹⁰⁵ This was the method by which Mr. Widd had been educated and at the time it was universally accepted as the most beneficial. "The deaf employ the sign language mainly in their intercourse with one another

105. Report of the Principal, June 30, 1871.

and with most of them meetings and social affairs are conducted
 virtually entirely in this manner."¹⁰⁶ The order of signs forms
 to an extent a universal language. When the deaf-mute had learned
 the alphabet on his fingers, he was next taught that the written
 word had meaning. This was done by connecting certain words with
 objects around him. After this, he was taught collective and
 lastly abstract terms. The teaching of adjectives and verbs was
 a very difficult job, but when this was accomplished, the obsta-
 cles to the acquirement of knowledge had almost all been removed.
 For instance, if Mr. Widd wished to "teach the sentence, 'A boy
 climbs a tree,' he would write this sentence on the board and
 then illustrate as follows - he would make a sign for A by holding
 up one finger, and for 'boy' by touching the chin and holding his
 hand out to indicate the height of the male person; 'climbs' is
 made out by the descriptive action of the climber, and 'a tree'
 is represented by Mr. Widd holding up his arm, with his hand
 open to imitate the tree top and the branches. The tree waves
 in the school-room and the boy advances and climbs it.

Religious instruction was given to these children most
 successfully by signs, by which the teacher could preach eloquently
 of the goodness and mercy of God and the wondrous love of the
 Saviour, which, in most cases, could not be done by written
 language."¹⁰⁷

So far there had been no mention of speech-teaching.
 In the first year of operation, those children who were admitted

106. Best, H., "The Deaf", T.Y. Crowell Co., New York, 1914, p. 278.

107. Report of the Principal, June 1871, p. 15.

to the school lacked the foundations of language upon which the oral system of communication is based. However, the following year, a pupil who had attended a New York Institution where articulation was the policy, and a semi-mute who had lost his hearing after he had learned to speak, were admitted to the school and therefore it was thought best to employ a speaking and hearing teacher who could further their education along these lines. Accordingly Miss Bulmer was engaged. She was an experienced teacher of hearing children who trained for this position. It was her job to instruct them through the medium of signs and written language as well as hold oral conversations with them and practice them in reading aloud. In this way she tried to retain and improve their power of speech. Although speech-teaching was new to this school, "the New York Institution had adopted the practice in 1818"¹⁰⁸ and of course "there had been sporadic instances of private instruction in speech, as by one's family or friends."¹⁰⁹

In addition to intellectual skills, the pupils were taught manual skills as well. In the beginning these were quite limited, but the principal felt that some form of manual training was necessary in order to train these pupils in habits of industry. The boys therefore were taught carpentry by Mr. Widd, which they applied to practical uses by making articles for the school and by doing minor repair jobs about the building. They

108. Best, H., "The Deaf", T.Y. Crowell Co., New York, 1914, p. 280.

109. *ibid*, p. 280.

were also given instruction in gardening which enabled them to grow potatoes and vegetables which subsequently appeared on the dinner table. By having their efforts appreciated by those concerned, they were gaining self-confidence which would enable them to undertake other tasks.

The girls were also trained with the same thought in mind. Under Mrs. Widd's guidance, they were taught dressmaking, sewing, mending, and household management. As a result, with the help of their teacher and a sewing machine, the girls were able to keep the clothing of the pupils in good repair.

Although the school was not under the control of a church, religious instruction was by no means neglected. The day was begun and ended with prayers which were carefully explained to the pupils. On Sunday a regular Sunday-School was held similar in character to classes held in churches throughout the country. The main aim of such teaching was to instruct the pupils in their duty to God, to their parents and to themselves. They were reminded of the uncertainty of this life and the importance of being prepared for eternity. As a result of this kind of training, there were no serious discipline problems reported, since the discipline in the school was enforced entirely by moral means which reflects upon the thoroughness of the teaching. Even though changes have occurred in other branches of instruction, the pattern of religious training is still in effect today and therefore will not be referred to again.

To the public, the progress of the school seemed to be almost unbelievable. To the principal, the progress of the school was satisfactory but he lamented the lack of workshop facilities.

In his second report to the Board of Managers, he states, "I regret that we have not been able to make much progress in this very important department. I cannot but regard this portion of the training of deaf-mutes as second in importance only to that of their regular education. Indeed, in many instances, the instruction in trades is the only benefit derived from their stay in an Institution. Many of our pupils will be too old to be apprenticed to trades when they leave school and their condition will be like that of inferior laborers. To remedy this we should devote a portion of each week day to teaching trades and this should be delayed no longer."

In 1872, this plea was partially answered when printing was introduced. Mr. Widd, who was experienced in this line, instructed the boys. The principal felt that in a year or two, those who had become proficient in this art of printing would be able to do the work of ordinary journeymen compositors.

Carpentry was also under the guidance of Mr. Widd. The senior boys, under the supervision of Henry Porter, a former student who had received part of his training at the New York Institution, did most of the general repair work on and about the premises. The lessons which led to this repair work began at the bench in the wood-work shop where the boys learned to identify, use and care for such tools as the hammer, chisel, carpenter's square, hand-plane, spirit-level, pliers, screw-driver and the ax. The younger boys worked with the older boys in the manner of apprentices and so gradually learned the fundamentals of hand carpentry.

In 1874, the same course of instruction was being

pursued with one important change. Professor Duncan, a first-class artist well known in Canada, had been engaged to teach the pupils in the higher branches of drawing and sepia. This valuable branch of instruction was receiving a large share of attention in Europe and in the United States as it enabled the pupils to become artists, heraldic painters, engravers, designers or lithographic artists.

Toward the end of 1875, a new system for teaching articulation which had been invented by Professor A.M. Bell, Professor of Vocal Physiology, lecturer on Elocution in University College, London, England, was introduced into Clarke School for the Deaf by Professor A.G. Bell, son of the originator and was experimented with in other schools for the deaf. It was called "Visible Speech" and was a system of universal alphabetics or letters for the writing of all languages in one alphabet. Certain symbols were written upon the board representing the modes of producing vocal sounds and by reading the symbol, the corresponding sound could be accurately produced. Since it was felt that all children could not benefit from the sole use of this method, it was used in combination with the "Combined System". In this latter system, speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. "The choice of methods for a pupil, however, depends on his classification, whether he is a deaf-mute, a semi-mute or a semi-deaf person." Miss Bulmer used this method with nine pupils. Although there

110. *ibid*, p. 286.

is no written record of the exact procedure used by Miss Bulmer,¹¹¹ from Caroline Yale's book, "Years of Building", in which she describes some of the methods being used at the Clarke Institute at about the same time in history, it may be assumed that the lessons taught by Miss Bulmer using this method would proceed as follows - "in articulation drill time, the children spoke giving elementary sounds, combinations and words from the symbols of Visible Speech, mentioned above. Effort would be made to give variety in pitch and inflection." A series of symbols would then be written on the board. These in turn would be translated into English characters. In this way the children learned how to pronounce the words which they read. They then learned to associate the position of the lips with the written word and so acquired a knowledge of lip-reading. The rudiments of language were still taught by the method Mr. Widd used and which has already been described. Seven of the children taught by this method made satisfactory progress. Four were congenital mutes of strong mental calibre, three of whom acquired the symbols of Visible Speech, learned to read simple sentences from the lips and to say the Lord's prayer orally. Five were intelligent semi-mutes, four of whom had learned the symbols, could read from the lips fluently and frequently expressed their ideas orally. Although good progress had been made, "Miss Bulmer felt that better progress would be made when these children could be taught in a separate room, and possibly for more time than the allotted time

111. New York, Dial Press, 1931, p. 56.

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of one hour a day."

In the next few years, the only significant changes were those made in the staff. Mr. J.W. Gray took charge of the drawing, on a gratuitous basis, and Gordon Redmond, a former pupil, took charge of the carpentry. On January 17, 1878, Mrs. Widd retired from her duties as matron and Mrs. M.A. Smyth, a hearing and speaking lady, succeeded her. Robert Lunan, a former pupil, followed Mr. Redmond, and Miss Bulmer, who had done so much to help to bring about improvements in the school, resigned.

Miss Bulmer's resignation presented somewhat of a problem, as an experienced teacher was not available to take her place. Because of this, Miss Lizzie Smyth, a young lady of education and culture, was engaged to assist the principal in taking charge of the young pupils of Kindergarten age. The following year, a trained teacher of articulation, who was a graduate of Professor Bell's College, Boston, arrived to take up her duties as Assistant-Teacher at Mackay. She taught articulation throughout the school as well as teaching in the primary classes. In her own report, Miss Littlefield stated that, "Ten pupils are receiving instruction one hour daily in articulation and lip-reading. Most of the instruction has been given individually, that being best for the capacities of the pupils, some of whom learn more readily than others, and the difficulties not being the same in each case. One little boy who had been in the school a few weeks, but who had lost his hearing a year ago, had been taught a few words which he could pronounce distinctly".

For him, Miss Littlefield had to begin as though he had never spoken before, for within the space of one year, he had forgotten most of his speech. "Two little girls of six had been taught all the elementary sounds, some combinations and some words. Three of the pupils had learned all the elementary sounds and could read short sentences. Another group of three children who had slight hearing had made similar progress to the three mentioned before who were deaf. The last member of the class was a girl of eleven, who was totally deaf but who had been taught to read well and talk with any hearing person." This kind of progress was certainly encouraging.

Miss Littlefield remained with the school until 1881, when she resigned her position as Assistant-Teacher and Teacher of Articulation to take charge of a small articulation school at Greenock, Scotland. Into her place stepped Miss H.E. McGann, who had recently been associated with the Michigan Institution for the Deaf and Dumb. She was also given charge of the internal management of the School as its Lady superintendent. Under her guidance the female pupils were given instruction in domestic duties for a short period each day. Concerning her work, the principal had the following to report - "There is good evidence that the remarkable success which attended this lady's labours in the States is showing itself in the Mackay Institution. The pupils never before took so much interest in this branch of instruction or showed such eagerness to be taught to articulate, which proves she has succeeded in making the thorny path to speech and lip-reading smooth and plain for her pupils."

113. Report of the Principal, June 1883, p. 61.

In 1883, Mr. Widd, due to ill health, resigned his position as principal of the school. Miss Harriet McGann, who was the Lady Superintendent succeeded him but did not assume the title of principal. John Ashcroft, Elizabeth Hepburn and Jessie Macfarlane were all employed to teach the deaf and dumb, while Miss McGann and Mr. Ashcroft taught articulation and Miss E. Crawford taught drawing.

In 1885, a class was begun for the blind students. Mr. John Ashcroft took charge of this class which numbered six in 1886. Dr. Anagnos, Superintendent of the Perkin's Institution for the Blind, South Boston, had donated the necessary school appliances. These pupils were taught to read raised type, to write in the ordinary way and in Braille's system, to understand English and Canadian history, North American geography, the Life and Works of Christ and to partake of instrumental music lessons. The instrumental music was being taught by Mr. Septimus Fraser who was a graduate of the Boston Institution for the Blind and who gave instruction gratis to the free pupils. This part of their education was very important since good music is to a blind person as good books are to a deaf person.

In 1887, Mr. Eugene Libbey was appointed instructor of carpentry. At that time, he was attending the school and for many years he was to remain with Mackay. Since he had been taught the fundamentals of carpentry at the school, and was familiar with the routine there, it was easy for him to carry out this instruction, causing the school routine to remain unchanged. This gentleman is still living at the time of this writing and is in his ninety-third year. Also that year, Mr.

John Ashcroft was obliged to seek a warmer climate due to ill health and so went to British Columbia where he was able to establish a school for the deaf. Mr. Cecil Watson, whose father was Director of the Washington Institution for the Deaf and Dumb, succeeded Mr. Ashcroft. The blind pupils were taught to cane chairs for the first time that year and were successful enough to be able to accept orders for this type of work.

By 1889, Mr. Ashcroft's health had improved sufficiently for him to return to the city and when he did so he was united in marriage to Miss McGann. As a result, they were given the joint Superintendenceship. Miss Ellen Jones, a former pupil who had expressed the desire to teach was appointed to the staff. Although the Managers preferred to have trained teachers for the school, due to the type of work and the remuneration it was usually very difficult to secure these specially trained teachers and therefore they were pleased to accept those pupils who had been trained at Mackay and were willing to return to teach in the manner in which they had been taught. Also, in 1889, a new idea in the blind department was introduced, that of piano tuning under the direction of Mr. Hubert Baker. Work was progressing so satisfactorily in these manual departments that in her report for 1889, Mrs. Ashcroft stated, "Their hands may be said to have outstripped their mental education". Although their teachers were pleased to see their pupils progress as rapidly as they were able, it was always disappointing to have a pupil leave the school before he (she) had completed his academic education. This happened most frequently among the boys, many of whom were quick to learn such trades as carpentering

and cabinet-making but were much slower in grasping academic subjects. Since they felt they could earn their living by the sole use of their hands, these students left school before having attained a sufficient education in other respects to warrant their being recorded as having graduated.

There were no changes made in the methods of teaching in spite of the fact that the Superintendents attended a convention in New York in 1890. They found that the methods in use at Mackay were similar to those adopted by the majority of schools with perhaps more prominence given by Mackay School to articulation. Shortly after their return from this convention, Mr. Ashcroft became ill and was compelled to give up his position to take a trip west. This trip, however, came too late and he died in 1891. This left Mrs. Ashcroft once again as the sole Superintendant. Miss Longeway who held a model school diploma was engaged as an instructor. She had previously taught in the hearing schools in the city and was able to fill the vacancy. In June 1891 Mr. Libbey resigned his position as a teacher of carpentry and cabinet-making and Mr. F.L. Williams took his place. He carried on in the same way Mr. Libbey had done. The one departure made during the year from the normal pattern was not in teaching methods but in the fact that children who could hear but could not speak distinctly were admitted and placed under the tutelage of a special teacher. This move was advantageous for both the deaf and those whose hearing was deficient or whose speech was imperfect. For the latter group, their progress is reported to have satisfied their parents, and Mr. W.J. Hunter expressed his approval on behalf

of the Board of Examiners. Association with hearing children is often very desirable for the deaf. It lessens their peculiarities and helps the instructors in their endeavours to make them like people in possession of all their senses. In her report for 1893, Mrs. Ashcroft points out that "In the Mackay Institution we use every means to suppress the use of signs. The children who cannot articulate resort to the one hand alphabet, the others use their tongues. The latter are seated at one table during meal times and chatter as much as they please and are otherwise encouraged in the habitual use of speech."

In 1892, Miss Ida McLeod joined the staff at Mackay. This fact in itself is not particularly significant, for in her report to the Board of Managers, Mrs. Ashcroft fails to mention Miss McLeod's qualifications. However it must be assumed that she was a very capable person for she was to become teacher of the senior grade and assistant to Mrs. Ashcroft. In fact, after serving in this capacity for a quarter of a century, Miss McLeod was recommended by Mrs. Ashcroft to succeed her upon her retirement. It is unfortunate that the information here is all too meagre.

By 1894, there had been a separation made in the teaching of the deaf students. The congenitally deaf were instructed in entirely distinct classes from those taught orally, unless they displayed ability and had sufficient command of lip-reading to keep abreast with the other members of the class.

Mr. J. Edgar Hill, M.A., B.D., in his report of the examination of the children declared, "The methods of the instructors are true teaching methods. These educate in the

best sense of the term. From first to last, the teacher's aim is to cultivate the pupils' faculties and draw out their intelligence. There is no scamp work or cramp work in bringing out the splendid results which were submitted to the examiners." This was the report of 1895 and one of which all concerned were justifiably proud.

In 1897, the staff was composed entirely of speaking and hearing instructors. Previously there had been one member at least who was deaf and who usually had been taught at Mackay.

Until this time, the trades of carpentry, cabinet-making, printing and chair-caning had provided those who took them with a skill which they could readily put to use once they left the school. However with the increase in the use of machines, particularly in the printing trade, less hands were needed and the Board of Managers were anxious to introduce another trade which might be more useful. It was decided to add shoemaking to the trades taught. Some pupils availed themselves of this teaching but it was not a favorite with them. At this same time chair-caning was dropped from the curriculum, but was revived when the course in shoemaking did not prove to be popular.

In 1896, Miss M. Curlette, who had been with the school for only two years resigned her post to accept the Principalship of the Presbyterian Ladies' College in Toronto. She had been teaching the articulation class and had been very successful in her work. Miss M.A. Johnson, a teacher of experience with hearing children was appointed to fill the vacancy. She however did not take over the duties of teacher of articulation. Miss King and Miss G. Daly, who had taken a special course in

articulation teaching assumed the duties which Miss Curlette had formerly undertaken. In 1900, Miss Daly resigned and Miss K. Baker of Boston was engaged. She had associated all her life with the deaf and was experienced in teaching hearing children. It was unfortunate that there had to be such a frequent turn-over in staff but in spite of this fact, the studies of the pupils seemed not to be hindered; this probably was due to the understanding and genuine interest in their charges which each teacher brought to his or her work.

Now that the turn of the century has been reached, and no new methods of instruction have been introduced, the writer would like to discuss here the course of study followed and where possible compare it to the course of study followed in the city schools. In order to make this comparison, the writer will refer to the course of study for 1883 which changed very little until 1901.

In Mackay School, the pupils were not placed in first, second or third grades, but in the Primary Division, which included the Preparatory Year, and the second and third years; the Intermediate Division, which consisted of the fourth and fifth years; the Senior Division, which housed the sixth, seventh, and eighth years; and an Advanced Class which was the ninth year. If a student had mastered these classes and wished to go further, he would then apply for admittance to Gallaudet College, Washington, D.C., the only college for deaf-mutes in North America.

If we consider the Preparatory year as being equivalent to grade one, then there will be a wide variance in the material to be taught and absorbed by the pupils. One of the first

considerations given to any class of beginning children is that they be taught how to speak, spell and read accurately and fluently. This problem received special consideration at Mackay, since most of these children came to the school without the knowledge of the sound of a human voice or a speech pattern. As Dr. Greenaway pointed out in his speech at the Montreal Children's Hospital October 7, 1957, language is the basis of understanding. It makes a person think and reason and is therefore the chief power in the development of the human mind. Without language the mind is empty and unstimulated. Speech is the only one manifestation of language and so back in 1900 as today, the first emphasis was placed on the learning of the letters of the alphabet, the names of familiar objects and qualities and finally the counting and writing of numbers one to ten. Those children who attended the regular schools in Montreal, prior to the introduction of the Kindergarten in 1897, were introduced to the stories in the prescribed Reader I, the words of which they learned the meaning and the spelling of and then proceeded to practice reading orally with both fluency and accuracy. In arithmetic the regular children went far beyond the deaf. The former group learned to add and subtract numbers of three figures, write numbers to 1,000, and multiply the combination of numbers to 6×9 . Conversation on familiar topics was encouraged which unless done laboriously in pantomime at Mackay was impossible with these beginning children.

In the second year of schooling the same differences could be found. While the children at Mackay were concentrating on writing the names of familiar objects, short sentences and

adding numbers which would total no more than fifty, the hearing children in the corresponding position were spelling orally, learning how to do long division, completing the learning of the multiplication tables and studying the map of Canada.

At the third year level a difference in emphasis is quite noticeable. As was pointed out before, a thorough knowledge of language is very important for a deaf person, in particular one who has been born deaf. Therefore included in the curriculum for this year was the study of transitive and intransitive verbs, prepositions, personal pronouns, and the number and gender of nouns as well as practice in describing actions and adding and subtracting numbers to 1,000. In the hearing schools, the emphasis seemed to be more on arithmetic, where they added the study of simple fractions and square and cubic measure to the already crowded arithmetic course. Parts of speech were also taken but from the reading of the curriculum not as much detail was included as was at Mackay. These children who could hear were also introduced to history at this time. A limited knowledge of vocabulary made this inadvisable at Mackay.

In the fourth year the same procedure was followed. The deaf children forged ahead with their study of language which by now included the study of the past, present and future tenses of verbs, prepositions, nouns, adverbs, adjectives, pronouns and the use of the conjunction "and". Letter writing and manuscript writing also began to receive new emphasis. Mental arithmetic was added to the course as was the geography of the surrounding area. In the hearing schools, letter writing was also being given a place but here it included business forms

as well as social types. In arithmetic, fractions, decimals, interest and percentage was carefully worked upon and simple book-keeping was also introduced. Furthermore, French was introduced for the first time.

The fifth year at school found the deaf pupils still studying grammar intensively in comparison to the hearing pupils. No new subjects had been added and the classes progressed in the normal fashion in those subjects already on their curriculum. The hearing children however, had added algebra and Latin to their course of study and were making progress in arithmetic comparable to the progress made by the deaf children in language.

The sixth and seventh years produced no notable changes in their subject matter, just a normal progress in the courses already mentioned. In the eighth year, the deaf children began a study of the history of English literature up to Elizabethan times. Meanwhile, the hearing children were making a study of an individual writer's work- for example Goldsmith's "Deserted Village" was to be studied in grade eight. Also by grade eight the deaf children were being introduced to French. In grade nine, they began work in algebra and were doing arithmetic about equal to that of the seventh grade of public school. This was the last year of school for the deaf children unless they were able to attend Gallaudet College. By this time, however, these students had received a thorough training in grammar, and sufficient training in the mathematics they would be likely to use. As well as this, they had been given insight into the other subjects studied by their hearing friends so that their minds were not closed to the events which had taken place or were at the time

taking place.

