The History of The Yorkshire Residential School for the Deaf 1829 - 1979

by Anthony J. Boyce

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Dedicated
to the
Staff and ex-pupils
of the
Yorkshire Residential
School for the Deaf

ABOUT THE AUTHOR

ANTHONY James Boyce, born deaf, graduated at Reading University with a B.Sc. (Pure and Applied Mathematics and Physics) in 1961. After spending 3 years in industry he was appointed to the teaching staff of the Yorkshire Residential School for the Deaf in 1964.

In 1968 the Department of Education and Science gave qualified teacher status to Tony Boyce. He was the first born deaf teacher of the deaf to receive such recognition.

Between 1970-71 Tony spent a year teaching at Gallaudet College in the U.S.A. before returning to teach Mathematics and Science in the Secondary Department of the School. In the 1980's Tony has taught further education deaf students at Doncaster and is currently Head of the Department of Applied Technology in Doncaster College for the Deaf.

Tony is an outstanding teacher, but he is much more. He is a gifted chess player, and as this book testifies, a fine local historian and author. His research to write this book has been profound and scholarly.

Essentially Tony is a bonny fighter for the interests and aspirations of deaf people. This book therefore is an integral part of that life's work.

R. B. Dickson

BORN DEAF

Think! A silent world,
A world whose manifold sounds are not for you
Lies round you - dumb
The wind has no voice for you, the roar of the sea,
The splash of its ripples on a sunny shore
Are but a picture.

The songs of birds - You never could hear the February lark
The robin twittering in the wintry days
Not even the harsh cawing of the rooks
For you music is not.

Only a vision of swift fluttering fingers, of moving lips;
Or else, perhaps you feel
Deep notes vibrating if your finger-tips
Rest on the instrument - But you hear NOTHING.

Think again! Your mother's voice,
With all its loving tenderness for you is silent
Even your own name is unfamiliar; you have never heard it;
You must be taught by slow and patient care
To see your name upon the lips of others.

Ah! you who hear!
Forget not all the countless little children
To whom God has denied the gift of hearing
They are our brothers and they suffer daily in the hard world
Help them to help themselves
They need our help.

Think! And forget them not.

Ms. R. Hereford
(Teacher at the School 1925-28)

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FOREWORD

THIS is the story of a great School and of the men and women who devoted their energies and in some cases much of their lives to its advancement. It began - as so many enterprises have with a chance circumstance that caught at a man's heart and would not let it go. In this instance a clergyman, William Carr Fenton, going about his parish duties happened to hear of a poor labourer who had not one, but five deaf children in his family; a human tragedy at any time but particularly in an age which believed that the only sure anchor for an individual's life was the knowledge and awareness of God without which he or she would be lost in a sea of tribulation. The first sacred duty of each generation was therefore to tutor the next in piety and William Carr Fenton was ever mindful of it. He realised that these five deaf children, unable because of their handicap to communicate with others, were further denied the opportunity of learning about their Saviour. They were indeed lost in the wilderness of ignorance and their plight kindled an overwhelming desire in him to bring them forth from thence into the fields of grace.

As so often happens when a man has found a mission, William Carr Fenton's zeal knew no bounds and it was not long before he had inspired others with the same enthusiasm that surged within his soul. It was an opportune time for setting up a charitable enterprise for the nineteenth century was an age of benevolence and social duty allied to shrewdness and practical common sense. Noble hearts brought the School into being; clear minds ensured that it prospered.

The account of the founding of the School and its subsequent development makes fascinating reading for it is full of human interest. The author - a deaf teacher of the deaf with many years' service - is to be congratulated on the diligence of his research and on his ability to recreate the vivid moments of the past for our interest and pleasure. This book is a testimony not only to his skill and outstanding loyalty to the establishment about which he writes, but also to his love and compassion for all the pupils, past and present, who have come within its gates.