The one major difference between the two systems was in the extra-curricular work carried out by the respective boards. At Mackay, an almost equal stress was laid on vocational work. Every effort was made to provide each boy with some knowledge of a trade current at the time and of course which the school was able to provide, according to their financial circumstances at the time. At this particular time the trades offered were carpentering, cabinet-making, joinery, wood-carving, printing and shoe-making. The girls were instructed in plain sewing, dressmaking and fancy work. Both boys and girls were taught art work which later led a few of them into corresponding fields in the commercial world. The writer has been unable to find records indicating that there was such an opportunity offered to those children attending the hearing schools.

A comparison of the work done by the blind children at Mackay has not been included in this discussion due to the fact that they obviously fall into a category all of their own. A complete outline of the course for the deaf children and for the blind in 1900 will be found in the Appendix.¹¹⁴

In 1904, Mrs. Ashcroft secured the services of Miss E. Shirley for the Kindergarten department. Miss Shirley was a graduate of the Rhode Island School for the training of teachers of Articulation. It was unfortunate that the whole staff could not have been trained teachers, but as was mentioned before, it was difficult to secure such teachers. The Boys' Supervisor, Mr. Gordon Steniforth, was an ex-pupil and also taught shoe-making.

114. Appendix 8, p. 217.

Although there had been a change in staff, there had been no change in the methods used in teaching. Miss Shirley was only with the school for two years. She left to assume similar duties in a school for the hard of hearing in Rome, New York. Miss Miller of Granby succeeded her. There is no mention made that she had been trained as a special teacher.

By 1908, it had been decided that brush-making as taught to the blind pupils would definitely be discontinued as they could not compete with factory prices, however, chair-caning was successfully pursued. Even more success was achieved in the field of music, since past experience showed that the blind could more easily gain a livelihood by becoming teachers of music than by the acquirement of any other trade. Two proofs of this could be seen in two of the graduates of Mackay. George B. Payne was earning his living as a teacher of music, and William Boaz, who became an Associate of the Dominion College of Music at the close of the same term when he finished his course at Mackay, maintained himself by teaching music.

By 1914, their last year at Mackay, the pupils in the Blind class were receiving instruction in typewriting, rafia-work, knitting, and plain sewing as well as the previously mentioned music, chair-caning and piano-tuning. The pupils in the classes for the deaf were still being taught by the combined method with particular attention being given to the teaching of speech and speech reading. In the Kindergarten class the Montessori System was used. Miss Jane Anderson, who was the teacher, was the first to introduce this system in Canada. "This method of teaching concentrates on the development of the child's initiative

through individual freedom of action, improvement of sense perception through training and development of coordination through exercises and games. The teacher provides didactic material and acts as a supervisor and guide."¹¹⁵

In April 1917, Mrs. Ashcroft submitted her resignation on the advice of her doctor. She recommended Miss Ida McLeod to fill her place as she felt certain that after a quarter of a century of faithful work, Miss McLeod had the welfare of the school at heart and furthermore she was "beloved and esteemed by both graduates and pupils".

Although the girls were given training in hand-work, it was felt that should the opportunity for any extra instruction arise which the teachers felt the girls could handle, then they should be allowed to take this instruction. So it was in 1919 that the girls who were old enough went to the Technical High School during the winter to attend millinery classes. Also at this time, there seems to have been a revived interest in gardening, since there is a special notation in the Superintendent's Report that "thirty bags of potatoes, three bags of beets, two bags of carrots and a quantity of tomatoes" were the results of their gardening efforts. It is probable that with the end of the war, there was less of a demand for manual workers in the factories and possibly many of the jobs were given back to those who had left to join the armed forces. Whatever the cause may have been, this renewed interest in working the land apparently bore fruit and probably received a warm welcome from the majority

115. "Montessori System," Columbia Encyclopedia, 1956, p. 1313.

of parents, who lived in farming districts.

By 1922, the pupils were receiving instruction in calisthenics and dancing within the confines of the school. Miss Burland of the Y.W.C.A. was chiefly responsible for this work. Since the outside millinery classes had proved to be a great stimulus for the pupils it was decided to allow four of the older boys along with their teacher Miss Daly, to attend classes in lettering and sign painting which were held at the Monument National. Another change that year was brought about through the assistance of the Rotary Club. A Victory film projector was purchased with their help and this machine served the dual purpose of providing entertainment via the movies on Friday night and more important as a new teaching device when needed during the day.

The classes in calisthenics and dancing were continued in the following years but under various instructors. As a result of these classes there was a marked improvement in deportment.

In 1927, Dr. H.S. Birkett recommended the use of an amplifying system which was acted upon and installed by the Northern Electric Company. This was a great help to the teachers who were giving oral instruction, especially when the children had a slight amount of hearing as they were able to hear sounds at the same time as they saw the lips move. The microphone increased the sound of the voice of the teacher and the ear phones worn by the pupils caught and conveyed the spoken word. This scientific equipment for the use of teaching the deaf was first used in Canada in this school. There had been mention of an

Audiophone back in 1879, but at the time it was considered by many to be "A mere catch-penny device for extracting money from the pockets of the credulous".¹¹⁶ Now the Board of Managers were anxious to secure the latest devices along this line. In addition to this, Mr. Berliner of the Compo Company, Lachine, made special records for the teachers which were recorded as being of great help to them. No details of these records however have been given.

There had been no mention of a change in teaching methods up until 1929, however, from a picture depicting one of the classrooms at that date, there is visible on the wall a chart of consonants similar to the charts on the walls today in that school, which seems to indicate that Bell's Visible Speech was perhaps receiving less emphasis as a teaching measure than in previous days.

By 1931, the number of unemployed had risen so that those pupils who were handicapped did not receive positions very quickly upon leaving school. Therefore it was decided to purchase a new woodworking machine which would give the boys an additional manual trade. A similar aid was given to the girls in the form of looms donated by Mr. J. Fraser. With the aid of Mrs. Bang, a competent instructress in this field, the pupils were able to produce finished products which they were able to sell without difficulty, thus giving them an occupation by which they could support themselves. This new activity was introduced in 1933.

116. Report of the Board of Managers, 1927.

8 In an attempt to find new methods, Miss McLeod was able to have Miss Anderson, the Kindergarten teacher, attend the convention for teachers of the deaf in Winnipeg, during the summer holidays. Unfortunately, due to ill health, she remained only until December of the following year, when she found it necessary to retire. The following year, Miss Anderson died and whatever improvements she may have considered, they possibly were never brought about as there is no record of her suggestions.

Also during the early 1930's there was an attempt made to establish a closer link between the public schools of Montreal and Mackay. As a result, Mr. Colpitts and Mr. Darraugh of the Montreal Protestant Board of School Commissioners, and Mr. Logan the Secretary of the Board, submitted a list of new books which might be purchased for their library. Many of these books were bought, but some were found to be too difficult in vocabulary for those pupils who were just beginning to understand the meaning of the written word. Mr. Lang, Inspector of School Grounds for the Board, also visited the school to make recommendations for the installation of new playground equipment. In a further attempt to keep up with the other schools for the deaf, the Board of Managers invited Dr. Max Goldstein, head of the Central Institute for the Deaf in St. Louis to visit the school in 1933. He did so and made suggestions which would keep Mackay in line with the other similar schools. One fact pointed out was that all the schools for the deaf were advocating that more time be given to vocational training. Miss McLeod was able to arrange for the pupils to take swimming lessons at the Community Hall, but this was all they could add to their regular course of

study which included the trades mentioned before. Another suggestion to come out of Dr. Goldstein's visit and the recommendations of the Committee of Education for Mackay of which Professor Clarke of McGill University was the Chairman, was that the school confine its work entirely to the teaching of the deaf and correction of speech and that they do not attempt to deal, as they had in the past, with the mentally deficient.

In 1934, in accordance with the suggestions made by the Educational Committee, eighteen children were not allowed to return to the school. Miss Mehaffey, a former staff member opened a school for some of these children and with the help of the Managers was able to guide their education. Unfortunately there is no further reference to her work. In the meantime, Miss Laing, who had received her training at the School for the Deaf, Saskatchewan, was appointed to teach in the Kindergarten, and followed the pattern set down by Miss Anderson who had just died. At the end of that year, Miss McLeod resigned her position.

When the Board received Miss McLeod's resignation, they began the difficult task of searching for a thoroughly competent principal who would be able to carry out another of Dr. Goldstein's suggestions. This was that the use of signs in teaching the deaf child must be completely abandoned. Oral and lip-reading instruction only were to be carried on. Through the League of the Empire, the Education Committee was able to secure the service of Miss Eva B. Hudson, Head Mistress of the Hearnville Road School, London. Miss Hudson had received special training in the Stoke-on-Trent School for the Blind and Deaf children, from which she held a diploma for honours in

practical teaching of the deaf. She also held a diploma from the English Board of Education. She had special qualification certificates for teaching - swimming, life-saving, and physical training; and further qualified by having participated in the observation of teaching methods and training in European Educational centers. Miss Hudson had held appointments as assistant teacher in Schools for the Deaf and Hard of Hearing in London and since 1920 had been Head Mistress of the Hearnville Road School, London.

At the end of 1934, Mr. Libbey, who had been with the school since he began his training there, resigned due to enfeebled health. Mr. L. Mitton carried on Mr. Libbey's work. Miss Daly who had been with the school for thirty-six years, also resigned as did Miss Laing. In their place the Board secured the services of three experienced teachers. Miss Card was a trained teacher of hearing children before taking her special training at the Ontario School for the Deaf at Belleville, Ontario. She was a teacher of the Pure Oral Method. Mrs. McElhinney, who had taught both at Mackay and at the Saskatoon School for the Deaf was re-appointed to the permanent staff. In addition, Miss Marcia Lee Ackley and Miss Mary Anne Stevens, trained at the Lexington Avenue School for the Deaf, New York and Miss Dora Cristie trained at the Ontario School for the Deaf, Belleville, Ontario, were also appointed. Now there were six teachers of the Pure Oral Method.

The work of re-organizing the teaching of a school for the deaf children on modern lines necessarily took time. However, there were several improvements brought about in that first year. One which delighted all was the new Baby Grand

Piano presented by Sir Charles Lindsay. This was used by all the children for rhythmic work and ear training. Those children who possessed residual hearing were also given instruction in singing. Furthermore, wall mirrors were fixed in each classroom to assist in the teaching of speech and lip-reading. Dr. Goldstein again visited the school in 1935 and his only comments this time were that he strongly advocated Nursery School work and special provision for the hard of hearing children in Montreal. These were the changes accomplished during the first year in which Miss Hudson was in charge. Changes had to be made as quickly as possible since Miss Hudson was at the school on a three year contract.

When her contract was finished, Miss Dena Hagen, M.A. assumed charge as principal. The changes which Miss Hudson had introduced were carefully followed until 1937 when Miss Hagen set about to see if any further changes were warranted. In order to do this, she visited the Belleville School, the School for the Deaf in Halifax and other Normal Schools and Colleges. Three apprentice teachers were appointed, all graduates of Macdonald College, and a Normal Training Department was established for these teachers under the direction of the principal.

Miss Hagen also felt that a close liaison between the school and the home was important. Therefore monthly reports were sent to the parents and letters in the form of classroom work were sent every two weeks.

She was also responsible for beginning a system of awards of merit, whereby pupils were rewarded for general progress

in and out of school, first by a badge and later by the School crest. The ultimate reward was to be a gold ring engraved with the Mackay School crest.

Also in 1937, Miss Grace Shaw, B.Sc., a former supervising teacher in the Saskatchewan School for the Deaf, was appointed to the same position in Mackay School in order that the academic work and the teaching of lip-reading progress in a satisfactory manner.

In order to give the pupils an opportunity to assume responsibility, learn cooperation by working with fellow pupils, to meet situations, to teach the pupils to respect law, order and authority and to develop good habits through intelligent participation in properly conducted activities, Miss Hagen encouraged her pupils to become Boy Scouts and Girl Guides. They were led in their endeavours by Mr. G.F. Webster and Miss Irene Scott.

By 1938, Miss Hagen was able to report that the academic work was progressing very well under the "enterprise" or "project" system. A further advance was made by those pupils who had residual hearing due to the addition of several new head-sets and hearing aids.

In 1939, Miss Hagen resigned her position and was succeeded by Dr. Southam who was formerly connected with the Department of Education at McGill University. Although there had been an idea to modernize the school along the lines of some of the larger Schools for the Deaf in the United States, due to the manner in which the school was supported, this idea had to be shelved. The methods of instruction remained the same

during the principalship of Dr. Southam who remained with the school until January 1941. Mr. M.S. Blanchard, B.A., then the supervising teacher and formerly the superintendent of the Manitoba School for the Deaf, continued as acting principal until June when he was appointed principal.

The number of classes remained at eight oral and one manual, with the average number in each class being ten. The initial instruction was given by the oral method but if the results were not satisfactory, the pupils were placed in a manual class where time could be devoted to written and sign language. As an incentive for the pupils to improve their language work, Mr. Blanchard encouraged the pupils to contribute stories and items of interest toward the formation of a bulletin which was given the name of "The Mackay Bulletin". The first issue appeared in April 1942.

In 1944, for the first time, a policy to assure minimum salary and a fixed annual increase was adopted. The minimum salary was to be \$600 for teachers in training, and \$840 for A, B, or C, certificates. Increases were to range from \$60 to \$150 yearly with a maximum of \$2,070. The teachers were to sign yearly contracts. The amounts paid to these teachers have risen during the years but are still not equivalent to the amount paid to teachers in the public schools in Montreal. Also there is no salary scale in effect here.

By 1954, the number of hours spent in the carpentry shop had been considerably reduced. A part-time qualified handicraft instructor was engaged to come to the school after hours. This move was made because more students were proceeding

farther in their education and it was felt that they should be given more time to pursue their studies along those lines in which they were particularly interested. Deaf graduates were not as dependent now upon manual work for a means of living.

On a recent visit to Mackay School, the writer was conducted through several of the classrooms by Mr. Blanchard, who explained the teaching methods in progress and illustrated the use of the teaching aids which were visible. In the Kindergarten for example, there were the usual table-desks and chairs as well as a long table around which the children could work if necessary. On the walls were large, coloured and simple, illustrated pictures which were referred to to illustrate the words or phrases being learned. These might include the names of members of the family, objects to be found around the home, actions such as running, skipping and even walking, and lastly emotions, such as laughing, crying, joyfulness, disappointment and other such familiar emotions. Here in the preparatory stages and for some in their first year away from home, the children are taught how to do the washing (in this case for a doll) and at the same time they learn the names of the regular household articles needed for this job. In a similar way they are taught how to do other common duties with the same aim in mind, so that gradually they begin to build up their vocabulary as well as learn cooperation, cleanliness and tidyness. Since some of these children will only be able to go home for the summer holidays, a board is kept in one section of the room where the children tack up pictures of their family and to which they refer

as "mine". The names of the members of their own particular family are learned, in the sense of learning how to say the name as clearly as possible. Aside from the "Trainear", which is a simplified version of the MHA unit, the only other different feature to be found here which would not be found in a normal classroom is a mirror. By means of this mirror the children are taught how to pronounce each word carefully.

In the other classrooms there are moveable desks, each equipped with a set of headphones and a control box. When these aids are in operation, the children merely plug into the control box belonging to the person beside them, with the last person connecting to the master set. On the wall are charts for vowels and consonants. The vowel chart for example is divided up into columns, the first of which requires no voice, the second requires voice and the third contains the nasal sounds. These charts contain 100% of English sounds. Bell's Visible Speech is not found to be practical any longer. On the board are forms of commands, requests and statements. By using their hearing aids and a microphone, the children learn to distinguish between these forms mentioned above and at the same time they learn to adjust their pitch and rhythm of speech to match as closely as possible that of their instructor. A person with a low pitched voice is most suitable for this type of instruction, which is conducted only on an individual basis when speech correction is being made.

Although there had been an attempt to teach French to these children, this has now been abandoned. Apart from that, the regular school subjects are taught and the text books

in use in the schools under the Protestant Board in Montreal are to be found in the classrooms in Mackay School with the exception of the language book. Mr. Blanchard has preferred to have "Language Stories and Drills" by Crocker, Jones and Pratt instead of "Using Our Language". The former book is used in most schools for the deaf. Mr. Blanchard also informed the writer that in 1958, Mackay School had ninety students in attendance. Of this number fifty-six were from Newfoundland and had come here as a result of overcrowding in Halifax School for the Deaf which would have been more convenient for them. Fourteen had come from New Brunswick and the remainder were from the Province of Quebec. Ten are from Montreal and all but three of the total number of pupils live in residence. About twenty of all these pupils are in the two manual classes.

When each of these pupils applied for admittance to the school, they received an application form and a registration form. On the first page of the application form the student's parent or guardian is required to give, besides the name and date of birth, information concerning the ability of the child to look after himself, to do useful things about the home, to understand words from the motion of the lips, to be able to distinguish numbers, forms and colours and to be able to do constructive tasks. Information is also required concerning the time when the child became deaf, if he could hear before; whether he has ever received any instruction, and if he has ever been treated by an aurist and with what results. The names, place and date of birth, and the nationality of the child's parents as well as church preference completes the information

required on the front of this form. The second page of this application concerns the rest of the family and the parents, if there has been marriage between relatives, death of one or both parents and the cause, separation or divorce and any history of deafness among the relatives. The names of other deaf children in the family are also required as well as the father's occupation and the monthly fee the parents or guardian would be prepared to pay for board and lodging.

The last part of the form has to be completed by the family physician. In his report, the doctor is asked to state the amount of hearing the child has in each ear and the type of sound, if any, he can hear; whether the child has any difficulty in walking, climbing stairs or balancing in the dark; and what the state of the child's health is at the time of the application. He is also asked to state the condition of the child's eyes and teeth and record the vaccinations, inoculations and operations which the child has had. The doctor is also asked to give his opinion concerning the mentality of the child and the state of the financial circumstances of the family, and to state whether or not he thinks the child would profit from instruction at the school. To complete this form, the doctor is asked to answer questions concerning the history of the birth of the child.

When this application has been completed, a registration form next has to be signed. This form states that the child will be accepted on a diagnostic basis only and that the schooling shall be carried out, and terminated at the sole discretion of the school. A further clause gives the monthly

fees, the name and date of birth of the child and finally the signature of the parent or guardian. On the basis of this information as to the child's educability the principal accepts the child with the approval of the Board of Managers.

Children are admitted to the school from the age of five years and usually remain until they are from sixteen to nineteen years of age. If they remain in school for the full time, they will have completed their academic and vocational training through grade eight of the public school course. Because of the difficulties involved in the preparatory stages, this training involves twelve years. During this time, more emphasis is place on the development of written and spoken language than in the public schools. Their timetable therefore reads as follows: speech and lip-reading, language communication, arithmetic, algebra, history, geography, literature, grammar, writing, current events, religious instruction, cooking, weaving, woodworking, typing, and the use of hearing aids. Students may be of any faith. Residents are required to pay eighty dollars per month and non-resident students pay forty dollars per month. Some of the parents of these deaf children cannot afford to pay the fees set down by the school. In these cases, instead of refusing the child an education because of a lack of sufficient funds, the parents are assessed according to their means.

When the child arrives at the school, he is expected to come with suitable clothing and accessories. The school uniform is the traditional tunic and white blouse and in the exceptional case where these could not be provided by the family,

either the Ladies House Committee or an outside interest has provided the necessary clothing.

Upon arrival at school, particularly in the case of the new pupil, each child is tested by means of the audiometer-Maico E I. This machine tests according to the frequency and volume of the tone. By plotting the volume necessary with 500, 1,000, 2,000, and 4,000, of a calibration, on a prepared graph, the amount of loss of hearing is established. Accordingly, a hearing aid may be supplied and by means of this pattern, the teacher is able to adjust the headsets used in the classrooms, particularly in the case of the very young children. The pupils are tested at various times during the year in order to make necessary adjustments, if needed in their hearing aids. Only those children who can derive some benefit from the use of a hearing aid are given the use of one.

The pupils at Mackay attend school for the same number of days as the other children in the city. They study from nine to two forty-five and work on the basis of forty-five minute periods. During the school day, each teacher is at liberty to vary her timetable to suit the situation providing of course that the regulation amount of time is spent on the subjects by the end of a stipulated amount of time.

The present staff who are responsible for teaching these children include the principal Mr. M. Blanchard and Mrs. Blanchard, and Mr. and Mrs. McDonald, who have all received their training in Belleville, the latter two being deaf; Mrs. Tennant, who received her training in Manchester, England; Mrs. Higgs, who received her training in a Normal School in Ontario;

Mrs. Moore who was trained in Newfoundland; Miss Younie; Miss Morris and Mr. Sutherland who were trained at Macdonald College and Mrs. Mason who does not hold a teaching certificate. In the trades department, Mr. Stacey teaches on a part-time basis since he is also employed by the Protestant School Board of Greater Montreal; Mrs. Lovering, who was trained in Belleville teaches sewing; Miss Christie, who holds a diploma in Home Economics from an Ontario Normal School, looks after the cooking, and Mrs. Forbes, who is also the secretary for the school, teaches typing.

In conclusion each of the above teachers and his or her predecessors has followed the methods, summarized as follows, which have become a tradition in Mackay School. These methods include (1) the teacher's personal resources and skills, (2) an analysis of the child, a diagnosis of his handicap, and an estimate of his limitations and weakness, (3) a set pattern of starting a deaf child by going from the familiar and the concrete to the unfamiliar and abstract, (4) an understanding of the various kinds of deafness and the corresponding treatment, (5) a knowledge of the equipment used for individualized training and the correct means of giving this training, and finally (6) an understanding of the tradition and pattern of Mackay School particularly as it involves religious instruction and "household" routine.

From the history of the teaching staff and their methods it can be seen that the deaf learn from the personalities of those able to help them. Craftsmanship, skill and methods are individual to the teacher and are individually adapted and applied to the pupil.

Chapter VII

Administration and Organization

Although efficient principals and teachers are necessary if a school is to be considered successful, these same people cannot dutifully execute their office if the administrative body of the school is not also zealous in its duties. There seems to have been no apparent lack of this necessary energy and interest on the part of the administrative body of Mackay School, as it experienced both difficult and prosperous times. At least one member of the Mackay family has always from the year 1878, been closely connected with the school but this member has not necessarily always held the position of president. As may be seen from the following summary, members of some families have served on either of the Boards or one of the Committees for years at a time and in several cases, their descendants have carried on this tradition. On the other hand, some people have remained in office for only a relatively short period of time. Whatever time was served seems to have been done so because of a genuine interest in the deaf.

At first this interest was concerned with bringing Christianity to these children, but this idea was soon broadened to include a school programme similar to that of a hearing school in keeping with their handicap. This school programme is now the principle concern of both teachers and administrators and is being effectually carried out due to the manner of organization within the framework of the school.

The ladies and gentlemen, who, in 1868, formed themselves

into a society "to establish an educational institution for Protestant deaf-mutes" have their names listed on page 27, of this thesis. The cultural atmosphere in which they worked has also been described. Similarly, the duties of each office-bearer have been summarized in an interpretation of the Acts and By-Laws. However, if a clear picture of the administration and organization of Mackay School from its inception is to be had, repetition will be necessary, but only as far as it has a direct bearing upon this topic. With this in mind, this part of the History of Mackay School has been divided into six phases, each being dealt with in detail, and begins with the year in which the Act of Incorporation was passed, 1869.

The following people therefore began the first phase of the school's history. Mr. Charles Alexander, President and according to the By-Laws with full power to authorize payments. Apart from this specific duty, Mr. Alexander as an Alderman, was able to publicize the needs of the school and as the owner of a confectionery store was able to provide buns and cakes on many occasions thus alleviating the budget. Besides this, as a member of the Board of Governors, he had already contributed five hundred dollars to the school.

Mr. Thomas Cramp was elected Vice-President by the Board of Governors. In 1877, he was joined by two other gentlemen, Mr. C.W. Brydges, and Mr. F.W. Thomas. For their specific duties, they acted on behalf of the President in the event of his absence. Beyond their charter duties, Mr. Cramp was the principle collector of \$5,950, with which the school was begun. Mr. and Mrs. Brydges gave the school carpenters' tools and a

bench as well as collecting money for the building fund. Mr. F.W. Thomas, who was the manager of the London Branch of the Bank of Montreal and later became Cashier of Molson's Bank, provided the school not only with his talent in the financial field, but also with generous donations of food.

The Secretary-Treasurer, Mr. Frederick Mackenzie, had the specific duties of keeping the Minutes of meetings, which he presented to the Board of Governors at their meetings, of giving written notice of all meetings to the members of the Board and at these meetings of presenting to the members an account of all expenditures and receipts. He furthermore signed in conjunction with the Vice-President, all warrants for the payments of accounts. Apart from this charter duty, he accompanied the principal, Mr. Widd and several of the pupils on trips to various parts of the province for the purpose of publicizing the work being done at the school. Mr. Mackenzie continued to solicit subscriptions after he had relinquished his post.

Of the above mentioned persons, Mr. C. Alexander was also a Life Governor and Mr. F. Mackenzie was an Elective Governor.¹¹⁷ As members of the Board of Governors, according to the By-Laws, it was their duty to supervise the affairs of the Corporation. There were in all twenty-five Life Governors, appointed from those members who had subscribed the sum of five hundred dollars or more and twenty-five Elective Governors selected from those members who had subscribed one hundred dollars or who had pledged

117. By-Laws, 1870, 1, Appendix IV, p.208.

twenty-five dollars as an annual subscription for not less than five years. The Life-Governors of the first Board following the drawing up of the By-Laws were: Wm. Molson, C. Alexander, Gilbert Scott, A.M. Foster, D. Torrance, T.J. Claxton, Andrew Allan, D. Lorn MacDougall, Thomas Workman, Mrs. Theodore Hart, Peter Redpath and A. Buntin. The Elective Governors were: Ira Gould, H. McLennan, F. Mackenzie, J.G. Mackenzie, J. McLennan and Alfred Brown. The Board of Governors has from the beginning really been both the Founding and the Financing Society behind the Mackay School. This observation has been derived from reading the Minutes of the meetings, from the list of donors and their donations and has been acknowledged by Mr. A. Mackay.

The immediate management and conduct of the school is
 118
 vested in a Board of Managers who are elected at a meeting of the Board of Governors. Included in this Board of Managers is the President, Vice-President and the Secretary-Treasurer. In 1881, Lady Directresses were added to this Board and kept their position until 1956. The first members of this Board included, the President, Vice-President, Secretary-Treasurer, A. Allan, Wm. Lunn, A.M. Foster, P. Redpath, J. McLennan, T.J. Claxton, A. Buntin, G. Moffatt, T. Workman, M.P., J. Torrance, J.A. Mathewson, Mrs. P. Redpath, Mrs. A. Allan, Mrs. J.W. Dawson, Mrs. D. Torrance, Mrs. T. Hart, Mrs. Reekie, Mrs. Brydges, Mrs. Mackenzie, Mrs. J. Molson, Mrs. Cramp, Mrs. Baldwin, Mrs. Major, Mrs. H. Lyman, Mrs. H. A. Nelson, Miss Frothingham, Mrs. Fleet, Mrs. E.K. Greene, Mrs. Reddy, Mrs. Holland, Mrs. Denny, Mrs. C. Alexander, Mrs. T. Workman, and Mrs. Claxton. According to

By-Law 10, there were to be twelve members on this Board who would serve for a period of three years, one-third retiring annually which act was determined by lot and these members were then eligible for re-election. According to the Minutes of the meetings, there is no indication until 1935, that this By-Law governing twelve Managers was put into effect. Besides their official duties, the members of the Board of Managers also collected money for the upkeep of the school, provided treats for the festive seasons, bought books, charts and furniture and in 1897 purchased a lot in Mount Royal Cemetery for the burial of George Laycock a student at the school who had died while a patient in the General Hospital. Other members individually contributed in various ways to the school and will be mentioned later in this chapter.

In 1878, according to the specific direction of Mr. Joseph Mackay, there were to be Governors Ex-officio¹¹⁹ consisting of the principals or heads of McGill University and the Protestant Theological Colleges in Montreal. This decision to include these members who needed no money qualifications to be on this Board was probably made to coincide with the prevalent ideas of the day which was to keep a pure and moral tone in the Institutions. There is no documentation as to the specific duties of these members, however, each Sunday a religious service was held in the school for its occupants and other deaf in the city and was presided over by a member of one of the churches represented on the Board. The first Governors Ex-officio were

119. Mackay, J., Deed of Donation, 2, Appendix III, p.205.

Principal Dawson, Rev. W. Henderson, Rev. Dr. Douglas, Rev. Dr. MacVicar and Rev. Dr. Wilkes.

There is no specific mention of the establishment of any committees, however the ladies on the Board of Managers helped the Superintendent take care of household expenditures as is evidenced in the Reports of the Superintendent when they are thanked for their assistance.

By 1872, another honorary member had joined the school. Dr. W.E. Scott gave freely of his services to the school in his capacity as Honorary Physician.

This first phase in the History of the Mackay School consists of only eleven years, from 1869 to 1880, whereas the remaining phases constitute a period of approximately fifteen years each. During this time many changes were to take place. When the school was incorporated, a government grant had been applied for, but it was not until 1871, through the efforts of members of the Board of Managers that a grant of \$1,000, was received. This was increased to \$1,729, in 1876, the year of financial depression which resulted in the school going into debt. This was also the year in which Joseph Mackay, who had been an Elective Governor since 1874, chose to donate land a building for the purpose of educating deaf-mutes and the blind. This donation had the value of \$35,000, and was unattachable for the debts of the school by the terms and conditions of Mr. Mackay's Deed of Donation. The name was changed to "The Mackay Institution for Protestant Deaf-Mutes" but the corporation was not to be

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deemed a new corporation. Although the blind are not mentioned here, they were provided for by the Board of Managers, when applications for their admittance were received. Even though there were to be no changes in the corporation, there were some new officers and the only major change occurring in the election of three Directresses. The new slate of officers now read as follows:

Patron: His Excellency The Earl of Dufferin, Governor-General of Canada.
 President: Joseph Mackay.
 Vice-Presidents: Thomas Cramp, C.J. Brydges, F.W. Thomas.
 Hon. Secretary-Treasurer: Frederick Mackenzie.
 Directresses: Mrs. C.J. Brydges, Mrs. F.W. Thomas, Miss H. Gordon.
 Board of Governors: Life-Governors, A. Allan, C. Alexander, Gilbert Scott, Hugh McLennan, A. Buntin, Peter Redpath, A.M. Foster, Joseph Mackay, C.J. Brydges, T.J. Claxton, D.L. MacDougall, Thomas Workman, Mrs. T. Hart.
 Board of Elective Governors: Principal Dawson, Rev. W. Henderson, Rev. Dr. Wilkes, Rev. Dr. Douglas, Rev. Dr. MacVicar, Mrs. Allan, Mrs. E.K. Greene, J.G. Mackenzie, Thomas Cramp, Mrs. Brydges, J. McLennan, Miss H. Gordon, Edward Mackay, Charles Gould, F.W. Thomas, F. Mackenzie, Alfred Brown, T.M. Thomson, Mrs. Claxton.
 Honorary Physician: W.E. Scott, MD.
 Board of Managers: The President, Vice-Presidents, Secretary-Treasurer, J. Mackay, Charles Alexander, A. Allan, Wm. Lunn, A.M. Foster, J. McLennan, T.J. Claxton, A. Buntin, T. Workman, J. Torrance, T. Bell, J.A. Mathewson, Dr. Scott, Mrs. Major, Lady Galt, Mrs. Bagg, Mrs. Reekie, Mrs. Brydges, Mrs. J. Molson, Mrs. Cramp, Mrs. Baldwin, Mrs. J.D. Crawford, Mrs. H. Lyman, Mrs. H.A. Nelson, Mrs. J.H.R. Molson, Mrs. W.B. Lindsay, Mrs. Fleet, Mrs. E.K. Greene, Mrs. P.S. Stevenson, Miss H. Gordon, Mrs. J. MacDougall, Mrs. W. Simpson, Mrs. T. Hart, Mrs. Reddy, Mrs. Holland, Miss Smith, Mrs. F.W. Thomas, Mrs. A. Allan, Mrs. J.W. Dawson, Mrs. Dennie, Mrs. Alexander, Mrs. T. Workman, Mrs. Claxton, Mrs. H. McLennan, Mrs. Neild, Mrs. Sutherland, Mrs. R. Wolff, Mrs. R. Mackay.

In 1879, a fourth Vice-President was added and Mr. Peter Redpath filled the new position. After many years of service,

Mr. Mackenzie relinquished his post and Mr. P.S. Ross filled this position. By 1880, the end of the first phase, an auditor was given charge of the checking of the accounts, a caretaker and engineer in the person of Mr. James Stewart had been employed and for the first time in years the school had a balance to its credit.

The second phase, from 1881 to 1895, was a period of great activity for the new school. Unfortunately a number of the members who had been very interested in this venture practically from its inception, died in 1881. Among this number was Mr. Joseph Mackay, the President. He was followed in office by his brother, Mr. Edward Mackay, who had with his brother founded the dry-goods firm of Mackay Brothers. Edward Mackay had also been a Director of the Bank of Montreal. Perhaps this keen business sense was partly responsible for the changes brought about that year. The By-Laws were revised so that there would be three Vice-Presidents and three Directresses. The men who filled the former positions were Mr. T. Cramp, Mr. F.W. Thomas, and Mr. F. Mackenzie. The ladies who filled the latter positions were Mrs. F. W. Thomas, Miss H. Gordon and Mrs. Major. Although these positions were accounted for on the slate of officers for the preceeding year, the revision of the By-Laws which had created these positions had only really been confirmed in 1881 according to the Minutes of the meeting of the Board of Managers for that date. Another change which took place in the revision of the By-Laws was the appointment of an accountant annually to audit the accounts before the final meeting of the year. The person appointed that year was Mr. John McDonald.

Another person to be employed that year was a housekeeper. Before this, a Matron had been employed to look after the house-keeping and supervise the girls. The housekeeper, Mrs. Quinsey, with the Lady Superintendent, Miss Harriett McGann, who was also occupying a position new to the school, looked after the domestic department in the school. Miss McGann also taught a class in articulation. The creation of a domestic department where the girls were taught domestic science according to their age, was a new departure and represented the interest which the Management was taking in the progress of the school. Another forward step was the completion of a workshop for the teaching of carpentry and an enlarged shop for the teaching of printing. As can be seen, the Management was determined that this school would not become an asylum for "handicapped" children, but a place of learning where these children would be prepared to take their places in the regular life of the community in which they chose to live. With this aim in mind, the Board of Managers, chose their staff very carefully. On occasion they were guided by the recommendations of the principal and teachers when they chose to employ a former student in preference to selecting a person unfamiliar with the routine of the school. It is interesting to note here the amount of support given by Mr. and Mrs. F. W. Thomas. Mr. Thomas was a Vice-President and Mrs. Thomas was a Directress. Mr. Thomas was also an Elective Governor and both were on the Board of Managers. When it was proposed to begin the nucleus of a library in the school, Mr. and Mrs. Thomas gave a large donation of books. So it was with other such needs of the school, which ranged from donations of clothing and other

supplies to the collection of subscriptions in cooperation with Mr. F. Mackenzie in the City of Montreal. There were of course other such interested people, Mr. and Mrs. Thomas having only been selected as examples of the industriousness of many on both the Board of Governors and the Board of Managers.

In 1883, Mr. T. Widd, the first principal resigned his position due to ill health and Miss McGann, whose father had been the principal of the Ontario School for the Deaf, assumed the principalship under the title of Superintendent. By this time, Mr. and Mrs. Brydges, who had been made Honorary Members in recognition of their work for the school, had been joined by fourteen other members. This number was reduced to six by 1885, probably due to death among the members, since no other explanation is available in the Minutes of the meetings. The Cote St. Antoine property had been sold, a legacy of \$2,000, had been left by Mr. J. Mackay and an additional amount of \$3,000, had been given by the executors of his will, thus leaving the budget favorably balanced when Mr. Edward Mackay relinquished his position and his nephew Mr. Hugh Mackay, assumed the presidency. That year, the Board appointed three examiners in the persons of Mr. R.W. Norman D.C.L., Mr. George H. Wells, and Mr. William S. Barnes. There were now twice as many Elective Governors as Life Governors. In 1887, the Board of Elective Governors were joined in their ranks by the Hon. Sir Donald A. Smith K.C.M.G., M.P. Also that year, George Durnford became the Secretary-Treasurer and Mr. P.S. Ross remained with the school as auditor. The Board of Managers had admitted the blind children who, besides being taught their academic work, were also being

taught chair-caning and piano tuning. Although not his prescribed duty to do so, Mr. Hugh Mackay paid for the installment of an Artesian Well to alleviate the short supply of water experienced the year before when the well gave out.

The Hon. Hugh Mackay had been unable to attend several of the meetings since he had become president and his place had been filled by Mr. F.W. Thomas. When Mr. Mackay died in 1890, Mr. Thomas was elected President. Mr. Mackay had left \$12,000, to the school; Mr. James Mackay who died the same year left \$5,000, and the Government of the Province of Quebec, through the efforts of the Hon. Honore Mercier, who had visited the school, increased their grant to \$3,000. The Endowment Fund now totaled \$31,700, and in general the school once again was on a firm foundation. Dr. Birkett consented to be the Honorary Oculist and Aurist and from this time on he was to play a large part in the advances made by the school. The following year, Dr. J.C. Nichol consented to be Dentist bringing the total number of Honorary Physicians to four. There were now nine instructors and seven servants employed in the school and the Board of Managers decided to admit children who could not speak distinctly but who could hear, to the school. Adult blind however were refused admittance.

By 1893, the Provincial Government had increased its grant to include a special grant in education of \$1,600. The following year which brings to a close the second phase of the history of the school, Dr. Buller joined the physicians as oculist, Mrs. Robert Mackay, a Directress, gave the sum of \$1,000 to purchase a portion of land facing on the street in the rear and thus

squaring off the property. Since the Board of Managers were considering dropping the teaching of printing due to the improvement of machinery in commercial establishments which Mackay School could not hope to keep up with, and teaching gardening in its place, this additional land would be most valuable. The President and Vice-Presidents, Mr. Thomas, Mr. Robert Mackay and Mr. C. Alexander, stepped out of their appointed roles and took the children on a picnic to St. Helen's Island. This interest and participation in the affairs of the school seem to by now have fallen upon the shoulders of the above mentioned. With few exceptions, the remainder on both the Board of Governors, the larger group, and the Board of Managers contributed passively to the school. On record as attending the annual meeting was a total of fifteen out of approximately seventy listed as office bearers. Fortunately however, the school under the direction of Mrs. Ashcroft, formerly Miss McGann, and the financial affairs and the upkeep under the supervision of the really interested members of both Boards were kept in admirable condition. As Mr. J.E. Hill M.A., B.D., wrote in his report of the examinations of the pupils "How many lives are helped to be useful, minds to be intelligent and hands to be skillful, through such an Institution as this".¹²¹

The third phase beginning in 1896, sees the largest number of pupils since the school began. There were sixty-eight registered, sixteen of whom were taught by the oral method, sixteen were taught in the articulation class, thirty were taught under the combined system and six were in the blind class.

121. Report of the Examiner, 1895, p. 17.

Considering the number of children who received their education free, the Board of Management found their finances to be in good condition. In the Minutes of their meeting, credit for this favourable condition is given to Mr. F.W. Thomas who administered the finances. Stock and Bonds alone were held to the total of \$55,181.75, realizing dividends totaling \$2,625.96. There were only three Governors Ex-officio, Sir J.W. Dawson, Rev. Dr. W.I. Shaw and Rev. Dr. MacVicar. The members on the Board of Governors and the Board of Management remained unchanged. The following year, there were only two Vice-Presidents, Mr. Robert Mackay and Mr. Charles Alexander. More members were taking an interest in the school and the number to attend the annual meeting had greatly increased.

The Ladies Committee, which has been mentioned before, although it had no legal entity, continued to help the Superintendent with the internal management of the school. The members of this working committee were appointed by the Board of Managers on the approval of the President.

In 1898, Lord and Lady Strathcona continued their interest in the school by becoming Patrons. That year also the total receipts reached \$12,010.76. Certainly by now, the school had taken its place among the recognized educational institutions of the Province of Quebec.

Of the original members, the following remained: Lady Dawson, Mrs. Peter Redpath, Mrs. Thomas Cramp, Mr. J.A. Mathewson, Mr. W.H. Benyon, Mr. Charles Alexander, Mr. P.D. Brown (in England), and Mr. George Moffat (in England). This year 1899 saw the introduction of the electric light much to the

relief of the Management and staff since the danger in the use of coal oil had been a great concern particularly with the increased enrollment which caused over-crowding in many of the rooms.

In 1900, Mr. F.W. Thomas died and Mr. Charles Alexander was elected to take his place as President. Mr. Thomas had been influential in placing many of the graduates in suitable positions in the city. The plans which he had proposed to the Superintendent had always been of a valuable nature and Mrs. Ashcroft had never resented carrying them out, according to the Superintendent's Report for that year. Mr. Thomas had collected four thousand dollars for the establishment of workshops in the school and had collected annually the sum of \$3,000, and upwards in the City of Montreal. The two Vice-Presidents were Hon. Robert Mackay and Mr. A.F. Gault.

The following year, Mrs. Stevenson resigned her position as a Directress due to her frequent absence from the city but remained a member of the Board of Governors. This move left Mrs. F.W. Thomas and Mrs. Robert Mackay as the only Directresses. Mrs. J.W. Mackenzie was selected by these two ladies to replace Mrs. Stevenson. The only two remaining Life Governors now were Mr. Charles Alexander and Mrs. H. Mackenzie. Even though there no complaints concerning the finances, the carpenter's shop lacked a fret saw and a turning lathe and the printing press required a small electric motor to drive it. These facts were pointed out in the Report of the Examiners who not only tested the pupils but also toured the building and made their report regarding the same to the Board of Management. These reports and those of the Superintendent were the Management's

guide to improvements to be made. A further short-coming was the lack of equipment in the new gymnasium. This would seem to indicate a tightly balanced budget which allowed for only the absolute necessities since a fair amount of activity outside could compensate for the lack of equipment in the gym.

In 1903, Mr. Gault died and Mr. David Morrice was selected to take his place. In his position as Vice-President, he paid for the fittings for the gym although he certainly was not required to do so because of this new position. Even though the Board of Management was responsible for the hiring of the staff for the school, it was the Superintendent who selected the teachers, according to the Superintendent's Report for the year 1903-04. In an effort to keep Mackay School on a par with the public schools on the island, the teachers were required to attend lectures given annually in the High School and any other meetings where current educational topics were being discussed. The Management saw that the text-books used at Mackay were similar to those in use in the public schools.