As the history of the School unfolds, telling of the achievements, the failures, the joys and the crises of its corporate life, two basic themes emerge. The first is of the transformation that can be wrought when an individual devotes himself to the service of others. Charles Baker, the first Headmaster, and those who followed him into the work of educating deaf children, were but ordinary folk with all the frailties and follies of human kind. But they came, these teachers of the deaf, with an eagerness to serve that persisted through all the rigours and demands of their profession and survived the weariness, the disappointments, the uncertainties and the sacrifices which their work inflicted upon them. Their eventual reward was great indeed, for as the years of arduous endeavour passed, their strengths grew, their inadequacies were refined out and they saw a truer, nobler version of themselves emerge. It is the alchemy of dedication that turns clay into gold.

The second theme is of the enduring and unquenchable spirit of deaf children. Though the book deals principally with the ideas and actions of successive Headmasters, the reader is all the time vividly aware of the youthful community to whom they ministered. The children's patient acceptance of their handicap, their doggedness it imposed upon them, their gallant cheerfulness, their eagerness for life, all these qualities shone in Thomas Cook and his fellow pupils as they entered the new School so long ago and are just as radiantly apparent in the children of today, more than a century and a half later.

Those who take up the cause of deaf education, who give their love and skills to deaf children, give much; but the children whose response to the feeblest of efforts is so prompt and so eager, they give too. And who can say whether it be the wise teacher or the unknowing child whose gift can be judged the greater?

M. C. Hockenhull

PREFACE

FOR over 150 years, Yorkshire Residential School for the Deaf has played a distinguished part in the field of education of the deaf, and its story is a fascinating account of people who contributed so much towards the training of deaf children to take their places in the hearing society. Well over 3,500 deaf children have been taught at the School since 1829. Credit must go to the deaf themselves for their courage in facing so cheerfully an existence cruelly deprived of social richness.

Throughout its history, the School has been administered by a Board of Governors, formerly called the Committee, responsible to the Department of Education and Science. It has benefited greatly over the years from the support and leadership given by many of the district's leading families. Indeed the family of the present Chairman of the School Governors, Major William Warde-Aldam, has been connected with the School since 1829. Credit must then go to the School Governors, past and present, and to the Headmasters for the care of the School.

It is noteworthy that in its first 150 years' history the School had only six headmasters:

1829-1874	Mr Charles Baker
1874-1903	Mr James Howard
1904-1927	Mr George Greenslade
1927-1941	Mr David Craig
1941-1965	Dr. Eric Greenaway
1965-1981	Mr Frank Hockenhull

Fortunately the 20th Century attitude towards human handicaps is *"How much can we help?"* but only two hundred years ago *"the deaf and dumb"*, as they were then called, were recognised to be in a special but unfortunate category. To attempt to educate children without hearing and speech was not seriously considered. People did not at that time say with any convictions that *"something ought to be done."*

Then along came the Rev. William Carr Fenton who said *"I feel gratitude and joy when I contemplate the goodness of the Almighty in choosing me out of two million inhabitants of Yorkshire to originate this great institution."* There was no ceremony of the opening of the School on November 2nd, 1829, and the School started quietly on its long pioneering work to improvise as always the educational treatment of deaf children.

INTRODUCTION

BEFORE going into details of the History of the Yorkshire Residential School for the Deaf, it may be necessary to give a brief history of the education of the deaf so that the reader may appreciate the difficulties encountered during the early years of the establishment of the School.

In the beginning the magical words *"Let there be light, and there was light"* did not apply to those who were deprived of the hearing sense. Deaf children received no enlightenment. Before the 16th Century, people of all ages, even the philosophers themselves, did not realise that their love through eyes and smiles would enlighten the minds of those who could not hear. Deaf children were shunned, regarded as dumb because they could not speak, and were never given the opportunity to be taught to speak. Aristotle declared that the deaf were uneducable since thought went hand in hand with speech. Lucretius the Roman poet followed up by saying:

"To instruct the deaf no art could reach
No care improve them and no wisdom teach."

Thus deaf babies known to be deaf, being useless to society, were thrown into rivers and drowned. Some were hidden from the public view. So many generations lived and died in wretchedness and obscurity.