Mr. Alexander, M.P.P. resigned his position as President in 1905, and suggested Hon. Robert Mackay to take his place. Due to his frequent absences from the city, Mr. Mackay declined in favour of Mr. David Morrice. Mr. Morrice had given a great deal of his attention to the school. He had been on the Board of Managers in 1880, become an Elective Governor in 1881, and now in 1905, he had been elected President.

Mr. Alexander was made Honorary President in recognition of the work he had done for the school but this was a position he held for only one year. In 1906, he died and left the

sum of \$500, to the school. This change on the Board caused the election to office of Mr. R. Wilson-Smith and Mr. Abner Kingman who joined Mr. Mackay as Vice-Presidents bringing their full strength back to three members. Mr. D.M. McGoun was elected to the Board of Life Governors in 1906. Mr. J.C. Holden replaced Mr. Wilson-Smith as a Vice-President in 1907, Mr. Smith taking his place as an Elective Governor. Mrs. Mackedie, a Directress, left for British Columbia but her place was not filled until 1909 when Mrs. C.I. Root was elected to fill the vacancy. A new system of drainage and of water delivery was accepted by the Board of Management in 1907, and Mr. Morrice the President supervised the enlargement of the carpenter's shop. In an effort on the part of the Board of Management to improve the standard of the school which already compared favourably with other schools according to the reports of visitors, Mr. Kingman, a Vice-President, offered two ten dollar gold pieces to the boy and girl who made the most progress in conduct and studies during the year. Mrs. F.W. Thomas presented prizes at the end of the school year and during the year sleigh drives were provided by the President and tea parties were given by Mrs. Morrice, Miss Macfarlane and Miss Kingman. Only Mrs. Thomas from the original members remained active. 1907 also was the year Mr. Widd, the first principal, died in California. Mr. P.S. Ross, the first regularly appointed secretary also died. Apart from his appointed position, he had given many gifts to the children and had entertained them in his home on several occasions.

The Board of Management found it necessary in 1908 to raise the fees to \$150 for residents of Quebec and to \$225 to

for residents of other provinces. By 1910, fifteen paid full fees, twenty-four part fees, and forty-one were dependent upon the school for education and support. It had been decided by the Management to admit Hebrews that year. Of the thirteen admitted, only one paid full fees. The classrooms were still congested at the end of this phase of the history and a hall was still needed. The financial side of the picture however was encouraging with the Endowment Fund totaling \$83,854.30, the land and buildings valued at \$47,500, and the Government grant of \$3,000, and \$1,600, as a special education grant although not as much as in other provinces still substantial enough to keep the school on an operating basis. In spite of the many changes during this period on the Board of Management, Mr. Douglas Keith, Principal of the California Institution for the Deaf and Blind is recorded in the Minutes as saying to the press, "I consider the manner of treating the afflicted in that Institution to be as nearly perfect as modern science could devise". Certainly it must be conceded here that there were a greater number of members active during this period than during the preceeding one.

Beginning in 1911 with the fourth phase of the school's history, is also the beginning of a building program. A new dining room, dormitory for twenty-five more pupils, private rooms for the teachers and a large hall for meetings with stained glass windows and etched glass on the doors leading to it, donated by a friend, were all realized. Credit for these improvements was given to Mr. Morrice, according to the Minutes of the meeting of the Board of Managers. It was now possible to instruct the

deaf and the blind in separate rooms. The cost of these improvements amounted to \$23,000. This debt was not cleared until 1913. Mr. J.C. Holden resigned his position as Vice-President and was replaced by Mr. D.M. McGoun in 1911. Mr. McGoun was to play an active part in the affairs of the school. The following year, Mrs. Robert Mackay died. She had taken an active interest in the school from 1885, and her position as Directress was taken by Miss Roddick. For the first time this year, the Ladies Committee was specifically mentioned. It consisted of the Convenor, Mrs. Ashcroft; Mrs. Thomas Mrs. Root, Miss Roddick, Miss Sweeney, Mrs. D.M. McGoun, Mrs. Walter Molson, Mrs. S. Carsley, Mrs. Frank Scott and Mrs. Moyse. Also for the first time, an Assistant Secretary was appointed in the person of Mr. E. Ross-Ross.

Mrs. D.M. McGoun replaced Mrs. Thomas as a Directress in 1913. Mrs. Thomas had been a most active and interested worker for the school but because of her advancing years, she felt it necessary to resign. Mr. and Mrs. G.B. Fraser and Mrs. Robert Loring, the former Miss Anna Mackay, were elected to the Board of Management that year. By this time, the Board of Management was able to pay off the debt of \$23,000, with the money in a fund for building purposes and the combined legacies of the late Miss Mary Dow for \$10,000, and the late Mr. Hugh Watson for \$5,000.

A decided loss was felt by the school in 1915 when Mr. and Mrs. Morrice died. A further loss was felt with the death of Mrs. C.W. Lindsay whose interest had been mainly in the blind department. Following these deaths, certain changes

were made among the Office Bearers. Mr. David McGoun was elected President and was the first to give a "President's Report" of the activities of the school. The Vice-Presidents included Hon. Robert Mackay, Mr. Abner Kingman and Mr. G.B. Fraser. Mr. and Mrs. Fraser were also both Life Governors. The Directresses were Miss Rodick, Mrs. Frank Scott, Mrs. D.M. McGoun, and Mrs. C.I. Root. The Honorary Solicitor was Mr. Hugh Mackay K.C. and the new members on the Board of Management were Mrs. Norman Wilson, the former Cairine Mackay, Mrs. Hugh Mackay and Mr. W.J. Morrice. Along with his duties as Vice-President, Mr. Kingman and his wife usually officiated at the Sunday Service. Mrs. Kingman showed a great interest in the blind and would sing their hymns to them.

Although these new members were ambitious for the progress of the school, the collections were down the following year. This was attributed partly to the effects of the war. This same year it was decided by the Board of Management to alter By-Law 2 to read four Vice-Presidents and four Lady Directresses. Mr. W.J. Morrice became the fourth Vice-President. In 1917, Hon. Robert Mackay died leaving \$12,000, to the school. His place was taken by Hugh Mackay K.C. Following the change in the By-Law, Mrs. Loring and Mrs. G.B. Fraser were elected Directresses. This however brought the total to six instead of four. Miss Ida McLeod who became Superintendent following the retirement of Mrs. Ashcroft who had served the school for thirty-six years, was appointed Convenor of the Ladies Committee. Miss McLeod received her position on the recommendation of Mrs. Ashcroft. Since she had been with the school for several years,

the Board of Management was familiar with Miss McLeod's work and accepted Mrs. Ashcroft's recommendation without further inquiry. The fees in 1917 dropped to \$989.50, from \$1,314.50, in 1916. This drop in fees naturally affected the finances of the school but it was not until 1919, when the war was over that an attempt was made to bring the public into closer contact with the work being done at the school and of the desire on the part of the Management for their whole hearted support of this kind of education. This was done by means of both a collector and a circular letter. Previous to this, a collector had visited those who gave each year and on one occasion the work of the school was made known through a letter sent to the members of the Protestant clergy and read in church. No attempt was made to solicit subscriptions at that time.

Mrs. Edward Mackay was elected to the Board of Managers in 1919 and the following year, Mr. R. Schurman C.A. was appointed Assistant Secretary-Treasurer. Sir Arthur W. Currie G.C.M.G., K.C.B., LL.D., became a Governor Ex-officio. The pupils' fees now totaled \$2,216.20, even though the blind children had been removed the previous year. The Federation of Jewish Philanthropies paid for four of the twelve Jewish pupils in attendance at the rate of \$100, per year. In order to stimulate the pupils into becoming good students, Mr. C.W. Lindsay offered book prizes. The previous year he had offered two fifty dollar Victory Bonds, a gold pin, and a pair of gold cuff-links to the boy and girl who made the most progress that year. The Board of Managers also arranged for the girls to attend millinery classes at the Technical High School. Mrs. Ashcroft died that year and left

\$2,000, to the school.

Mr. C.W. Lindsay was made a Vice-President in 1922, the same year that Mr. D.W. Ross, who had been on the Board of Management since 1907, died. By 1924, the Board of Management was working in closer harmony with the Protestant School Board of Montreal. Before this year, the text books used at Mackay School were similar to those in use in the Protestant school in Montreal. This practice was still in force and in addition, Mr. Woodley, Principal of Argyle School, acted as examiner for the year 1924. Other members connected with public school education were to act in a similar capacity as the years went by. The Protestant Board of School Commissioners also granted \$1,482, to Mackay School for that year. Similar grants were received in forthcoming years. The following year school inspectors from the Protestant School Board visited the school as did Fire Drill Inspectors. The Westmount School Commission provided new blackboards and school desks and the examiners that year were the Principal of the High School of Montreal and the ex-Principal of Boys' High School. With this closer cooperation with the Montreal School Board, the Board of Management found it necessary to raise the wages of its teachers. The increases amounted to a total of \$1,166. Although no specific wages are recorded, it can be assumed from later records of wages that the amounts paid were still below the amount paid by the Montreal School Board.

Few changes had taken place among the Office Bearers. Mr. G. Durnford, who had been appointed Auditor in 1885, and had become Secretary-Treasurer in 1889, died and his place was taken by Mr. R. Shurman who was already acting as the assistant.

As 1925 came to a close for the school year in June, the Management was carefully balancing an income of \$19,871.33, with an expenditure of \$19,639.03, due to a paving tax of \$4,311.61, an assessment of \$511.68, for a new sidewalk on Prud'homme Avenue, additional insurance and an increase in teachers' wages. However the educational standard was good, according to examiners' reports, the knowledge of which seemed to provide the necessary stimulus in the face, ~~sometimes~~, of disquieting circumstances.

The beginning of the next phase in the history of the school saw a growth in the number of students attending and the number of persons on the Board of Governors. The increase in the number of students was due to the acceptance of children from Saskatchewan. This arrangement in 1926 raised the fees from \$6,275, to \$10,090.14. Those who were elected to the Board of Governors were, Mrs. H.A. Lafleur, Mrs. Percy Cowans, Miss Mae Murray Smith, Miss Jessie Reekie, Mrs. G. H. Montgomery, Mrs. G. Mackay, Mr. and Mrs. Chas. T. Hare, Mr. Arthur J. Hodgson, Mr. J. Hamilton, Mr. Edward Mackay, and Mr. T.S. Gillespie.

Following the advice of Dr. Birkett, the Board of Management had microphone equipment installed in the school in 1927. This was improved upon the next year with the addition of transmitters. The Very Reverend Dean Carlisle consented to become a member of the Board of Governors the same year. Mrs. Loring had always been very interested in the affairs of the school and in 1929, was convenor of the Ladies' Committee although the principal Miss McLeod held this position officially.

Apart from their duties as members of the Board, Mr. and Mrs. Kingman provided the school with a new electric washer, Mr. Richardson of the Crown Laundry offered to do the flat work free of charge and new chairs for the dining room, lockers for the boys and girls and name plates on the portraits in the reception room were provided by the cheques sent by Mrs. Norman Wilson, Mr. Alfred B. Evans, Mr. W.J. Morrice, and Mr. C.W. Lindsay.

In 1930, the Ladies Committee made an investigation into salaries paid in schools under the Protestant Board in Montreal. Taking into consideration allowances for board and lodging, they recommended an increase for the teachers. This was the first time they had done more than help to look after the internal management of the school. Among those made Life-Governors in 1930, were Mr. C.W. Lindsay, Mr. Robert McLimont of Quebec City, Mrs. Robert Loring, Miss Roddick and Hon. Cairine Wilson who just that year was privileged to be the first woman summoned as a member to the Senate of Canada. Three staunch supporters of the school died in 1930. They were Rev. Ed. Bushell, who had been associated with Mackay for thirty-nine years, Mrs. C.I. Root, twenty-nine years service, and Mr. Kingman, who had been with them for twenty-five years.

Mrs. Loring presided at the General Meeting in 1931, the first time in the history of the school that a woman had taken such a position. She was extremely anxious for the progress of the school and saw to improvements made during the summer months. More new Board members were elected that year. They were, Mr. J.M. Fraser, Mr. L.R. Thomson, Dr. I. Gammell,

Mrs. David Scott, Mrs. Allan Mackay and Miss M. Evans.

The Ladies Committee were again **active** and this time recommended the installation of a woodworking machine. The Board of Management were also host to Dr. Underwood, Inspector of Schools for the Deaf in England, who gave his opinion on the work of the Mackay School; Mr. Colpitts and Mr. Darraugh, Inspectors for the Montreal Protestant Board of School Commissioners, who reported their findings to the Board of Education, Mr. Logan, Secretary of the Protestant Board of School Commissioners who reviewed the library situation and recommended additional books to be bought, and Mr. Lang, Inspector of School Grounds under the Protestant Board, who recommended additional playground equipment. The Board of Management prepared special announcements regarding their educational courses for insertion in the local press and finally four Vice-Presidents were elected in addition to those already holding that position. They were, Dr. H.S. Birkett, Alfred B. Evans, W.S. Richardson and James M. Fraser.

Under the direction of the members of the Board of Management an Educational Committee was set up with Professor F. Clarke of McGill University as the Chairman. To further this work, Dr. Birkett brought Dr. Max Goldstein of the Central Institute for the Deaf, St. Louis, to inspect the work being carried on and to evaluate it. Suggestions made by Dr. Goldstein were carried out as far as possible by the teaching staff. In all its work, the Management and Educational Committee followed the Protestant Board's Course of Study.

The following year, eighteen mentally deficient pupils

were withdrawn from the school. This move permitted a revision of the Syllabus. Mr. G.B. Fraser died after serving for twenty years on the Board of Management and his place was taken by Mr. J.M. Fraser who became interested in promoting the teaching of handicrafts to the girls. To this end, he was responsible for having five hand looms imported from Sweden. Nor did he neglect the boys. He organized a Boy Scout Troop for those past grade three. These last changes took place during the presidency of Dr. Birkett, Mr. David Mackay McGoun having retired after twenty years as president.

At the November Annual Meeting in 1935, Dr. Birkett resigned and Mrs. Loring was elected President. Many changes were made that year. Following the recommendation of Dr. Birkett that oral and lip-reading method of teaching be used in the school, the Committee on Education had secured the services of Miss Hudson on a temporary basis to bring about this change. This followed the retirement of Miss McLeod after forty-three years of service and Miss Daly after thirty-six years with Mackay School. This change in teaching methods was carefully watched by the Education Committee consisting of Professor John Hughes, Chairman replacing Professor Clarke who had left for England; Professor Sinclair Laird; Mrs. David Scott; Miss Isabel Lindsay and Mr. F. Murray Smith. This committee, just like the Ladies Committee, now termed the House Committee, had no legal entity. Similarly the Finance Committee which was set up in 1934, was considered in the same category. The members of this committee were Mr. Edward Mackay, Mr. Hugh Mackay, Mr. Allan Mackay, Sir Charles W. Lindsay, Mr. D.M. McGoun and Mr. W.J. Morrice.

These men looked after the ordinary expenditures of the school. The committee, whose first Chairman was Mr. Edward Mackay, is appointed at the Annual Meeting by the Board of Management on approval of the President.

The Vice-Presidents now numbered three, Sir Charles W. Lindsay, Mr. W.J. Morrice, and Mr. A.B. Evans. The Directresses were Mrs. G. Mackay, Mrs. D.M. McGoun, and Mrs. A. Kingman.

For the first time since the By-Laws had been drawn up, the members of the Board of Management were listed according to the year in which they would retire but be subject to re-election. Those members who would retire in 1936 were, for example, Sir Charles W. Lindsay, Mr. W.J. Morrice, Mrs. G.B. Fraser, Mr. Edward Mackay, Mrs. D.M. McGoun, Mrs. R. Loring, Professor John Hughes, Mr. Allan Mackay and Mr. R. Shurman.

The changes among the Office-Bearers were equalled with the changes which had been brought about by the Board of Management. In structural changes, the Assembly Hall was relocated and eight new classrooms were added. A medical examination room was provided and was equipped by the Rotary Club; their Past President Dr. A.L. Walsh and Mrs. G.H. Montgomery. The manual training department was enlarged and the kindergarten, weaving department and playroom were relocated. In classroom procedure the Board appointed three experienced lip-reading teachers. signing and spelling were abolished from the classrooms and wall mirrors were fixed in each classroom to aid in the teaching of lip-reading and speech.

In 1937, Miss Hudson returned to England and Miss

Hagen, M.A., assumed the principalship. The pace set by Miss Hudson was continued the following year and a Domestic Science Room was provided and a Normal Training Department was established under the guidance of the principal. Dr. Percival visited the school as did Mr. E.G. Peterson, Superintendent of the Saskatchewan School for the Deaf. A Supervising Teacher, Miss Grace Shaw, B.Sc., was appointed by the Board of Management and the following year, Miss Hagen and Miss Shaw prepared a Course of Study which closely paralleled that of the Protestant hearing schools in Quebec.

While these changes were taking place in 1937, Miss Roddick and Mrs. Percy Cowans died. Mr. D.M. McGoun, Miss Isabel Lindsay and Mrs. Wm. Stewart resigned and Dr. Edward Archibald was elected to the Board of Management.

By 1938, the operating deficit had risen to \$10,065.49, in comparison to \$6,758.16, the previous year. The additions and changes in the building in 1936 had been financed by a loan from the bankers and through the sale of some of the securities. Now an appeal to the Director of Protestant Education and to the members of the Provincial Legislature for an increase in their grant proved unsuccessful. A resume of work and activities was submitted to the Educational Survey Committee for the Province of Quebec. In that year Dean Sinclair Laird resigned.

Miss Hagen remained with the school until 1940 when she resigned and was followed by Dr. Southam. The programme of project work, monthly reports to the parents, merit systems, and publicity in the form of talks to organizations by the

principal and a weekly column in "The Monitor" of happenings in the school were continued. The programme became even more ambitious when the President and the principal visited schools for the deaf in the United States and tried to inculcate some of the ideas they had gleaned from their visits into the work of the school. As new ideas were introduced, the operating deficit grew until the programme had to be abandoned. Dr. Southam's resignation was accepted by the Board of Management and this phase of the school's history came to a close with great strides forward in the field of education but an alarmingly low financial statement.

The last phase of the school's history may be considered to begin with the New Year of 1942. The Life-Governors, Mr. D.M. McGoun, Mr. W.J. Morrice, Mrs. Alan Law, Mr. J.W. McConnell, Hon. Cairine Wilson, Mrs. R. Loring, Mr. G.H. Montgomery, K.C., Mr. F.W. Ross, Lady Meredith, Mrs. John Beattie, Mr. Lawrence Macfarlane, K.C., and Mrs. Abner Kingman, and the Elective-Governors, Miss Jessie Dow, Senator C.B. Howard, Miss Jessie Reekie, Mr. A.L. Sellar, Mrs. Edward Mackay, Mrs. Walter Molson, Mrs. G.H. Montgomery, Mr. W.S. Richardson, Mrs. H.A. Lafleur, Major G. Gordon Lewis, Mr. A.E. Francis, Mr. A.F. Gill, Mrs. J.D. G. Kippen, and Mrs. Charles F. Burns were all summoned to a meeting to decide the steps to be taken to remedy the situation they were in. The members of the Board of Managers for that year, Col. E.W. Archibald, Mrs. Loring, Mrs. G.H. Montgomery, Jr., and Mrs. L.M. Strachan, if not already notified as a member of the Board of Governors were also requested to be present. The President, Mrs. Loring, the

Vice-Presidents, Dr. A.L. Walsh, Mr. J.M. Fraser, and Mrs. David Scott, the Directresses, Mrs. G.B. Mackay, Mrs. A.O. Mackay and Miss M. Evans, the Honorary Solicitor G.H. Montgomery, K.C., and the Secretary-Treasurer, G.S.J. Payne C.A., formed the remainder of those requested to be in attendance. The members of the Finance Committee chaired by Mr. J.M. Fraser advised the selling of securities for a total of \$84,732.46, and the buying of others for \$12,705, which would realize a net amount of \$72,027.46, which in turn could be used to repay a bank loan and reduce the overdraft. It was also decided to send out a circular letter to ask for aid. The results of this letter were subscriptions totaling \$6,843.66. The Mackay Homecraft Studio advanced \$1,439, and the school began to settle down to normal operations. The Education Committee consisting of Dr. A.L. Walsh, Chairman, Mrs. David Scott and Mrs. G. Montgomery, Jr., informed those interested that the education of the children was begun by the oral method and continued in the same manner unless the pupil was not making progress and at that time he would be placed in the manual class. The curriculum which was followed in the school roughly compared with that of the Protestant Schools as far as grade eight, and the person selected to take the place of Dr. Southam was Mr. M.S. Blanchard B.A., who was already teaching in the school and would be acting principal until June at which time he would be termed Principal for the following year. Under Mr. Blanchard's guidance lip-reading classes were held in the evening for the adult deaf and the "Mackay Bulletin," dealing with topics of interest to the beginner and graduate

both, was published monthly.

The House Committee with Mrs. A.O. Mackay as Chairman, and Mrs. George Mackay, Mr. J.M. Fraser, Miss Mabel Evans and Mrs. L.M. Strachan as fellow members, were on hand to help with the internal management of the school. In spite of difficulties caused by war-time conditions, the cost per pupil was reduced from the previous year to \$642, from \$645.