It was not until the 16th Century that attempts were made to educate the deaf in Spain and later in Europe. In 1670, in England, Dr. Wallis, Professor of Mathematics at Oxford, wrote a thesis on the mechanism of speech which was intended to help foreigners in learning to speak English. At the same time he had a deaf pupil who had some speech which could be improved upon. It then occurred to him to apply his ideas of teaching speech to the deaf pupil. He was successful in some way but he was cautious and tried it on other deaf pupils. He soon relinquished trying to make the deaf speak and had to content himself with teaching his deaf pupils to write and to understand what was written to them by others. Thus he succeeded in some way in teaching them to acquire some knowledge. He was the first Englishman to realise that sight played a large part in the education of the deaf. In a letter to Robert Boyle, Dr. Wallis wrote that his two great objects were *"to teach a person who cannot hear to pronounce the sound of words"* and *"to teach him to understand a language and know the signification of those words whether spoken or written, whereby he may both express his own sense and understand the thoughts of others."* Writing, speech-reading, speech, the manual alphabet, logical induction, the natural signs - acquired from the deaf - were the means he made use of.

After Wallis's significant contribution, many years elapsed until about the year 1760, when Thomas Braidwood had an academy at Edinburgh where he taught the deaf to speak. Attempts by Wallis and Braidwood were however limited to families with means. None attempted to teach a class of deaf children and most were taught individually. Instruction was costly and early teachers followed the profession of teaching the deaf as a source of gain. Hence the secrecy of methods of teaching the deaf.

In 1774, the Abbé de l'Epee who started the Royal Institution for the Deaf and Dumb in Paris, presented a public demonstration of his deaf children and showed that they could be educated. He was attempting to extend the advantages of education to the less fortunate deaf children. This publicity attracted much attention outside France. Word spread to the South of England and by the late 18th Century, the number of deaf children was found to be more than 8,000. The circumstances of these uneducated deaf children became a subject of an important investigation.

The uneducated deaf children were cut off from all communication with the world. They lived in society without ever receiving any kind of education. They saw that in many cases vice met with punishment and that good deeds were rewarded well. Thus they learned to discriminate between those whose actions were right and those who did wrong. So they became experienced in what was right and wrong. How these experiences affected their own conduct very much depended on them. They were subject to changes of purpose, to changes of feeling and to passions and pleasures. They knew kindness. Sometimes they were childish and at other times, savage, and obstinate. They rarely received the benefit of some training in their families. They acquired no language. A few rude signs expressive of their physical wants, were all they had. Above all, they were incapable of giving voice to their own deficiencies and were thus deprived of making their needs known. With institutional training and education it was possible for the educated deaf people to be useful in society. It was thus in 1792 that Rev. John Townsend first effected the extension of education to deaf children. The golden age of philanthropy came into being.

By 1828, five Institutions for the deaf were already established in England, viz. London (1792), Birmingham (1812), Manchester (1823), Liverpool (1825), and Exeter (1826), but there was no institution for deaf children in Yorkshire.

The handicaps of deaf children and the basic problems involved in their general education remain the same as they were 150 years ago. Their most important need was, and is still seen to be, the ACQUISITION OF LANGUAGE as a tool of thought. What ever may, from time to time, dazzle and temporarily divert the educator, nothing can supersede the importance of providing, day after day, the opportunity for deaf children to acquire the grammatically structured expression of thought.

It is hoped that this history of the Yorkshire Residential School for the Deaf at Doncaster will have real value in the field of the education of the deaf.

Finally, the School's greatest debt is to those who, 150 years ago and since, have given to it a wealth of zeal and devotion which has fitted it amongst the leading Schools in England.

THE REVEREND WILLIAM CARR FENTON

(Taken from the engraving in the school)

CHAPTER I

In the Beginning...

ONE day a certain clergyman visited Mr Field, a poor labourer who lived in Brookhouse, near Rotherham, Yorkshire and who had five deaf children in his family. Two of them were receiving their education at the London Asylum for the Deaf and Dumb, some 160 miles away. Three others were all under seven years of age and considered too young to go to school. Mr Field was able to support his family creditably on his wages of 13/- (65p) without troubling his parish for any help. The long distance and expenses attending these two deaf children in London and the removal of them so far from their parents during their period of schooling presented to the Rev. WILLIAM CARR-FENTON the idea of founding an institution for the deaf in Yorkshire.

The Rev. Fenton was the son of James Fenton of Loversall near Doncaster and was brought up in the expectation of a large inheritance and up to 1820 devoted himself to agricultural pursuits. In 1805 he toured Europe with his friend Sir Charles Dalbiac and narrowly escaped detention in France. On his return he was ordained. In 1824 Fenton was presented with the Rectory of Cawthorpe. He was a member of Doncaster Corporation, serving as a school inspector.

After a visit to the Royal Institution for the Deaf and Dumb in Paris, he saw Mr Bingham, the Headmaster of the Exeter Institution for the Deaf and Dumb and became indebted to him for his confirmation of the feasibility of educating the deaf. He then went on to visit two more schools for the deaf at Birmingham and Manchester. Arriving at Doncaster, he saw Dr. Sharpe, the Vicar of Doncaster, and spoke of the plan he had in view of forming an institution in the town. He was encouraged to carry out his plan, but after a while he experienced some difficulties. It was a difficult job to find prospective pupils because parents of deaf children were ashamed to have them and so hid them from the public. Indeed he found only one deaf boy in Doncaster. The Archbishop of York told him that in his long life he had only met two deaf people. Dr. Sharpe said on hearing the bad news *"Well, Mr Fenton, you had better give it up."* The Rev. Fenton firmly replied *"I will never give up the project as long as life shall last."*

It was towards the close of 1828 that the first public notice was taken of the movement to form such an institution. The Doncaster Gazette wrote on December 5th, 1828:

> *"Institution for the Deaf and Dumb: In addition to the many benevolent institutions in the county of York which diffuse their blessings to the unfortunate and needy, we are glad to learn that steps have been taken towards the formation of an establishment for that unfortunate portion of our fellow creatures, the deaf and dumb. In aid of this benevolent undertaking the venerable Earl Fitzwilliam with his wonted liberality has signified his intention of subscribing the sum of £500 towards the Building Fund and Lord Milton the sum of £100. As soon as the returns of a number of objects are received, further participation connected with this excellent institution will be held before the public."*

By the Rev. Fenton's characteristic perseverance, he found that there were 5 deaf children in the village of Bilton near York and this convinced the Archbishop of York of the urgent need to educate the deaf. He readily gave £100 towards the Fund. By March 1829, many names were forwarded as subscribers and donors to such an extent that the Rev. Fenton was able to summon the first public meeting at the Mansion House in Doncaster on March 10th, 1829.

The meeting was poorly attended at first. The Rev. Fenton in his short speech announced that Mr Vaughan, the Headmaster of the Manchester Institution for the Deaf and Dumb, would show how his two deaf pupils could be educated, and that because of the case of Mr Field, a poor man from Brookhouse with his five deaf children, and establishment was necessary for the education of the deaf in Yorkshire. Word spread and soon the room was full. After a successful demonstration by Mr Vaughan, the Rev. Fenton then introduced Mr Field and his three deaf children, the other two being in London.

Dr. Sharpe said after what had been seen and heard, nothing further needed to be said and moved that:

> *"An institution be formed at Doncaster for the benefit of the deaf and dumb children of the poor in the County of York and it be called the "YORKSHIRE INSTITUTION FOR THE DEAF AND DUMB POOR."*

This resolution was seconded and approved. The Rev. Fenton was then appointed the Honourary Secretary. Before the meeting broke up £70 in subscriptions was collected.

A week later, a set of rules for the running of the Institution was drawn up during the first committee meeting chaired by Edmund Denison (afterwards called Sir Edmund Beckett). This was then brought before the magistrates at York and was approved by them. This method of launching a new venture may seem somewhat strange today but it was one of the best means of creating interest in those times.

Next came the task of finding a suitable site for the new school. There had been some difficulty in getting the Building Fund underway because an appeal had already been made to the public in aid of a fund for the restoration of the badly burnt York Minster. So the Committee decided to hire a house and after some difficulties, they rented part of Eastfield House (which was situated opposite the Doncaster Race-course in Leger Way) for two years. The other part was occupied as a school for hearing boys.