The Board lost three of its valued members in 1942 through death. Brigadier-General H.S. Birkett, C.B., V.D., M.D., LL.D., F.R.S.C.(C), F.A.C.S., was appointed Honorary Physician in 1891 and later became President. He had been responsible for the early introduction of audiometric sets and had followed up his interest in the education of the deaf by inviting Dr. M. Goldstein to the school and by influencing the members of the Boards to carry out as far as possible the ideas received. Dr. Birkett was particularly noted as a surgeon and won world renown for his work in Otolaryngology.

Another member was Hugh Mackay K.C., the son of the late Hon. Robert Mackay. Mr. Mackay had been the Honorary Solicitor since 1915. Mrs. Frank Scott, the former Miss Major, was the third member. Mrs. Scott had been on the Board of Managers from 1887 to 1904. Her mother was one of the first Directresses.

For the first time written salary contracts were drawn up. Regardless of this change in policy and the changes arrived at by the Board members, the determination on the part of the teaching staff to educate each child to the best of his ability seemed never to wane, for there is no report

to evidence stagnation in the educative system of the school.

In 1943, Mr. W.J. Morrice, a Life-Governor, and Mr. W.S. Richardson, an Elective-Governor, died. Mr. C.G. Wallace, Mr. Hazen Hansard and Mr. B.M. Ogilvy were elected to the Board of Managers. Mr. Hansard became a member of the Education Committee the following year. Dr. Walsh, Dean of the Faculty of Dentistry at McGill University and President of the Canadian Dental Association, remained the Chairman of this committee.

A Building Maintenance Committee was organized in 1945. Mr. B.M. Ogilvie, Chairman, Mr. C. Howard Gordon and Mr. James M. Fraser were the members. Just as in the cases of the other committees, this body had no legal entity, but existed solely to look after the maintenance of the building and deal with the problems concerning it directly rather than bringing small matters up at the Board Meetings for all to consider. Decisions concerning large expenditures were still voted on by the members of the Board.

Dr. Alexander Currie, Associate Professor of Education at McGill University, and Mr. A.O. Mackay, who had returned from overseas, were appointed to the Board of Managers. Dr. Currie and Miss Evans were on the Visiting Committee for 1944-45 and Dr. Currie and Mrs. R. Loring were responsible for wording the appeal letter which by now had become an annual event.

A policy to assure minimum salary and a fixed annual increase for the teachers was formulated in 1944. The minimum was \$600, for teachers in training, \$840, for A, B, or C, certificates and increases were from \$60, to \$150, yearly until a maximum of from \$700 to \$2,070, was reached. The difference

in salaries was partially due to the fact that the merit system was in effect. The contracts signed were for one year only.

The Board of Management played host to a variety of visitors in 1945-46. Major George Brown, a member of the staff of Westhill High School, spoke to the children on the occasion of Empire Day. There is no reason given in the Minutes for the visit of Hon. W.S. Loyd, Minister of Education of the Province of Saskatchewan, Mr. J.F. Swan, Secretary of the Department of Education for Alberta, and Mr. Leonard M. Elstad, Minnesota School for the Deaf, and later President of Gallaudet College, all for 1945; Dr. C.E. McDonald, Superintendent of the British Columbia School for the Deaf and Blind; Mr. and Mrs. Wilson, Department of Education, Alberta; Miss I. Inkster and Mrs. Bedford of the Saskatchewan School for the Deaf, and Mr. de Belle, Principal of Herbert Symonds School, in 1946.

In 1947, Dr. A. Currie was appointed Chairman of the Education Committee which now consisted of Mr. Hazen Hansard, Mrs. D. Scott, Dr. A.L. Walsh and Dr. D. Mackay who was elected to the Board of Management just that year. Miss Kathleen Wilson Smith was also elected to the Board of Management completing the only two appointments made to the Board in 1947.

The operating deficit had risen to \$9,024.30. This rose again in 1949 to \$20,156.27. The only change which had been made in the school during this time was the installation of group hearing aids in three of the classrooms. The dental equipment had been replaced by the members of the Rotary Club of Montreal. The only reason then for such a large operating

deficit lay in the higher cost of equipment and supplies and the higher cost of dining supplies. In order to meet these higher costs, it was decided by the Board of Management to raise the school fees. This same year, Mr. A.O. Mackay became a Vice-President, replacing Mrs. D. Scott who had gone to Scotland to live, and Dr. G.E. Hodge was appointed to the Board of Management.

The increase in fees was met by the Provinces of Alberta, New Brunswick and Newfoundland, but no increase in assistance was received from Quebec, in 1950. With eighty pupils in attendance, fees totaled \$42,506.35. The operating deficit was reduced to \$11,351.24. Subscriptions amounted to \$13,390.18, and the Mackay Homecraft Studio gave \$5,000, to the school. On this note of improved economy and with the satisfaction that Mackay School could compare favourably with other similar schools, the President, Mrs. Robert Loring, resigned her position after fifteen years. The following year, Mrs. Loring and her sister, Senator Cairine Wilson, bought the house next to the school at 3580 Decarie Boulevard and donated it to the school. It has been used as the Principal's Residence. The person chosen to replace Mrs. Loring was Mr. A.O. Mackay.

A chance to compare teaching methods was again given to the Board of Management and the teaching staff in 1952 when Mrs. Spencer Tracy visited the school as a guest of the Montreal Westward Rotary Club which held its meeting in the school. A further opportunity to use the most modern of equipment came that same year when the Snowden-Mount Royal branch of the Kinsmen's Club presented a Trainear. The next year, a class

for pre-school children was begun under the direction of Mrs. West who became an additional member of the staff. The Board of Management again invited Dr. Silverman to the school. This time, Dr. Silverman submitted a report to the Board of Management concerning his recommendations regarding the revitalization of the school. One of his recommendations, that of pre-school training was now in progress and another suggestion for the raising of teachers' salaries was also accomplished. Since Dr. Silverman requested that his report not be reproduced let it be sufficient to say that many of the changes made were based on suggestions made by him and adapted to fit the situation as it existed at Mackay School.

Changes among the Board members were few. Mr. A. Fraser was appointed to the Board of Management and the Education Committee was now reduced to three members-Dr. Currie, Dr. Walsh and Dr. Mackay. One change which occurred in 1953, was the establishment of the Medical Advisory Board. This Board consisted of Dr. G.E. Hodge, Dr. Roland Kennedy, Dr. D.G. Mackay, Dr. H.E. McHugh, Dr. W.W. McNally, Dr. A.E. Moll, Dr. G.T. Robb and Dr. E.E. Scharfe. The Board, the idea for which was conceived in 1952, advised in matters pertaining to a pre-school medical clinic.

Several changes occurred during 1954. Mr. A.O. Mackay retired from his position as President and Dr. Donald Mackay succeeded him. Mr. Mackay again became a Vice-President. Dr. A. Currie retired from the Board of Management and Mr. A. Fraser was nominated to the Finance Committee. Mrs. Steele, a trained Medical Social Worker, was on call when needed from the

re-habilitation centre of Montreal. A Ladies House Committee was formed under the chairmanship of Mrs. D. Mackay. This committee interested itself in the housekeeping arrangements and stood by to help the matron and her staff in any capacity where and when needed. The members were Miss Gian Lyman, Miss K. Wilson Smith, Miss Mabel Evans, and Mrs. Cecil Barry.

On the academic side, the Board of Management had eliminated the necessity to take woodworking as a compulsory subject. A part-time handicraft instructor was appointed and the boys who were interested in this form of work attended classes after school hours. It was now felt that the pupils were capable of higher academic standards and they were given more time in the classroom on the basis of this theory.

On the financial side of the ledger, no grant was received from the local School Board due to the fact that retired teachers from the Montreal Board were being employed by Mackay School and the school could therefore not receive a subsidy from the Board. With ninety-six pupils registered at the school, the fees totaled \$72,904, and with a decrease in taxes to be paid, the operating deficit amounted to \$2,221.96, which although considerable was below deficits of previous years.

Mr. F. W. Shepherd, Executive Director of the Boys' Farm and Training School and Governor of the Council of Social Agencies was appointed to the Board of Management in 1955. Miss Ruth Low, Assistant Supervisor of English in the Protestant Schools was appointed to this same Board the following year. Also in 1956, the Alberta pupils were removed to their own school. A secretary was employed at the school in the person

of Mrs. Forbes. She later assumed the duties of typing teacher as well.

An Educational Advisory Committee to the Board of Management was formed in 1957. The members of this Board were to advise on all matters relating to educational policy. Dr. Lorne Hamilton and Mr. J.W. Parks represented the Protestant School Board and Miss Low and Mr. Blanchard represented Mackay School.

The Medical Advisory Committee was asked to advise with regard to diagnostic facilities in addition to its previously assigned duties.

The year 1958, which is the last year dealt with in this history, proved a satisfactory year for the Board of Management. The grant from the Province of Quebec was \$10,000, the grant from the Montreal School Board came to \$1,250, and fees totaled \$65,734.92, for the ninety students in the school. The annual financial campaign was conducted by Mr. W.F. Shepherd, Mrs. W.R. Pritchard and the secretary Mrs. Forbes. Expenses were therefore kept at a minimum. The regular expenses of the school are looked after by Mr. A.O. Mackay, Mr. David Mackenzie and Mr. F.W. Shepherd.

The Education Committee, consisting of Dr. D. Mackay and Miss Ruth Low, have not issued a report for 1958, and since there is no mention of new equipment or methods in the President's Report, it must be assumed that the Board of Management is satisfied with the present standards.

Other committee members include, Mrs. R. Northey, Mrs. W. Phillips and Mrs. David Mackenzie, who have augmented

the House Committee. Mr. J.G. Herron and Mr. N.T. Dawe form the last of the committees, namely the Building Maintenance Committee.

The present Patron is His Excellency The Right Honourable Vincent Massey, C.H., former Governor-General of Canada.

Members of the Board of Governors include, Mr. and Mrs. James Fraser, Mr. W.S. Hart, Dr. J.S. Henry, Mrs. Alan Law, Major C.G. Lewis, Mrs. Robert Loring, Mrs. George B. Mackay, Mr. J.W. McConnell, Lady Meredith, Mrs. G. Montgomery, Miss Jessie Reekie, Mr. F.W. Ross, and Hon. Cairine Wilson all Life-Governors. Elective Governors include Mr. Alan F. Gill, Mr. C.G. Greenshields, Hon. C.B. Howard, Mr. and Mrs. Alex Hutchinson, Dr. A.L. Walsh, Mrs. J.D.G. Kippen, Mrs. A.O. Mackay, Mr. B.M. Ogilvie, Mr. Adam L. Sellar, Mr. C.G. Wallace and Mr. Hazen Hansard.

Members of the Board of Management for 1958 are Mrs. G.B. Mackay, Mr. F. W. Shepherd, Miss Ruth Low, and Mr. Norman Dawe.

The Honorary President is Mrs. R. Loring and the Honorary Vice-President is Mr. James M. Fraser.

Although, as has been previously mentioned, the Board of Management is charged with the immediate management and conduct of the school, its members do not interfere with the educational programme. This is left entirely in the hands of the principal, at present Mr. M.S. Blanchard. Mr. Blanchard makes adjustments in the curriculum when necessary on the basis of his many years of teaching experience in this field and in keeping as much as possible with the curricula of other schools for the deaf. Therefore, the direct organization and administration of the educational programme lies in the hands of

Mr. Blanchard and working under his guidance, the members of the teaching staff.

With this form of administration and organization, the members of the Boards and Committees "endeavour to maintain a fluidity of outlook and to evaluate and use constructive criticism when it is offered for the good of the deaf child and not merely for the advancement of any system".¹²²

In keeping with this motive, some aspects of the educational programme, as it involves organization and administration, are illustrated in the following paragraphs.

When the Boy Scouts and the Girl Guides were active, the principal was appointed to the Advisory Committee of these associations within the school for it is necessary for him to supervise the activities of the children in his care. Other activities carried on which also come under his supervision are assemblies with pupil participation, the Bulletin, a student produced school paper, and handicraft competitions. These activities provide incentives for a more keen appreciation of the English language, among other things. The effects of this training often show in the pupils' ability with their subjects. This is of great value to them, since they are graded only according to their academic ability.

The teachers, who are interviewed by the principal and accepted or rejected by the Board of Management according to the principal's recommendations, have a large number of "aids" on hand to help them in their work. The following are available:

122. Report of the Board of Management, 1957.

audiometer, Trainear, charts, pictures, wall-mirrors, earphones, hearing aids, record players, radios, television sets, a library, Home Economics room, carpentry shop, typewriters, looms, sewing machines, piano, film projector and a delineascope.

Prizes have never been lacking at the end of the school year. In 1907, two ten dollar gold pieces were offered, in 1919, book prizes were given, in 1937, a badge, followed by the Mackay Crest, and finally a gold ring with the Crest was presented to the outstanding student. All the above mentioned articles were donated by various members of the Board of Governors and/or the Board of Management. Today prizes are awarded to the top students in each class and usually take the form of articles most wanted or most needed. A scholarship to Gallaudet College may be won by the senior student who passes the required entrance examinations.

The teachers responsible for the above achievements, may be trained in one of the training schools for the deaf, or they may be and often are, men and women who have received regular teacher training and have since been trained at Mackay School by Mr. and Mrs. Blanchard. If they hold a Quebec teacher's certificate they may contribute to a pension fund as though they were employed by the Protestant School Board. If they do not qualify because of their certificate or age restrictions, there is no such fund available for them. Because of this situation, the Board of Management has on several occasions, given a pension to a teacher who has served the school for a long period of time. The decision to grant this pension, however, lies entirely at their discretion.

The pupils and teachers at Mackay School receive the same holidays as those under the Protestant School Board with the exception of Easter, when the holiday is from Good Friday to Easter Monday inclusive. This change takes place due to the number of students who must remain in residence due to long traveling distances. School is dismissed one week early in June as a compensation. The number of days spent in school therefore are the same as those spent in hearing schools under the Montreal School Board.

While in school, the children are taught academic subjects as well as crafts. Stress is laid on the academic subjects since it has been the finding of the principal that if the student is taught the basic academic work and had a sound grasp of his language, an employer is then more willing to teach that person a trade using the most modern of tools. Mackay School cannot keep pace with commercial machines and therefore, the boys in particular are taught crafts rather than trades.

Domestic help is hired by the Matron who is now Miss Ellis and who is responsible entirely for this department.

Each month the principal sends his report of the school's progress to the Board of Managers. Since he is a member of the Education Committee which is appointed by the Board of Management, he acts as liaison officer between this Board and the Committee. The principal does not issue his own yearly report as in former years. Instead, he summarizes the school's activities for inclusion in the President's Report which is prepared for delivery in the Fall.

The most important goal to be achieved at Mackay School is to graduate a boy or girl with the confidence to meet the outside world and to take a place among hearing people. This goal is accomplished only when there is careful organization coupled with efficient administration.

In conclusion it may be said that the original founding society established strata of authority by means of the creation of a Board of Governors and a Board of Managers, and basic formulae, in the form of the By-Laws, whereby effective administration would be possible. Those people elected to fill the positions on the Boards and later the Committees, fulfilled the requirements of their office and in most cases did more than was required of them. As nineteenth century philanthropy gradually changed into twentieth century welfare, so the ideas and ideals of those in authority were changed to harmonize with the new approach. The many alterations which were incorporated into Mackay School very often were brought about as a result of increased Provincial and local school board aid, as well as through the generosity of many individuals, clubs, and associations already mentioned. Many of the contributions so received were and still are used to implement the educational programme. As a result of this highly organized and combined effort, the Board of Management now feels itself in a position to "seek out the best opinions we can to make (Mackay) School an effective instrument for the education of the deaf in Montreal".¹²³

123. Report of the President, 1957.

Chapter VIII

A Historical Review with Prospects for the Future

At the time of this writing, Mackay School has been in existence as an educational institution for ninety-two years. From the beginning, the Board of Governors has played a very important part. This Board has maintained the school over the years, providing capital each year and in times of difficulties, such as that of 1924, when an overdraft of \$6,391.16, occurred and more recently in 1942, when a similar situation arose, coming forward with additional amounts to help the school balance its budget. Individual members have also contributed by providing needed equipment for the school. This equipment has taken the form of desks, a piano, and furnishings for various rooms including such a useful article as a dish-washing machine. This Board has furthermore supervised the investments in stocks and bonds as well as authorized the spending of large sums of money for, in one case, the purchase of a house nearby to be used as a Girls' Residence and in other cases for the purpose of the enlargement of the buildings. This Board has, in the past, carefully evaluated the Managers' Reports, the Auditors' Reports and Financial Statements and the Report of the Superintendent.(Principal). These reports are still available, with the exception of the Principal's Report which is no longer made out separately, for the scrutiny of the Board of Governors. However from the reading of past Reports of the President, this close association of the Board of Governors with the work in progress does not exist to the same degree as it did prior to 1941.

The Board of Management has assumed much of the responsibility so that the Board of Governors now convene only for the discussion of major issues. The Board still theoretically approves the appointment of the President, Vice-Presidents, Secretary-Treasurer, Honorary Solicitor, Auditors, Honorary Physicians, Elective-Governors, Board of Management and the subsequent Committees. Although the Board of Governors are not as active as a Board as they used to be, individual members such as Mrs. Robert Loring and Mr. and Mrs. G.B. Fraser are still very much concerned with the welfare of the pupils in the school. This was evidenced by the purchase by Mrs. Loring of Mrs. Bang's weaving business from Morgan's and the establishment of the Mackay Homecraft Studio under Mrs. Bang's direction and with Mr. Fraser's guidance. The Studio is a place of employment for some of the pupils and a source of income for the school since the Studio gives a substantial sum of money to the school each year. The Board of Governors therefore provided the basis for the establishment of this school and the Board of Management with its various committees has proceeded to formulate its policies and maintain an educational standard comparable to other schools for the deaf.

Much can be said for and against this kind of school. First of all in favor of this kind of support is the fact that private beneficence can make ventures and institute experiments that the constituted authorities are not free to undertake. These experiments may not always be successful as in the case of trying to modernize Mackay School in too short a space of time. In this case, the Board took the responsibility for the misjudgement and the entire affair was kept within the school

system. A state or provincially sponsored school would never be permitted to undertake such a gamble. On the other hand, private or semi-public schools such as Mackay School (it receives a government appropriation and is subject to its authority and general oversight), may have Board members who are on the Board because of their intense interest in the education of the deaf children rather than a passing interest in these children and a keen interest in politics. This latter statement applies mainly to schools in the United States where School Board positions are the stepping stones to political appointments in many areas. Although work may be held up for lack of funds in a school such as Mackay, the children who attend are there because their parents want them to be educated since for this school there is no compulsory education as there would be if it were entirely government supported. The pupils are given individual attention at school and the co-operation of the home and the school is a satisfactory one.

Mackay School has advantages when compared with the public schools. At Mackay, the pupil's hearing can be checked at frequent intervals and adjustments made immediately. There are small classes and therefore individual attention can be given. Since all in the class suffer under the same handicap, the pupil has no feeling of being 'different' and so the various resulting complexes are avoided. Furthermore, the teachers are trained for this kind of work at Mackay School either by attending a training centre or by being ~~trained by two~~ experienced teachers, Mr. and Mrs. Blanchard, with the result that the child does not experience a prolonged feeling of frustration because

he cannot make himself understood. Similarly, he progresses slowly at his own pace and therefore with understanding. He competes with his own equals and finally, there is available for his use a variety of equipment which will enable him in his effort to take his place in a hearing world. All this of course means that the child is segregated from his hearing companions. For the deaf child, the child who does not have sufficient residual hearing to enable him to understand speech successfully, even with a hearing aid, without special instruction, the best type of school is a school for the deaf. If the nursery school is available it is recommended. "The advantages for normal social growth and adjustment provided by directed play, sharing with others, and routine procedures are, even more important for the deaf child than for the hearing."¹²⁴ Careful and systematic training through to the eighth grade will enable the pupil, providing he is capable, to proceed to a hearing high school. Although there may be a gap of two or more years between the deaf pupil and the hearing one, when he first begins to attend high school, if the deaf pupil is well adjusted through sound education this age difference will to all intents and purposes disappear. For many then, this segregation is relatively short-lived and really necessary if the deaf child is to be taught how to live in a society of hearing people.

The relative advantages of the day school and the residential school have long been debated. Mackay School now falls under both headings. For those who live in Montreal and

124. I. Lane, H.S. & Silverman, S.R., "Deaf Children,"
Hearing and Deafness, Murray Hill Books, Inc., New York, 1947, p. 379.

can go home in a reasonable amount of time, the school is to them a day school. However, there are many who come from places remote from Montreal in the province and many more who come from places outside the province. For these boys and girls there is no choice in the matter and they know Mackay School only as a residential school. As a day school, Mackay offers specialized training for the deaf child while at the same time not disrupting normal family life. When the youngster arrives home after school he may partake of the activities of the neighborhood providing the games are not too complicated and he is a fairly good athlete, since children hesitate to include those who require special attention in their games but will tolerate them if they are a decided advantage to the team. The deaf child who lives at home learns the household duties first hand and realizes the price is in some degree the measure of work. For the parents, of course, it is more economical for the child to live at home. The one particular disadvantage as the writer sees the situation, is that the family and the friends of the family are apt to grant special favours to the deaf child. They become accustomed to his expressions, either facial or by gesture, and repond to his needs before he has the chance to try to express himself. Similarly if there are other children in the family, they are often persuaded to give up a favourite toy to the handicapped one and sometimes they are scolded for an act that the deaf child is not even criticized for.