The next step was to find a suitable Headmaster. An advertisement had already been sent out and read:

> *"A Master and Mistress for a deaf and dumb Institution will probably be wanted about August next and that such persons as intend to offer themselves are requested to send their proposals to the Rev. Fenton."*

Mr Charles Baker at the age of 26, who had been teaching for 3 years at the Edgbaston Institution for the Deaf and Dumb, applied for this post with letters in support from Mr Humphreys of the Claremont Institution for the Deaf and Dumb and the Rev. Hammond Robertson of Leversedge (the Mr Helston of Charlotte Bronte's Shirley). The Committee then invited Mr Baker for an interview at Doncaster on 7th July, 1829. It was a long interview and Mr Baker described the meeting:

> *"The next day I met the Committee, the most notable of those present were Mr Edmund Denison, Rev. B. Wrighton, Rev. John Sharpe, Rev. H. Watkins and R. J. Coulman. The main question which arose was the justifiability of opening the Institution with the means then at command, namely £315 of annual subscriptions, and it was satisfactorily shown that this sum together with the payment of 20 children at £6 a year each would be sufficient as each child should not cost more than £20 a year. It was then decided that a commencement should be made before the end of the*

year, indeed as soon as possible after a house could be prepared for the reception of the pupils, and I engaged to be at Doncaster not later than 12th October."

The first general meeting for the election of candidates was held at the Mansion House, Doncaster, on 12th October, 1829. Mr Baker was formally elected as the Headmaster of the newly established Institution. At this general meeting of subscribers, which was always held annually thereafter, the officers for the succeeding year were appointed and a Committee was named from the subscribers to run the affairs of the school. It was resolved that the qualified candidates should be admitted on 2nd November, 1829.

Mr Baker then made preparations and alterations in the Eastfield House and by November 2nd, 1829 the School was formally opened with 11 boys.

The Committee now declared that

"in order that no misunderstanding may go abroad as to the design of the promoters of this Institution, the Committee consider it proper to state, that their object is to rescue these children from that state of mental darkness in which they are usually found, and by general instruction to place them as nearly as possible, upon a level with their fellow-creatures in the same sphere of life - to teach them their duties towards God and man, which without the assistance afforded them at an establishment of this kind, they have not the remote chance of learning, destitute of which, they would, in all probability, remain a burden upon their friends or the state, and their lives would be passed under the unrestrained dominion of their natural evil passions."

CHARLES
BAKER
HEADMASTER
1829-1874

Reproduced from "The Centenary of the Founding of the Institution" (1929)

Today, this declaration implies briefly that "we restore the deaf child to normal society." Thus the Yorkshire Institution for the Deaf and Dumb as it was called began its long road.

Charles Baker started teaching children words from their first day of admission. Objects were pointed out, names were written down and objects were described by natural signs. Boys saw a similarity between the sign and the object but not the written word. A word represented an object. Words were chosen which were the names of objects with strongly marked characteristics so that signs for them were easily recognised. They also had to be short in order that the combined letters might be remembered and more easily copied on the slate.

For example; owl bee fox frog.

Whenever the real object could not be shown, a picture of it was placed before the class.

After about 20 to 30 words had been acquired, Baker had a blackboard mounted on the easel and words were written with chalk and objects or pictures of them were around him. Baker made a sign of a frog in which sign its shape and its way of leaping were described. The boy would then point to the picture of this object. Another would make the sign for the object. Again Baker pointed to a word on the board. The boy pointed to the object which represented the word. Again Baker pointed to an object and the boy pointed to the word which represented it. Now Baker made a sign, requiring the boy to point to the word which stood for it. He then pointed to a word, requiring the boy to express it by sign. When fingerspelling had been acquired, a similar exercise was then done. At intervals, boys sat down with their slates to copy forms of written words which had been made known to them. They learned to write words as soon as they could learn to make letters.

Next came the use of adjectives. The teaching of adjectives was much helped by using contrasts. Two objects of the same name but of different qualities were shown. Then there followed a long list of adjectives. It was emphasised that the adjective was a quality inherent in the object. Plurals were taught and there followed a comedy of plurals:

tooth - teeth foot - feet goose - geese book - beek

Boys learned to write on the slates, not wasting time in making themselves fine writers but obtaining plain and quick writing. They were not taught writing but were left to learn it. By the method of proceeding with a small vocabulary in connection with complete sentences, knowledge was communicated simultaneously with language learning. They only presented simple ideas. Many of the boys now began to express their ordinary wants by some means of communication. Communication was continually passing between boys themselves and between them and Baker.