Those children who live in the school most of the year or who only go home on the week-ends have the advantage of being under the guidance of experts at all times. At

Mackay School, the children live in "groups" with an older person at the head. The boys, and the girls, up to about the age of twelve, live in their separate dormitories on separate floors. Here they live as they would at home, with their favorite toys or other sentimental objects kept on their beds, or in the toy boxes provided. The person in charge teaches them habits of cleanliness and after supper and homework allows them, according to their age, television time and then sees that they are all to bed at a reasonable hour, half past seven for the first group and a quarter to eight for the second group. The girls from the ages of twelve to nineteen live in the Girls' Residence to the north of the school. Here there are three to four in a room and they are supervised by Mrs. McBride, the senior girls' supervisor. These girls follow a similar pattern to that which they would follow at home. They do their personal laundry, help with the housecleaning, look after their own rooms, and collect their own bed linen each week from the school laundry room from which it is sent out to be laundered. Their cleaning jobs are checked by Mrs. McBride so that the house is kept in spotless condition. The girls are permitted to make themselves snacks by using the cooking facilities in the house and to watch television before retiring at eight thirty and nine thirty for the older girls.

This kind of living develops mutual loyalty, a feeling of responsibility for the maintenance of the 'home' and although much of the living is routine clock-work, this is excellent training for the time when these children go out into the business world and time becomes an important factor.

The boys and girls at Mackay handle their own spending money and every Saturday afternoon they make their way to the local dime store to do their shopping. Clothing is purchased in a downtown department store by the student and a responsible person from the school. In this way, the pupils do not lose sight of the value of various commodities. The older boys earn some of their pocket money in the spring by helping to wash the walls in the school. By coming in contact with the ways of the world, the students learn to overcome a sense of inability to cope with irregularities. This in turn aids in mental development.

The deaf student at Mackay is not excluded from games for the rules, vocabulary and skills for popular games are explained by a trained teacher. The boys at Mackay School have their own hockey team and have played against hearing teams although this has not been developed to any great extent as yet. This form of communication with hearing children is beneficial to the deaf in the development of their speaking, and understanding in lip-reading. Classes in gymnastics are held every week and popular dancing is always on any party programme. Furthermore, the children in attendance here often enjoy more outside activities than a child living at home. The pupils at Mackay are taken by various associations to the circus, puppet shows, ice shows, sportsman shows, the movies and other such entertainments suitable for them. They visit Santa Claus at Christmas time and have a ride on the train at Eaton's. Certainly the programme for outside activities at Mackay School is varied and broad enough to include all the children.

The teaching programme does not suffer because of these activities. Discussions in the classrooms following these activities gives added opportunities for the children to develop their knowledge of language. It aids in their training in lip-reading and for those who are being taught to speak, it provides an excellent opportunity for them to express themselves voluntarily on a subject in which they are really interested.

A residential school for the deaf such as Mackay has well-graded classes whereas a day school seldom has enough deaf children in attendance to have these classes. By the time a deaf student has completed eighth grade in a residential school, providing he is of average intelligence, he will have been prepared to enter a hearing high school.

Throughout the difficult times as well as those periods of well-being, the Board of Managers has been successful in securing for this school well qualified and devoted principals and efficient staffs. Although there were frequent changes in the staffs, the principals have for the most part remained with the school for many years.

Mr. Widd, the first principal, began his service in the first school on Cote St. Antoine Road and then moved with the children to the new building on Decarie. He remained with Mackay until 1883, when poor health caused him to resign. During his time "visible speech" was introduced and the combined method of teaching was in use in the school.

Miss McGann, later to become Mrs. Ashcroft, succeeded him. During her term as principal, a class for the blind was begun, children who could hear but not speak distinctly were

admitted, classes were conducted separately in the oral method and in the manual method and the Montessori System was introduced into the school under the guidance of Miss J. Anderson. In 1917, Mrs. Ashcroft resigned her position on her doctor's advice.

Miss McLeod, who had been on the teaching staff, followed Mrs. Ashcroft. While Miss McLeod was principal, the blind department was discontinued and these children went to a school of their own, outside classes in millinery, calisthenics and dancing were conducted, amplifying equipment was introduced into the school, members of the Protestant School Board of Montreal became frequent visitors to the school in order to try to keep Mackay and the schools for the hearing at about the same educational level and finally, on the basis of Dr. Goldstein's report, those who were mentally deficient were refused admittance to the school.

In 1934, Miss McLeod resigned and Miss Hudson was asked to accept the position on a temporary basis. She had been invited to come to Mackay to reorganize the school along the lines suggested by Dr. Goldstein and which were very similar to the system under which she had been working in England. Rhythmic work, ear training and the Nursery School were all introduced while she was at Mackay.

In 1937, Miss Hagen, later to become Mrs. Wishart, was appointed principal. She believed in a close liaison between the home and the school and as a result, the children's work was sent home monthly. Also during her term of office, a supervising teacher was appointed to act as a co-ordinator and

as an incentive for the children to improve academically, a merit system of awards was introduced.

Dr. H.D. Southam succeeded Mrs. Wishart in 1940, but only remained until January of 1941, at which time Mr. M.S. Blanchard became acting principal and was officially appointed principal in June of that year. Under his guidance, the Mackay Bulletin, a student publication, was brought into being, and a reduction in compulsory vocational training time was tried and found to produce better work in both the academic and the vocational departments. "Visible speech", which had been on a decline, was now dispensed with. Lately, equipment for the more accurate testing of deafness has been used and finally, a greater effort has been made to acquaint the public with the work being carried on at Mackay through the numerous visits by Mr. Blanchard to various organizations. By acquainting the people of the community with the work, it is hoped that the deaf person will have a less difficult time adjusting to the community and vice versa when he is ready to take his place in it.

Education in any form is not an easy task. In the past, deafness was thought to be associated with mental illness and the public assumed these "dummies" to be retarded and certainly uneducable. For this reason, the public was pleased to see that the deaf were safely housed in an institution where they would be taught how to communicate among themselves and where they would be presumably 'out of the way'. As time passed, advances were made in science to the

point where sound could be amplified. When this invention was tried on those considered to be deaf, in particular those efforts of A.G. Bell, it was found that very few were so completely deaf as to not have any residual hearing at all. This discovery gave rise to the development of the audiometer and the electroencephalogram which more accurately assessed the deafness of the person. These inventions revolutionized the thinking of the persons connected with the education of the deaf child. If these children possessed even the smallest amount of hearing, then why not teach them the fundamentals of speech? Almost immediately, this new idea of speech was taken up by the forward thinking schools and all the deaf were expected to conform. Experienced teachers did not want to rush into this new phase, but if they did not follow suit then they were called reactionary. What they could see however, was that all deaf persons, be they children or adults, cannot lip-read. As was mentioned previously, this is a gift just as the ability to paint beautiful pictures is a gift; it can be developed to a certain extent but often at the expense of the person's progress. This may lead to a frustration which may tend to hinder further learning. Besides this, it is only natural to use the hands at times when speaking. If hearing people are permitted these gestures, why must a deaf person be forbidden to use his hands, as they are in the purely oral schools? Champions for both methods have arisen and schools have been established in which one or the other method is taught exclusively. In the midst of this controversy there have arisen schools which employ both methods satisfactorily.

One of the schools is Mackay. Here the administrators are attempting to adapt the method to the child rather than make the child conform to a set pattern. What more is needed you might wonder. At present, there are two schools for the English speaking deaf in Montreal. The Montreal Oral School, operated by Education for Hearing Handicapped Children Inc., and Mackay School for the Deaf. From the 1951 Census, it is estimated that there are about 100 English speaking deaf of school age in Quebec. Of this number twenty attend Mackay, twenty-seven attend the Montreal Oral School and fifteen attend Sourdes Muettes, a school for the French speaking deaf. According to the recommendations of the Study Committee on Deaf and Hard of Hearing Children in the Province of Quebec, 1957, "every effort should be made to amalgamate Mackay School and the Montreal Oral School and for this new school to receive the English speaking children now at the Institution des Sourds Muets and Institution des Sourdes Muettes. The intent is that all effort on behalf of the English speaking deaf child shall be coordinated in one major school administration."

This ideal arrangement is not regarded favourably by the management of the Oral School, primarily since the Committee suggested using Mackay School as the site for this new school and secondly since it would mean admitting that both systems are of equal value. Although the Oral School is now operated in rented premises, they prefer this arrangement to the suggested one. As Dr. Mackay states in his report for 1957, "There is no sane reason why the two educational philosophies should not flourish within one institution. We are not

engaged in a struggle to prove one method of education superior to another. We exist solely to educate (deaf) children...."

If this situation of the one school should be adopted, there would have to be changes made at Mackay. These changes had been suggested several years ago when Dr. Silverman first visited the school, but due to a limited budget, these improvements have never been made. If all energies were to be concentrated under one roof, then it would be possible to make these improvements. First of all, immediate attention would have to be paid to modernizing the physical plant and facilities. Following on that, geographically separate facilities for oral and combined sections would have to be provided. Also, children should be admitted at the age of three years and accommodation for them and for the other children, both day and residential would have to be provided. At the present time, Mackay provides education up to the eighth grade. Under the new scheme, the Committee suggests that the School be prepared to provide educational and other necessary facilities through the age of twenty-one. The School should also have a strong vocational emphasis for older non-academically oriented pupils--both in the curriculum and through close liaison with firms to gain work experience under proper educational supervision.

In connection with the school, the Committee has further recommendations to make. The school should be staffed by personnel having adequate general and special qualifications. This of course gives rise to the consideration of increased salaries for the teachers.

Besides the improvements and changes within the school,

the Committee also had recommendations to offer which would affect the deaf outside the range of the school. One of these concerned the formation of a Conference of educational, medical and all other professional personnel who have contact with a child so afflicted, which would decide where the child should be placed. This is mentioned here in that it would aid the administrators at Mackay to be able to concentrate on the education of the child knowing that he had been expertly tested and placed in the best environment without going through a trial period.

Another recommendation concerned the establishment of a Rehabilitation Centre. Again this is outside the confines of Mackay School but since it would in a sense carry on where the school left off, the writer feels that the students, in particular the older members, would have a greater feeling of security knowing that here was a place they could go for ~~information~~, help in securing a position, medical aid, or even assistance in locating social groups most suitable to their particular tastes.

There is much to be accomplished yet, even though aid is coming from various sources. At the present time, "the City Health Department of Montreal is systematically screening school pupils for hearing loss and approximately 15% of those tested are referred to their private physicians. Recently the Protestant School Board of Greater Montreal employed a teacher to work on problems associated with hearing impairment. This is an excellent beginning. It appears doubtful whether the needs of the hard of hearing children can possibly be met by one

staff person much of whose time is required for audiometric testing. This same School Board contributes \$250.00 per year per child who would normally come under the jurisdiction of the Board, to Mackay School. The Board also pays the salary of two teachers employed at the Montreal Oral School for the Deaf as well as providing the school with accommodation in Cote des Neiges School. Previous to this the Board had provided a classroom for this same effort in Aberdeen School when the name was Education for Hearing Handicapped Children. This particular school was established in 1950 by a group of¹²⁵ Montreal parents of deaf and hard of hearing children". Because of the connection of the School Board of Greater Montreal with both schools for the deaf there is a limited amount of integration of these schools with regular ones. The report of the Council of Social Agencies recommended as close an integration as possible in these two fields.

Mackay School receives a grant of \$10,000, from the Provincial Government, but no assistance for the purchase of hearing aids. According to Rev. Pierre Herteau, Director of the Institution des Sourdes-Muettes, "the provincial and federal health ministries contribute 50 per cent of the cost of orthopedic instruments furnished to cripples. The deaf child has as much need of a hearing aid as a crippled child has of a brace or crutches.

"...it has been understood in our locality that the problems relating to child deafness only concerned the educators

125. Montreal Council of Social Agencies, A Programme for the English Deaf and Hard of Hearing in the Province of Quebec, 1957.

of the deaf. Consequently, hardly anyone is really and actively interested in them, aside from their specialized educators."¹²⁶

The Council of Social Agencies has provided the blueprint, it now remains for the government, school boards, community and both Schools for the Deaf to combine their efforts to establish the new Mackay School for the Deaf as the private educational centre with primary responsibility for the education of the English speaking deaf.

The deaf themselves have expressed their feeling on the matter of education by passing a resolution adopted by the National Association for the Deaf: "Resolved...that the education of the deaf on the part of the state is simply fulfillment of its duty as a matter of right and justice, not sympathetic charity and benevolence to the deaf,... that schools for the deaf should not be known and regarded, nor classified as benevolent or charitable institutions...(but) as strictly educational institutions, a part of the common school system."¹²⁷

Unfortunately attaining an education is not the only problem the deaf person must face. A more difficult situation is often met with when the deaf citizen seeks employment.

As the Reverend Pierre Herteau and other educators have noted, during the last two decades, there has been an increase in the attention paid to handicapped groups within the community. Most of this attention has been showered upon those who are

126. The Gazette, Montreal, Monday, March 31, 1958.

127. Best, H., "The Deaf", Thomas Crowell, New York, 1914, p.258.

crippled and in very recent years, those who are mentally retarded or emotionally disturbed. While this is a commendable improvement over past interests, it is also unfortunate that the deaf in most cases have received only a minor amount of public support even though their potential to the community is much greater than those with crippling afflictions. Dr. D. Mackay, President of Mackay School, in his report for 1958 suggests the following reasons for this attitude. "First, the deaf are a relatively small group which in the past has been wrongly classified. Because deafness is so often associated with other handicaps of a more severe nature, we tend to forget about what one might call the normal deaf and to many people deafness means dependence and uneducability. I refer to the brain damaged, certain amentias, post-encephalitic and meningitic and the frankly stupid deaf. These associations live on in anachronistic phrases like dummies, deaf and dumb and deaf-mutism. Out of this larger group the able deaf have been able to emerge only as best they could and quietly to take their place in society unnoticed and unsung.... The second reason that I suggest as being responsible for the deaf being overlooked is that many of us who are actively engaged in the education of the deaf have ~~weakened~~ our case by dividing into groups and dissipating our energies by championing one or another educational philosophy. It may be trite to say united we stand divided we fall, but it is none the less true."

Mr. William Mara, who received his B.S. degree from Gallaudet College in 1930, wrote an article in the San Francisco Chronicle, November 21, 1941, in which he

illustrated the deaf worker's problem in seeking work in an industrial firm. Although this article is now eighteen years old, relatively the same problems arise today. The following is an extract from his "Letter to the Editor". "Too many employers especially those who have had no contact with the deaf, are reluctant to hire deaf workers, fearing it is uneconomical to use them and that their deafness will increase the liability of accidents in their plants."

While this is still held to be true by many employers particularly in the large industrial plants, Mr. Mara maintains that "deafness is not a liability; it is often more of an asset. When a man is deprived of one sense, all his other faculties, according to the rule of compensation laid down by nature, are sharpened to a great extent".

Mr. Mara further states that, "a well-educated, well-trained deaf worker is not perturbed by noises. He has a tendency to concentrate on his work, increasing his skill day by day. He has quick perceptive powers and a ready response. He is superior in any kind of work which requires the use of the eye. (The writer feels that here the statement is based upon the fact that the cause of deafness affected no other part of the body. In many cases the eyes are also affected if deafness is the result of serious illness.) He is more alert than those who can hear. He does not indulge in gossip or babble, as most of his hearing fellow workers do."

Unfortunately, the above statements do not hold true in all cases. Just as among hearing persons, there are some inefficient deaf workers but they are usually few and far between

and seldom made mention of. The deaf worker is fully aware of the limited opportunities open to him and therefore when he does find a position suited to his abilities, he will give his employer the best service in his power.

There are at present many deaf people at work in the City of Montreal and surrounding districts. Among the number are many graduates of Mackay School. In a recent conversation with Mrs. A. Nemeroff, the Secretary of the Canadian Association for the Deaf, Montreal, and herself a graduate of Mackay, the writer learned of some of the positions held by some of the Mackay graduates who have remained in the city.

After her graduation from Mackay, and until her marriage, Mrs. Nemeroff worked as an alphabetical I.B.M. operator at the Sun Life Assurance Company. During the war, she worked as a payroll clerk at Fairchild Aircraft. She has also worked as a typist at Canadian Industries Limited and at present, she is an I.B.M. machine operator in the Hollerith Department at the Sun Life Assurance Company. Mr. Nemeroff, her husband, is a Stereotyper at the Montreal Star Company. He, too, is a graduate of Mackay School. Between them they have taken on another job, that of raising a family of three boys, none of whom are deaf. The activities in their home are like those in a regular home. The only perceptible difference is that the boys convey their ideas to their parents by means of speech and signs. Mr. and Mrs. Nemeroff themselves converse by means of finger spelling and natural signs. The telephone is answered by one of the boys and the conversation related to the parent concerned. This mode of living is typical

of the educated deaf families. There are no records regarding those deaf who do not receive an education. In cases, where the parents have not had the youngster educated, the child has been kept in the home and taught to do the routine duties to be found there. Some instances of this are to be found in poor remote areas. The policy of Mackay School of admitting those capable of being educated but too poor to afford the expenses has helped to reduce the number of uneducated Protestant deaf.

Mrs. Nemeroff is not the only deaf person employed by the Sun Life: Mrs. Moore has worked as an I.B.M. operator there for five years. Similarly, Mr. Nemeroff is not alone at the Montreal Star, for another graduate, Mr. T. Lonergan is a typesetter there. Mr. Douglas Bradley has been with the Gazette Printing Company as a lino-type operator for twenty-eight years now. Mr. James Grimes has worked as a teletype operator at Canadian National Telegraph for thirty years. Mr. Alton Moore is a sheet metal worker at Canadair, Mr. J. Stern is a sewing machine operator and Mr. J. Schwartzman is a tailor in the garment industry. Mr. W. Craig is a machinist and Mr. N. Tietlebaum and Mr. H. Armstrong are employed at Henry Birks, the former as a jewelery engraver and the latter as a flatware engraver. Mrs. W. Craig is a typist at Cusson Limited and Mrs. J. Shand is a weaver at Mackay Homecraft Guild and also visits the school once a week to give weaving instructions there.

There have been mail sorters at the Post Office but they are all pensioned off now. Mr. Douglas Ferguson has

worked for twelve years for a bakery in Edmonton and Mr. Bruce Jack, who graduated from Gallaudet as well is an accountant out West. There is no specific file kept on the graduates of Mackay and therefore unless they themselves keep in touch with one another contact is soon lost among them. Although the pupils of Mackay School are prepared to be carpenters, book-binders, artists and typists for the boys and weavers, typists, seamstresses and homemakers for the girls, past records indicate that the boys also become teachers, bricklayers, mechanics, foremen, garagement, electricians, engravers, and various types of machine operators. The girls have been hired, although not in recent years, as teachers at Mackay School, and office machine operators in various concerns in the city. The kinds of positions available to these boys and girls are also based on the amount of education received. The admitting age to the school is five years and the pupils usually remain at school until they reach from sixteen to nineteen years. If they stay the full length of time, they will have reached the equivalent of grade eight in the regular school system, by which time they will have acquired the rudiments for constructive and self-reliant living. Quite often the students are required by home conditions or other such factors to leave before they have reached this level, but according to Dr. D. Mackay's report for 1958, he has known of no one in the previous twelve years who has had to beg for a living because of loss of hearing.

The above list by no means is the complete list of openings available to deaf people. Other occupations which

they may be found pursuing are listed here: labourers, servants, waiters, boot and shoemakers, and repairers, painters, glaziers and varnishers, launderers, cigar and tobacco operators, cabinet-makers, merchants and dealers (retail), iron and steel workers, miners and quarrymen, cotton mill operators, barbers and hairdressers, agents, manufacturers and officials and masons.

For those fortunate enough to be able to enter Gallaudet College and graduate from there with a B.A. or a B.Sc., the choice of careers for them is almost as wide as it is for the hearing and as a result, these graduates may be found in the field of chemistry, dentistry, the ministry, art, editors and other such branches open to college graduates. Diana Berman, a graduate of Mackay and Gallaudet, is a physical education instructor at the Texas School for the Deaf.

Some of these graduates speak well and some poorly. Some lip-read and some do not. Some of them enjoy associating with hearing people while others prefer to stay with the deaf. What is most important is that they are self-supporting and useful citizens.

In an article in the Monitor on September 11, 1958, Mr. M.S. Blanchard summed up the employment situation for the deaf in this way: "There is no special unemployment problem among our graduates. The unemployment rate is about the same at present as in the population as a whole." Mr. Toupin, the Assistant Manager of the Montreal Metropolitan Office, and Mr. Vigneault, the Co-ordinator of Special Placement for the National Employment Service, carefully explained some of the difficulties in placing the deaf and the hard of hearing, in

general. For the skilled deaf worker there are few difficulties in placement. The problems of placements occur chiefly among those to whom deafness is a new handicap. This group finds itself unable to do their former work and unprepared for work available to the deaf. Another difficulty arises when the adjustment to deafness is not complete and there the problem is usually handled by counsellors. In some cases, the type of work for which the person has been trained is not called for and here the deaf worker faces a problem not uncommon to even the hearing worker. There are however fifty placement officers in contact with thirty-five thousand employers in the City of Montreal. In some cases employers have to be convinced of the deaf person's ability and in other cases he will accept him without persuasion. Miss Delome of the Provincial Placement Office informed the writer that ten to fifteen cases ~~any~~ year are handled by her department. In both cases the placement officers are assured the deaf worker will receive equal pay for equal work with the hearing person. The following information was given to the writer by the National Employment Service:

Unplaced Applicants- (1959)	<u>Male</u>		<u>Female</u>	
	Total	Deaf	Total	Deaf
January	63,197	114	22,853	37
July	21,789	91	15,364	13

Contrary to the beliefs of the writer, Mrs. Nemeroff informed me that the Canadian Association of the Deaf does nothing about securing employment for their members. The Montreal Branch and similar other branches exist for other purposes. The members, in Montreal there are seventy-five, meet for social

evenings which include card-playing, literary discussions, and open-house (gatherings for the purpose of chatting) on every second Friday. These meetings are usually held in the Mount Royal Hotel. The Women's Auxiliary of the organization look after those who are sick and in dire circumstances and they have also contributed to the welfare of the deaf in Jamaica. The Association also has a scholarship fund to send graduates from schools for the deaf across Canada to Gallaudet College; five students have been sent from Montreal since the fund was created.

Through the years Mackay has produced many self-confident and competent graduates who are able to earn their living on an equal footing with their hearing counterparts.

The following are among those who have left Mackay School and are known to have become self-supporting citizens. This list includes only those whose names were recorded in the Principal's Report up to 1922. After this date there is no mention made of pupils who have left and the positions they hold as was explained earlier in this chapter.

Charles Meech - Draughtsman, Department of Interior, Parliament Buildings; Ottawa.
 Rush Aldrich - Bookkeeper, Grocery Store, Vermont.
 Norman Wilson - Bookkeeper, Montreal.
 John McNaughton - Artist, own studio in New York.
 Charles Wickens - Engraver, Mr. George Bishop's establishment.
 James McClelland - Engraver, Government Printing Bureau, Ottawa.
 Jessie Macfarlane - Teacher of Printing, Mackay School.
 Charles W. Butt - Compositor Daily Witness.
 James Outtersen - Farmer, Athelstan, Quebec.
 Frank Wiggett - Government Printing Bureau, Ottawa.
 Harold Staldane - Government Printing Bureau, Ottawa.
 Norman Wood - Printing Office, Mackay School.
 Thomas Shouldice - Foreman in a Bakery, Ottawa.
 John Forsythe - Mattress Maker.
 John MacMillen - Blind Department, caring for furnaces and garden.
 Harold Hall - Printing Office, Perth.

Arthur Walker - Engraver, Henry Birks and Sons.
 H. Paterson - Engraver, Henry Birks and Sons.
 James McPhee - General Post Office, Montreal.
 Charles Forest - (Blind) Military Stores Department, Quebec.
 George Payne - (Blind) Music Teacher.
 William Boaz - (Blind) Associate Dominion College of Music, teacher.
 H. Loveland - (Blind) Farmer.
 Alex Stewart - (Blind) Farmer.
 Joseph Hadjelhi - (Blind) Piano Tuner.
 Charles Macinnes - (Blind) Assistant Lecturer in history, University of Bristol.
 Olive Ferry - Sun Life Assurance Company.
 Eugene Libbey - Instructor of Carpentry, Mackay School.

While there has been little difficulty thus far in finding employment for the educated deaf, it is to be hoped that on the basis of past performances an increasing number of employers will be encouraged to hire members of this handicapped group.

Man's need for communication with his fellow man, is one of his basic needs. The hearing person absorbs this tool effortlessly and often regards the deaf or severely hard of hearing person as an oddity to be shunned, laughed at or belittled according to his whim. There is so little positive information on this subject and so much wide-spread misinformation that misunderstanding is only natural. The writer admits to a curiosity about deaf children in particular which was increased and an admiration for them developed when the writer had placed in her class a youngster who had lost her hearing at the age of six as a result of spinal meningitis. Although Carole completed grade seven with an eighty per cent average and proceeded to take two years of high school in a school in the Eastern Townships, the writer always felt that more could have been done for her had she attended a school for the deaf. As she reached her teens, her speech began to deteriorate and this

made her very self-conscious. This is one phase in particular in which she could have been aided by attending a school for the deaf. However such was not the case and although she is quite happy now in taking a dressmaker's course, the writer still remained interested in her case and was in that way prompted to investigate the history of a deaf school, specifically Mackay School since this would have been the school she would have sought admittance to had she entered a school for the deaf.

There are probably many more who know little about this handicapped class. Here the writer has dealt with deaf children. Those who are hard of hearing also follow a similar pattern of training and an investigation into the comparative systems of education of the hearing, hard-of-hearing and deaf would further the understanding of the layman of the deaf and hard-of-hearing class of people.

Appendix

- I. Act of Incorporation (32 Victoria cap. LXXXIX)
- II. Ammendments to the Act of Incorporation (32 Victoria cap. XLI)
- III. Deed of Donation
- IV. By-Laws
- V. Description and details of original Mackay School
- VI. Text for 'Laying of the Corner-Stone'
- VII. President's Address at the dedication of the building
- VIII. Course of Study for Mackay School 1900

Appendix I

32. Victoria

CAP. LXXXIX.

5 April, 1869

An act to incorporate "The Protestant Institution for Deaf-Mutes and for the Blind".

Preamble Whereas the persons hereinafter named have, by petition, set forth that a Protestant Institution for the maintenance, education and care of the deaf and dumb and the blind is urgently needed, and have further represented that such an institution would be greatly aided by an act of incorporation, and have prayed that they and their successors be incorporated under the provisions hereinafter mentioned; Therefore Her Majesty, by and with the advice and consent of the Legislature of Quebec, enacts as follows:

Certain persons incorporated. I. William Molson, David Torrance, A.M. Foster, Peter Redpath, D. Lorn MacDougall, Thos. Workman, M.P., T.J. Claxton, Thos. Cramp, John Dougall, Andrew Allan, Charles Alexander, J.J.C. Abbott, Q.C., E. Carter, Q.C., F. Mackenzie, Ira Gould, H. McLennan, Alfred Brown, George Stephen, P.D. Browne, Alexander Buntin, John Torrance, Jun., and such other persons, donors and subscribers, as may under the provisions of this Act become donors or subscribers to the said institution, to the amounts hereinafter mentioned, shall be, and they are hereby erected into a body corporate and politic by the name of "The Protestant Institution for Deaf-Mutes and the Blind", and shall by that name have perpetual succession and all the rights incident to corporations generally, and to the powers hereby granted, and shall by the same name, from time to time, and at all times hereafter be able and capable to purchase, acquire, hold possess, and enjoy, and to have, take, receive, and hold by purchase, or exchange, or virtue of any will, or donation (subject to the carrying out in good faith of the special trusts or conditions, if any, established by any such will, grant, or donation), any moveable or immoveable property and effects within this province; and the same to sell, alienate, and dispose of and to acquire and purchase others in their stead for the same purpose; and to acquire and erect suitable buildings for the purposes of this act, and the same to maintain, alter, or renew, from time to time; to provide and procure all materials for work, and the same or any articles or things made or constructed in the said institution to sell and dispose of, and to expend the proceeds thereof for its support; and to purchase, erect, or lease, and to maintain

Corporate powers.

within the district of Montreal one or more institutions for deaf, dumb and blind persons, or for any one or more classes of such persons, and to conduct and manage such institutions in accordance with rules and regulations to be made for that purpose; provided always that the annual value of the immoveable property shall not exceed ten thousand dollars.

Power to
obtain
subscrip-
tions.

2. It shall be the duty of the persons hereby incorporated, within one month from the passing of this act, to open books of subscription in the city of Montreal; and in other such places as they may deem proper, and to obtain therein subscriptions of all persons desirous of aiding the objects of the corporation; and all subscriptions obtained by any person whomsoever, previous to the passing of this act, which were made with a view to the establishment of the institution hereby authorized, and which shall not be withdrawn by the makers thereof, by writing addressed to the said corporation, and personally delivered to some one of the corporators herein named, within the said period of one month, shall be held to be subscriptions made under this act, and enforced in like manner to those obtained as herein provided.

Board of
Governors

Who shall
be Gov-
ernors.

Provi-
sions.

Board of
Managers

3. For the supervision of the affairs of the said corporation, there shall be a board of governors, which shall be composed of not more than twenty-five life-governors being those persons of either sex who shall have subscribed the sum of five hundred dollars or upwards to the institution, and who shall not be in arrear on any call made on such subscription, and of a like number of elective governors of either sex, to be chosen and elected for one year only, from those who shall have subscribed in one sum, not less than one hundred dollars to the institution, or who shall subscribe a sum of not less than twenty-five dollars as an annual subscription for not less than five years; provided always, that no person shall be a governor who shall not be of the Protestant faith; and that if there be more than twenty-five persons qualified to be life-governors of the corporation, the twenty-five persons who, being otherwise qualified, have priority in the order of their subscription, shall be such life-governors.

4. The immediate management and conduct of the institution shall be vested in a board of managers of not less than twelve in number, who shall act for three years, one-third retiring annually, as may be fixed by by-law; and such board shall cause minutes of their proceedings and acts to be duly kept, and shall from time to time, report the same to the board of governors, as may be provided by any by-law, rule, or

Election
of said
board

regulation to that effect; and the board of managers shall be elected at a meeting of the board of governors, and may be in whole or in part of either sex; and the election of the first board of managers shall take place in thirty days from after the time when elective governors shall have been chosen as herein provided.

Meeting of
subscribers
to organize
and elect.

5. A meeting of the subscribers of the institution shall be called by the persons hereby incorporated, or a majority of them, within two months of the passing of this act, by notice of not less than ten days, by advertisement to be inserted in at least two newspapers published in the city of Montreal, for the purpose of organizing the corporation and ascertaining the number of persons entitled to be life-governors, and for the election of the elective governors: at which meeting (and at other similar meetings unless otherwise provided by by-law), the scale of voting shall be as follows: for annual subscribers of not less than five dollars, and all persons paying for the maintenance or education of any inmate of this institution one vote; for contributors of larger sums, one vote in addition for each five dollars subscribed. But no subscriber or contributor shall have more than twenty votes; and at such first meeting the election of elective governors shall be by ballot, and at any subsequent meeting the mode of election shall be as provided by the by-laws.

Scale of
voting

Board of
governors
to make
by-laws for
certain
purposes

6. The said corporation acting by the board of governors herein mentioned for the time being, may make and establish all such by-laws, rules, and regulations, not being contrary to this act, nor to the laws of this province, as shall be deemed necessary or useful for the management, regulations, and control of the said institution, and of its agents and servants, and the management of its affairs generally, and also for the appointment and regulation of meetings of governors, the mode and time of election of the elective governors herein mentioned; the appointment of the board of managers, the appointment and removal of its officers and servants, and their wages or allowances, and the mode of amending or repealing the said by-laws, rules, and regulations, or any of them; and it shall be the duty of the board of governors, within six months from the election of the elective governors, to make such by-laws, rules, and regulations as are authorized to be made under this act and from time to time thereafter to alter and amend the same, and to make such further by-laws, rules and regulations as thereafter may be found necessary.

Recovery
of sub-
scriptions

7. The said corporation shall have full power to collect, and enforce by suit at law, or other legal process, the payment of all subscriptions or

- installments on subscriptions.
- Powers of board of managers. 8. The board of managers, by themselves, or by such person or persons as they shall appoint, may exercise over such deaf, dumb or blind persons as shall be inmates of any one of the said asylums, such powers as may be necessary for the proper control and good government of the institution.
- How funds shall be applied. 9. All and every the funds and property of the corporation shall be appropriated and applied solely for the purposes of the corporation, and the payment of all such outlays and expenditure as may legitimately be incurred in connection therewith, and for carrying into effect the objects contemplated by this act, subject, however, to the special provisions contained in this act; provided always, that any surplus amount shall be, from time to time, invested in public securities, or on the security of mortgages within the city of Montreal, and no other; and the said corporation shall have power to mortgage its immoveable property, for any part of the purchase money thereof, or for the purpose only of obtaining funds for the erection and maintenance of the building or buildings necessary for the institution.
- Non-liability of members 10. No member of the corporation shall be individually liable for any debt incurred by the said corporation, for any of the purposes authorized by this act.
- Annual report to legislature. 11. The said corporation shall be bound to make annual reports to both branches of the legislature, containing a general statement of the affairs of the corporation, which said reports shall be presented within the first twenty days of each session.

Appendix II

32 Victoria

CAP XLI

ACT

OF THE QUEBEC LEGISLATURE RESPECTING
INSTITUTION PASSED.

An Act to amend the Act 32 Vict., cap. 89, intituled:
"An Act to incorporate the Protestant Institution
for Deaf-Mutes and for the Blind."

March 9, 1878

Whereas the board of Governors of the Protestant Institution for deaf-mutes and the blind have, by their petition, set forth that Joseph Mackay, Esquire has acquired certain real estate and erected suitable buildings thereon which he is now prepared to place at the disposal of the said Institution, by way of donation to be used for the purposes for which the same was created, and that it has become advisable, in view of the said proposed donation to change the name of the said Institution to "The Mackay Institution for Protestant Deaf-Mutes", and have prayed that the said act be amended as the same is hereafter is amended; and whereas it is expedient to grant the prayer of this said petition; Therefore, Her Majesty, by and with the advice and consent of the Legislature of Quebec, enacts as follows:

1. The Corporate name of the said Institution shall be changed from "The Protestant Institution for Deaf-Mutes and for the Blind," to that of "The Mackay Institution for Protestant Deaf-Mutes"; but the said corporation shall not therefore be deemed a new corporation and all real and moveable property, debts, rights, claims, privileges and powers, heretofore vested in or contracted by the said Protestant Institution for Deaf-Mutes and for the Blind, are hereby transferred to "The Mackay Institution for Protestant Deaf-Mutes," which by its corporate name is hereby substituted, to all intents and purposes, for the said Protestant Institution for Deaf-Mutes and the Blind.

2. Section one of the said act is hereby amended, by adding thereto the words: "in addition to the value of the property occupied for the purposes of the said Institution."

3. From and after the passing of this act, the following persons shall be "ex-officio", without money qualification and during their tenure of office in the under mentioned colleges respectively, Governors of the said Institution in addition to, and vested with the same powers, as those provided for by the said act to wit; the Principal of the University of McGill College and his successors, Principals of the said college: the the Principal of the Church of England Theological College and his successors, Principals of the said College: the Principal of the Presbyterian College of Montreal and his successors,

Principals of the said College: the Principal of the Wesleyan Theological College and his successors, Principals of the said College: the Principal of the Congregational College of British North America and his successors, Principals of said College, the said Colleges being all situate in the City of Montreal: provided that, in the event of the said Church of England Theological College being at any time hereafter discontinued or removed from the City of Montreal, the Lord Bishop of Montreal and his successors in office shall be "ex-officio", during their tenure of office and without money qualification, Governors of said institution, so long only as the said College shall not be re-established in the said city of Montreal: and provided also that, in the event of a Baptist Theological College being hereafter established in, or removed to the city of Montreal, the Principal thereof and his successors, Principals of the said College, shall also be "ex-officio", during their tenure of office, and without money qualifications, Governors, of the said Institution.

4. The death of any of the officers mentioned in the third section of this act or of any of their successors, or the failure of appointment of a successor to or vacancy, from time to time, in any of the aforesaid offices of Principal or the discontinuance or extinction of any of the said Colleges, shall not dissolve or otherwise impair or affect the said Corporation, which shall continue to subsist, to all intents and purposes whatsoever, as fully and effectually as is if no such death, failure of appointment of a successor or successors or vacancy or the discontinuance or extinction of any of the said Colleges had occurred.

5. The deed of donation made before E.H. Stuart, notary public, at Montreal, on the nineteenth day of January eighteen hundred and seventy-eight from the said Joseph Mackay to the said institution, whereof a copy is printed as a schedule to this act, is hereby confirmed subject to the clauses and conditions therein expressed, but without prejudice to any vested rights.

6. This act shall come into force on the day of its sanction.

Appendix III

SCHEDULE A

Deed of Donation
from
Joseph Mackay Esq.
to

The Protestant Institution for Deaf-Mutes and for the Blind

On this nineteenth day of January, one thousand eight hundred and seventy-eight,

Before Ernest Henry Stuart, the undersigned, public notary for the province of Quebec, residing in the city of Montreal.

Personally came and appeared Joseph Mackay, of the said city of Montreal, Esquire, hereinafter styled the "donor",

And the Protestant Institution for Deaf-Mutes and for the Blind, a body politic and corporate duly incorporated under the laws of this province, and herein acting and represented by Charles Alexander, of the city of Montreal, Esquire, president of the said Institution, hereunto duly authorized by resolutions of the board of managers and board of governors, of the said Institution, passed at meetings of said boards held on the fifth of December last, a copy whereof is hereunto annexed, signed and paraphed, "ne varietur" by the parties hereto and said notary, the said institution being hereinafter styled the "donee".

Which said donor for the consideration and upon the terms and conditions hereinafter expressed and set forth, hath given, granted and confirmed, and by these presents doth give, grant and confirm, by way of donation "inter vivos a titre de donation entre vifs pure, simple et irrevocable,"

subject to the conditions hereinafter mentioned, and without any promise of warranty unto the said donee thereof, accepting for itself. That is to say:

Those certain twelve lots of land, forming part of that certain plot of ground situate and being at Coteau St. Pierre, in the municipality of the parish of Montreal, said plot of ground forming part of lot number one hundred and eighty-one (No. 181), upon the official plan and in the book of reference of said parish of Montreal, which lots of land now given are designated as lots numbers fifty-eight, fifty-nine, sixty, sixty-one, sixty-two, sixty-three, eighty-three, eighty-four, eighty-five, eighty-six, eighty-seven and eighty-eight, on the sub-division plan and book of reference of the said lot number one hundred and eighty-one, made, prepared and deposited in accordance with article 2175 of the civil code of Lower Canada (Lot No. 181, subdivisions 58, 59, 60, 61, 62, 63, 83, 84, 85, 86, 87, and 88, each of the said twelve subdivision lots containing fifty feet in front by one hundred and twenty feet six inches in depth, the whole English measure with the buildings now erected on said lot by the said donor.

With the whole the said donee declares itself content and satisfied, having seen and viewed the same previous hereto.

The donor acquired said property from Charles Gareau, by deed of sale executed before J. Lonergan, notary, dated the thirteenth of October, one thousand eight hundred and seventy-six,

and duly registered in the then registration division of Montreal, on the fourth of November of the same year, under number 95094, and the said donor hereby undertakes to pay and discharge the balance of the purchase money remaining unpaid under the said deed, with the interest thereon till paid.

The donee to enter upon and take possession of the said property forthwith.

The present donation is thus made for and in consideration of the sympathy and interest which the said donor feels, and desires by the said donation to testify, for the charitable and benevolent objects for which the said Institution has been founded, and is made subject to all and every the conditions, clauses and covenants hereinafter mentioned.

The said donation is made subject to the express condition that the said land, with all the buildings which are now or may hereafter be erected thereon, shall be ~~for ever~~ "insaisissables" and exempt from seizure or execution at the suit of any creditor or creditors of the said donee for any cause whatsoever and shall be held by the said donee for the uses and purposes hereinafter mentioned without the power of hypothecating, selling alienating or disposing of the same in any manner whatever save and except as hereinafter provided.

The said donor further declares that he makes the present donation subject to the conditions following;

First. The said land and building shall be held by the said donee for the exclusive and perpetual use of the Protestant deaf-mutes of the Province of Quebec.

Second. The principals or heads for the time being and their successors in office in perpetuity of the undermentioned colleges in the City of Montreal namely, The University of McGill College, the Church of England Theological College, the Presbyterian College of Montreal, the Congregational College of British North America and the Wesleyan Theological College shall be "ex-officio", without money qualifications and during their tenure of office in said colleges respectively, Governors of the said Protestant Institution for Deaf-Mutes and for the Blind in addition to and vested with the same powers as the Governors provided for under the Act of Incorporation of said institution. Provided that, in the event of the said Church of England Theological College being at any time hereafter discontinued or removed from the City of Montreal. The Bishop of Montreal and his successors in office shall be "ex-officio", during their tenure in office and without money qualifications, Governors of said Institution so long only as the said college shall not be re-established in the said city of Montreal. Further in the event of a Baptist Theological College being hereafter established in or removed to the city of Montreal the principal or head of the college and his successors in office in perpetuity shall also be "ex-officio", during their tenure of office in said College without money qualification Governors of the said Institution.

Third. The said Institution shall be conducted on a Protestant non-denominational basis and all members of the Board of Governors and Board of Managers as well as the principal, professors, teachers and matron of said Institution shall be Protestant.

Fourth. A religious service or services for the benefit of the inmates of said institution shall be conducted within the said building regularly on each and every Sabbath day, and the said board of managers shall invite in turn the acting ministers in the churches of Montreal belonging to the several denominations represented by the principals of the theological colleges above named, to conduct said services including the acting minister of the Baptist denomination; and should the clergyman or minister invited fail, from any unforeseen cause, to fill his appointment, it shall be the duty of the principal of the institution to conduct service for that day.

Fifth. The said donee, undertakes, without delay, to apply for such amendments to its charter or act of incorporation as may be necessary for the purpose of giving effect to the following clauses and conditions.