Baker believed in teaching natural religion first before 'revealed' religion. The boys had never conceived the idea of God. They were shown the idea of natural religion by undergoing long walks with Baker to the fields and woods. They then began to conceive the idea of God.

> *"God made me. He made you. He made the Sun, the Moon, and the Stars. He likewise made the Trees and the Flowers and Birds and Fishes. He made all things."*

The deaf pupils' deep interest was excited especially when the passage was carried out in sign-language and fingerspelling in a slow and dramatic form; Baker continued *"leading his pupils in the path often trod, from created things to their Creator, God"* and this he did

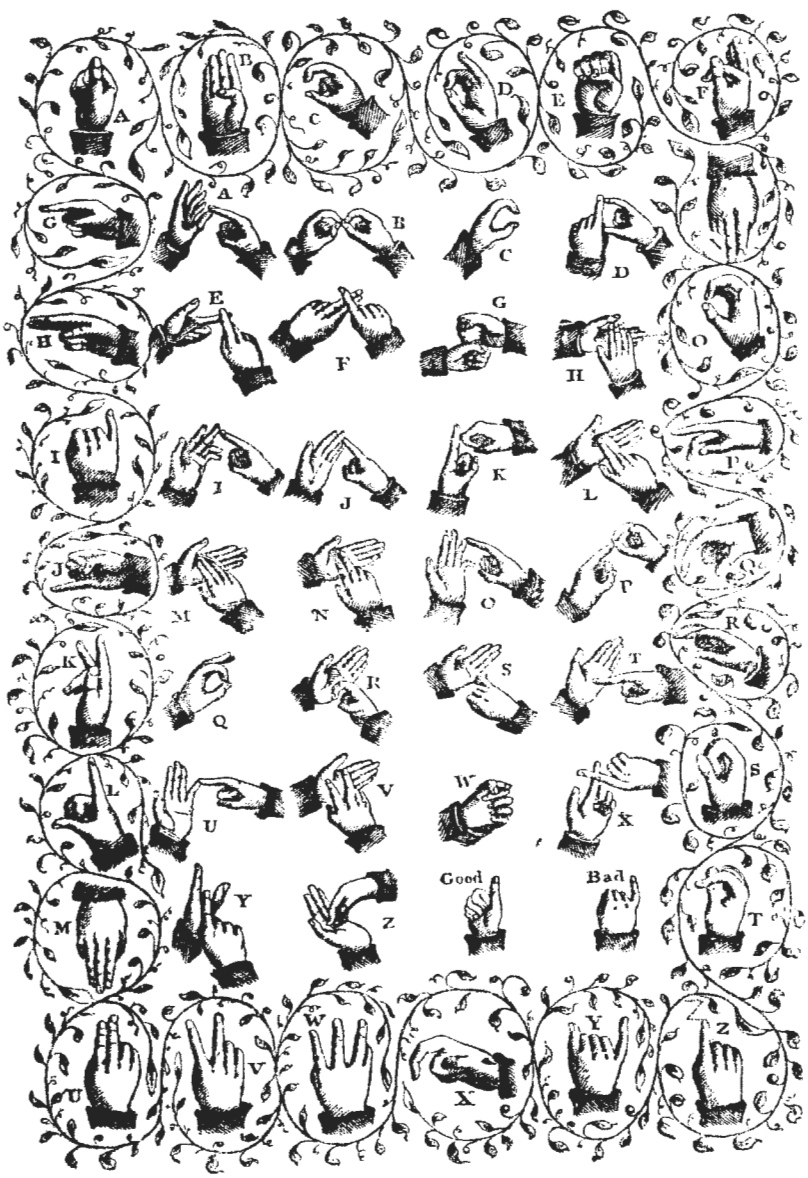
little by little and step by step. Thus the most patient, persevering labour was needed in getting across to the deaf the religious truth.

The boys used the bead-table for their counting. First principles of number work were developed from visible objects. The counting was as high as 100. Addition and subtraction followed.

Baker did not believe in mechanical exercising of the memory. Nothing was learned by heart. If repetitions of lessons were necessary, then at each repetition, difficulties supposed or confused were always explained. Thus whatever the means of communication used, Baker wanted the deaf to understand language - the English language - and to make themselves understood in it. In this way the deaf could then communicate their needs.