Sixth. In the event, at any future time, of the land and buildings aforesaid not being required for the purposes specified, or the conditions aforesaid not being carried out, the said land and buildings may be ordered to be sold by a vote of not less than two-thirds of the entire number of life governors, "ex-officio" governors and elective governors, and all persons subscribing to said institution who shall be qualified, under the provisions of the act of incorporation thereof, to be elected governors, and the proceeds of the said sale shall be divided in equal proportions among the several denominations represented by the theological colleges above named, including the Baptist denomination; said money to be expended for the foreign mission work of said churches: provided always, that the meeting of the governors for this purpose shall be called by circulars addressed to each governor, and by public notice in the journals of the city for two months previous to said meeting, said circulars and public notice to specify the object for which such meeting is called.

And for the registration of this deed, the parties constituted the bearer of an authentic copy hereof their attorney, to which they give and grant all necessary authority.

Done and passed at the city of Montreal, in the office of Ernest H. Stuart, the said notary, under the number twelve thousand three hundred and eighty-five, and signed by the said parties hereto, and said subscribing notary, after due reading hereof.

(Signed),

Joseph Mackay,

Charles Alexander,
President.

E.H. Stuart, N.P.

Appendix IV

BY-LAWS

of the

PROTESTANT INSTITUTION

for

DEAF-MUTES AND THE BLIND

1. For the supervision of the affairs of the Corporation, there shall be a Board of Governors, which shall be composed of not more than twenty-five Life-Governors, being those persons of either sex who shall have subscribed the sum of five hundred dollars or upwards to the Institution, and who shall not be in arrear on any call made on such subscription, and of a like number of Elective Governors of either sex, to be chosen and elected at the Annual General Meeting of the Corporation for one year only, from those who shall have subscribed in one sum, not less than one hundred dollars to the Institution or who shall subscribe a sum of not less than twenty-five dollars as an annual subscription for not less than five years; provided always, that no person shall be a Governor who shall not be of the Protestant faith; and that if there be more than twenty-five persons qualified to be Life-Governors of the Corporation, the twenty-five persons who being otherwise qualified, have priority in the order of their subscriptions, shall be such Life-Governors.

II. The immediate management and conduct of the Institution shall be vested in a Board of Managers, of not less than twelve in number, who shall act for three years, one-third retiring annually, as may be fixed by By-Law: and such Board shall cause minutes of their proceedings and Acts to be duly kept, and shall, from time to time, report the same to the Board of Governors, as may be provided by any By-Law, rule, or regulation to that effect; and the Board of Managers may be in whole or in part of either sex, and shall be elected at a Meeting of the Board of Governors, to be held on the last Thursday in the month of October in each year. The Board of Governors shall also then elect a President, Vice-President, and Secretary-Treasurer who shall be the same officers of the Board of Managers.

III. The Annual General Meeting of the Corporation for the election of Governors, and transaction of business, shall be held on the third Thursday in October of each year, at which meeting the scale of voting shall be as follows; For annual subscribers of not less than five dollars, and all persons paying for the maintenance or education of any inmate of any asylum, one vote; for the contributors of larger sums, one vote in addition for each five dollars subscribed. But no subscriber or contributor shall have more than twenty votes.

IV. At all meetings of the Corporation, or the Board of Governors or Board of Managers, the voting shall be open unless a ballot is demanded by a subscriber then present.

V. The Board of Managers shall meet on the first Wednesday

of each month, at which meetings, as well as at those of the Board of Governors, three shall constitute a quorum. They shall have full control over the collection, investment and expenditure of all monies belonging to the Corporation, with the exception of the purchase, mortgage or sale of real estate, any of which will require the concurrence of a majority of the Board of Governors at a meeting called for the purpose, by written notice to its members of the time, place and object of the meeting, a week before the date thereof.

It shall be the duty of the Board of Managers to audit, inspect, and approve all accounts, and to order or refuse payment of the same; to engage and discharge all servants of the Corporation and to fix their wages. They shall have the general charge and care of the property of the Corporation, and they shall have power, and it shall be their duty to carry out and maintain those objects for which the Corporation has been established, and to oversee and control-subject to the By-Laws-everything connected with the management thereof.

The Board of Managers shall submit to the Board of Governors at the Annual Meeting of the Corporation, a general report of their operations and full statement of the accounts for the year ending the thirtieth June last past, audited by two Governors who shall not be members of the said Board of Managers.

VI. All warrants for payment shall be signed by the President, or in his absence by the Vice-President and by the Secretary-Treasurer.

VII. It shall be the duty of the Secretary-Treasurer to keep regular Minutes of all the proceedings at all Meetings of the Board of Managers as well as of the Sub-committees and to lay the Minute Book containing the same before the Board of Governors at each of their Meetings. He shall also give written notice to each member of the Board of Managers of all Meetings. All accounts of expenditure shall pass through his hands, and shall be laid by him once a month before the Board of Managers for their examination and approval, preparatory to their being discharged; he shall also sign all warrants for the payment of such accounts; and he shall keep a correct account in the books of the Corporation of all receipts and expenditures.

VIII. All and every the funds and property of the Corporation shall be appropriated and applied solely for the purposes of the Corporation, and the payment of all such outlay and expenditure as may legitimately be incurred in connection therewith, and for carrying into effect the objects contemplated by the Act of Incorporation, subject, however, to the special provisions contained in that Act; provided always that any surplus amounts shall be from time to time invested in public securities; or in the security of mortgages within the City of Montreal, and no other; and the said Corporation shall have power to mortgage on its immoveable property, for any part of the purchase money thereof, or for the purpose only of obtaining funds for the erection and maintenance of the building or buildings necessary for the Institution.

IX. The Board of Managers shall at their monthly Meeting appoint two members as a Visiting Committee whose duty it shall be to visit the Institution, and supervise its management during the ensuing month.

X. The members of the Board of Managers who are to retire annually, shall be determined by lot. The retiring members shall be eligible for re-election.

XI. Any vacancy caused by the death, resignation or permanent disability of any Elective Governor, shall be filled by the election, by the remaining Governors, of a duly qualified person to supply his place. Any vacancy in the Board of Managers occurring by the death, resignation, or permanent disability of any member thereof shall be filled by the election, by the Board of Managers, of a qualified member to supply such vacancy, and the term of office of such person so elected shall be the same as that of the person he replaced.

XII. Any of these By-Laws may be altered, repeated or suspended by consent of two-thirds of the members present at the Annual Meeting, or at a Meeting of the Board of Governors especially convened for that purpose, provided that such alteration, repeal or suspension shall have been specified in the notice summoning the meeting. A month's notice shall be given of such a meeting, and it shall be convened on the written request of ten subscribers.

Appendix V

Description of the Original Mackay School for the Deaf

"The Mackay Institution for Protestant Deaf-Mutes is being erected on one of the most picturesque sites on the island of Montreal, commanding a view of the St. Lawrence, the mountain, being visible from so many points, being situated on the Cote St. Luc road. It was originally intended to erect a building to accommodate 50 pupils, but after much careful thought and study, Mr. Mackay decided to construct a much larger building to accommodate from 80 to 100. The style of the building is Gothic, having four facades of rock-faced courses with trimmings and openings, water tables, belts, courses and bands of cut stone. The building will be 95.0 x 50., and three storeys in height, having a well elevated basement and Mansard Roof, ornamented. There are two towers, one at each end, and the main entrance is in the centre, with a handsome flight of stone steps, portico, &c. The basement is 10 feet high; the floor being level with the ground will afford abundance of light and air. There are three entrances, one on the north side for the baker, butcher, &c., and one for the girls and one for the boys to the playground, with doors opening into the hall and wide corridor, and refectory 43.0 x 20.0, with openings, on three sides, with sewing-room, teachers' dining-room, kitchen, scullery, laundry, larder, cook's pantry, store-rooms, lavatories, fuel cellar and two boilers for heating the building with hot water. The ground floor will be 15 feet high, and will contain an octagonal vestibule 12 feet diameter, opening to a hall 20.0 x 14.0 having a handsome staircase six feet in width in the centre, and two returns of four feet. On the left are two rooms, a class-room 37.7 x 25.0 and the boys' recreation room 37.6 x 16.0. Both these rooms can be made one for meetings, &c., by sliding the doors out of the way which divide them. On the right the Office and Board room, with safe, 16.6 x 16.0, and teachers' room, 18.0 x 16.0, and corridor between them, with staircase and private entrance leading into the girls' recreation room, in front 20.0 x 16.0, and in rear a class-room 19.6 x 16.0. The second storey will be 12 ft. and 6 in. high, and will contain a library 18 x 12, two bedrooms or dormitories each 16 x 16 and each bedroom 11 x 16; girls' and boys' lavatories, hall in the centre with corridor 8 ft. in width and staircases at each end. The third storey will be 12 ft. 6 in. high, and will contain dormitories, hospitals and lavatories, nurses' rooms, galleries, &c. To secure thorough ventilation and warming, the ventilating and smoke flues, each 3 x 2 ft., are carried up through the centre of the building, with register at the floor and ceiling on each storey. The heating apparatus will consist of two of Spence's hot water boilers, connected so that they can be worked separately or together, with coils in all the rooms, halls, corridors, dormitories, &c.

The work has been progressing rapidly and is one of the most substantial character (walls 3 feet thick), having all the

division walls of brick, and we look forward with great pleasure to its completion by November next. J.J. Browne, Esq., of Montreal is the Architect."

The corner-stone for this magnificent gift was laid on the sixth of June, 1877, in the presence of a large number of ladies and gentlemen. An account of this ceremony was appended to the reports of the year 1875 and is here recorded.

Appendix VI

Text For

THE LAYING OF THE CORNER-STONE

Took place on the sixth of June, 1877, by Mr. Joseph Mackay himself, on which occasion he was presented with a beautiful silver trowel for the ceremony. Before laying the stone Mr. Mackay addressed the large assembly as follows: "Mr. Chairman, Ladies and Gentlemen: the Institution for which this building is being erected has had as yet a brief career of usefulness. Among its founders and friends may be numbered leading citizens of Montreal, besides ladies and gentlemen, and I think special mention should be made in this connection of our worthy chairman, Mr. Charles Alexander; our secretary, Mr. Frederick Mackenzie; Mr. Thomas Cramp, Mr. Andrew Allan, Mr. Dougall; senior, who is always doing good wherever he goes, Mr. Widd, the Principal of the school, as well as the governors and managers who have done good work. The work of the school was commenced in 1870 with sixteen pupils; the largest number yet in attendance was twenty-five, during the session of 1874 and 1875. The total number connected with the school from its formation is forty-one; some of these have continued through several sessions, and others have remained for only a few months. Of the twenty-two in attendance last session, seven have paid full fees; five partial fees; and ten were free pupils. Of the education given, it may be sufficient for me to say that it is under the able and judicious direction of the Principal and his assistants, and embraces intellectual and spiritual culture, as well as instruction in several of the useful arts of life. The pupils are prepared, when they remain a sufficient time in the Institution, to make their way in this world, and have their minds and hearts turn to the higher realities of the world to come. What a blessing to the afflicted! And thus the founders and supporters are made a blessing, as stewards of God's bounty. The Government of our Province has given a small annual grant in aid of the Institution, but its support has been chiefly drawn from private benevolence. Feeling deeply the importance and value of the work done, and wishing to promote its success and extension, I resolved some time ago, as announced in a letter addressed to you, Mr. Chairman, on the 24th of November last, to erect this building, and to place it and the grounds attached to it in the hands of trustees, to be used by them and their successors, for the education of the Protestant Deaf and Dumb of this province. Several conversations with Mr. Widd, who spoke of the immediate necessity of larger buildings, and the difficulties in obtaining funds, led to this decision, specially when mentioning it to a relative, the reply was, "Why not do it yourself?" I only add, that I trust and pray this building may be completed without any accident or untoward incident, and be carried to a speedy and successful completion; and for years and generations to come the Institution may through the Divine favour prove

a source of manifold blessings to the afflicted class whose good it seeks, and may never lack generous, warm-hearted friends, and wise and godly instructors to cary on the work."

Appendix VII

The address of the President of the Institute, Mr. Alexander, on the occasion of the dedication of the building.

To his Excellency The Right Honorable Sir Frederick Temple Hamilton Blackwood, Earl of Dufferin, Viscount and Baron Caludeboye, of Claudeboye, in the County Down, in the Peerage of the United Kingdom of Great Britain and Ireland, Baron Dufferin and Claudeboye of Ballyleidy and Killeleagh, in the County Down, in the Peerage of Ireland, and a Baronet, K.P., K.C.B., Governor-General, etc., etc.

"May it please your Excellencies, the governors and managers of the Mackay Institution for Protestant Deaf-Mutes beg to express to your Excellency their grateful appreciation of the honour you have conferred upon the Institution by consenting to be present on the occasion of the opening of the building in which they have, by the munificence of a liberal citizen of Montreal, being permitted to welcome your Excellency.

This Institution was founded, several years ago, to educate, care for that unhappy class of persons, in the Province of Quebec, who are, unfortunately, deaf and dumb. It has been productive of much benefit to that class of persons referred to, and has been enabled to supply annually about thirty pupils with comfortable quarters and the means of acquiring education. By the liberality of Joseph Mackay, Esq. the present building has been given, with the ground upon which it stands, for the future use of the Institution, and the governors and managers will, by this munificent gift, be enabled largely to extend the benefits of the Institution, as it can now accommodate at least one hundred pupils.

The Institution at present has no permanent endowment, and is supported, in addition to a small grant from the Province of Quebec, by voluntary contributions. The governors and managers have no doubt that the well known liberality of the citizens of Montreal will continue to support this Institution, and thus enable it adequately to fulfill the enlarged sphere of usefulness which is now open to it.

The governors and managers have great pleasure in thanking your Excellencies most heartily and warmly for this visit, and to assure your Excellencies that not only will your presence today be most gratifying to the large number who take a deep interest in the good which this Institution is enabled to afford, but that it will shed a ray of light upon the darkened paths of those pupils who today are witnesses of your Excellencies' gracious sympathy with them, and be an abiding record for all future time of the kind and generous feelings which have

guided the representative of their beloved Queen in extending a sympathizing expression to those whom it has pleased the Almighty to afflict.

The governors and managers beg also to be permitted to express their heartfelt thanks for the great kindness which has led Her Excellency the Countess of Dufferin to be also present in their visit of sympathy and mercy to the afflicted, and the governors and managers earnestly pray that your Excellency may be long spared to perform similar high duties to those which have devolved upon your Excellency during your residence in Canada and will ever be borne in deep and grateful remembrance by the people of this country.

Signed on behalf of the Mackay Institute for
Protestant Deaf-Mutes, Montreal, February 12, 1878.

Appendix VIII
COURSE OF STUDY
for
MACKAY SCHOOL-1900

Preparatory Year	Letters of the Alphabet, manual and written; names of familiar objects, names of familiar qualities; count and write numbers to 10.
I. Primary (2nd Year)	Write names of familiar objects, qualities and actions; simple sentences using present tense; write numbers to 50; addition-the sum not to exceed 50; denominate and abstract numbers.
II. Primary (3rd Year)	Simple sentences; transitive and intransitive verbs; prepositions; personal pronouns; number and gender of nouns. Object lessons-describe actions (simple sentences); text-book, "Latham's First Steps". Arithmetic-write numbers to 1,000; addition and subtraction not involving numbers beyond 1,000; arithmetic language lessons..
I. Intermediate (4th Year)	Language -Simple sentences; past; present and future of verbs; adjectives; prepositions; adverbs; nouns, their gender and number; nouns, their corresponding pronouns. Object lessons-Name qualities. Describe actions (conjunction "and"). Letter writing-Punctuation and capitalization. Text-book, "Latham's First Steps" and "Picture Teaching". Penmanship. Geography-The school district; describe and recognize mountain, hill, valley, slope, field; orchard, village, city, river, stream, canal, spring; railway, etc.; no text-book. Scripture-God, attributes and powers; the Creation; Arithmetic-Write numbers; addition and subtraction, easy problems; mental language lessons.
II. Intermediate (5th Year)	Language-Simple sentences, declarative, interrogative, and imperative; compound sentences; using the conjunctions "and", "if", "because", "when". Object lessons as in I. Intermediate, with history and use of objects additional. Descriptions of actions, composition and letter-writing. Grammar-Parts of speech. Penmanship. "Latham's Primary Reader" and "Picture Teaching". Geography-definitions and Province of Quebec; map drawing. Scripture-Creation to Exodus. Arithmetic-to short division (inclusive); mental problems; language

lessons.

I. Senior (6th Year)	Language-Simple, compound and complex sentences. Composition and letter writing. Penmanship. Scripture History-Exodus to Kings. Canadian History-Chief Events in French Period. English History-B.C. 55 to Norman conquest. Geography-Definitions; Dominion of Canada; map drawing. Arithmetic-to long division (inclusive); easy problems; language lessons; mental problems.
II. Senior (7th Year)	Language-Parsing and Analysis. Composition and Letter writing. Third Reader and Swinton's Language Lessons. Newspapers. Scripture History-New Testament. Canadian History-French Period and chief events of English rule. English History-to Tudor Period. Geography-North America; map drawing. Arithmetic-reduction and compound rules; mental; language lessons. Natural Philosophy-Swift's Questions and Answers.
III. Senior (8th Year)	Language-Parsing and Analysis. Composition and letter writing; Fourth Reader and Swinton's Language Lessons; Newspapers. Scripture History-New Testament (Maclear's). Canadian History-English rule. English History-Tudor Period to present time. English Literature (History of)-Writers to Elizabeth's time (inclusive). Geography-North America and Europe; map drawing. Arithmetic-fractions; analysis and proportion. Natural Philosophy-Swift's Questions and Answers. French-easy lessons.
Advanced Class (9th Year)	Language-Parsing and Analysis; essays; Fifth Reader. Scripture History-Old and New Testament (Maclear's). Canadian History-Review. English History-review. English Literature-to present time. Geography-General and Physical. Arithmetic-review; accounts. Natural Philosophy. Domestic Economy. French. Current Events. Elementary Algebra.
Blind Class	Reading-raised type. Writing Braille and ordinary systems. Arithmetic-mental and ciphering board. History-English and Canadian. English Literature. Grammar. Geography-Exercise on raised, sectional, putty and clay maps. Music-Instrumental and vocal. Trades-piano and chair caining.
Trades Taught	Carpentering; cabinet-making; joinery; wood-carving; printing; shoe-making.
Drawing Class	Pencil; crayon; charcoal; painting.
Sewing Class	Plain sewing; dress-making; fancy work.

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I. Legal Documents:

- I. Act of Incorporation-assented to April 5, 1869 by the
(32. Victoria Legislature of Lower Canada. It permitted
Cap. LXXXIX) the formation of a body corporate for
the purpose of establishing a Protestant
Institution for the maintainance,
education and care of the deaf and dumb
and the blind in Lower Canada. It
also provided for a Board of Governors
and a Board of Managers, which included
the President, Vice-President and Secre-
tary Treasurer. It allotted full
corporate powers to the Boards with
the provision that a report be sent
yearly to both branches of the Legislature
of Lower Canada.

- II. Amendments to the Act of Incorporation-assented to March
(32. Victoria 9, 1878 by the Legislature of Quebec.
Cap. XLI) Provision was made for the name to be
changed to "The Mackay Institution for
Protestant Deaf-Mutes". This act trans-
ferred all former powers but did not
create a new corporation. The Board
of Governors was augmented by the
principals of the Theological Colleges
in Montreal and these men became Governors
"ex-officio".

- III. Deed of Donation -executed on January 19, 1878 and gave to
the trustees of the institution a building
and twelve lots of land on Decarie
Boulevard for the exclusive and perpetual
use of the Protestant deaf-mutes of the
Province of Quebec. The Board of Governors
was to be increased by the principals
of the Theological Colleges located
in Montreal at that time and the
Institution was to be conducted on a
non-denominational basis. All those
connected with the institution were to
be Protestant and a religious service
was to be conducted in the building each
Sabbath. Should the building and land
be no longer required the proceeds from
their sale are to be used for the foreign
mission work of the churches represented
on the Board.

- IV. By-Laws drawn up in 1870 by the members of the
corporation. They provided for twenty-
five Life-Governors and twenty-five
Elective Governors who would hold their

position for one year. There were to be twelve members on the Board of Managers who would act for three years, one-third retiring annually and to be determined by lot. The Board of Governors elected a President, Vice-President and Secretary-Treasurer who became members of the Board of Managers. The duties of the above mentioned were assigned, with the Board of Management being given control of the collection, investment and expenditure of all money belonging to the corporation and authority to hire or discharge "servants of the corporation". The By-Laws could be altered, repeated or suspended by consent of two-thirds of the members present at the Annual Meeting or at the meeting of the Board of Governors.

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DeLom, Mrs. M., Provincial Placement Office, 19 August, 1959, Montreal.

Loring, Mrs. Robert, Honorary President Mackay School, 3 February, 1958, Montreal.

Mackay, Allan, Vice-President Mackay School, member of the Financial Committee, 29 January, 1958; 3 September, 1959, Montreal.

Mackay, Dr. Donald, President of Mackay School, member of the Educational Committee and of the Medical Advisory

Board, 5 February, 1958, Montreal.

Matthews, H., Vice-Principal Monklands High School, 3 December, 1959, Montreal.

Patton, D.R., Secretary-Treasurer Mackay School, 31 January, 1958, Montreal.

Toupin, D., Assistant Manager of the Metropolitan Office and National Employment, 21, August, 1959, Montreal.

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