At the end of 6 months, Baker had the satisfaction of seeing that the children were acquainted with the name of every common object about them and in all respects equal to pupils at Birmingham who had been 18 months under instruction on the old system. This improvement found its way into nearly every school for the deaf - though in every case it was resisted at first. This was one of the many pioneering moves made by the YIDD throughout its long history.

The One and Two-handed Alphabets of the Deaf and Dumb.



THE ONE AND TWO HANDED ALPHABETS OF THE DEAF AND DUMB

Reproduced from the annual report of YIDD (Lodged in the Doncaster archives)

CHAPTER 2

In the Eighteen-thirties

WHEN pupils were first received into school, the amount of the annual subscriptions was only £349. Baker realised that efforts had to be made to increase these if more deaf children were to be admitted later. He decided to hold public meetings involving the children in the large towns of Yorkshire. The first one was at Wakefield and the second at Leeds in March,1830. The pattern of the public meetings was almost always the same. The Rev. Fenton would open the proceedings and would introduce Baker. In the end, they were always applauded. The Rev. Fenton would follow up by stating his objection educating these deaf pupils. As a result annual subscriptions and donations would be collected.

Sometimes something unforeseen happened during some of the public examinations - for example at Leeds in March 1830. The Rev. Fenton, Baker and two boys, Henry English (9) and Thomas Cook (8), travelled to Leeds. They were invited to dinner by Mr W. Aldam who was one of the members of the YIDD committee. It was announced that the lecturer for that evening could not be found. It was rumoured that he was frightened of being introduced to the best audience that could be collected in Leeds on the subject 'deafness', of which he knew nothing and had left the town. What was to be done? Baker was appealed to and under great pressure, he agreed to take the place of the absent lecturer. Only four hours to go before the meeting was to take place. The lecture hall was crowded and Baker lectured for an hour. He started with an historical account of progress in the art of teaching the deaf during the last 200 years. He said that the number of deaf children at present under instruction was about 10% of the total number in England. He deplored this situation. He then went on to explain the method of communicating knowledge, and the language of signs. At the end he was greatly applauded and, after an examination of the two boys by Baker, it could be said that at this point the character of YIDD after 5 months of its existence was firmly established.

Further public meetings were held and the annual subscriptions were now more than doubled. Even so the annual subscriptions were liable to variation each year, and occasional canvassing was required to keep the balance of the school in the black. The average total of the annual subscriptions from 1832 to 1874 was £958.

Even though the school was of a charitable nature, the terms of admission of a deaf pupil were to be £20 per year and these remained until a month before Baker's death in 1874. From the £20 per year, a fee of £6 was charged either to the parent or to the parish from which the deaf pupil was sent. Either an advance of £6 or a weekly payment of 2/6 was acceptable. The balance of the cost, £14 was made up by annual subscriptions and donations.

Baker wrote later of his experiences in managing a new school. He had to keep a vigilant watch over his inexperienced boys. At first there were some domestic problems for the 26 years old Baker. For example, the boys slept in wooden beds and after a month's residence, Baker reported the state of beds to the Committee. It was decided that beds in future were to be made of cast iron. He received £20 for the trouble he had in taking upon himself the duties of the Matron.

In April, 1830, the Committee resolved to admit 10 girls into school but the Rev. Fenton was against this and said that the part of the Eastfield House would not admit of that "separation which was so necessary for the morals and well-being of the children." However, the Committee resolved that:

"the salary of Mr Baker be increased to £130 under the understanding that he would be married before July 1st and that his wife would afford her assistance towards the management of the school without any remuneration."

As a result of Baker's marriage, there was the first ever admission of girls. By now the problem of housing both boys and girls, which numbered 30, made Baker realise that there was a need for a larger building in view of the increasing number of applicants. He suggested the setting up of a census of the deaf in Great Britain, but his efforts were not very successful. With the help of the census, Baker had hoped he could then ask the Committee to consider either buying or erecting a building for the permanent establishment of YIDD.

Luckily for Baker, by giving publicity through public meetings in many towns of Yorkshire, many parents now knew that such a school existed for the education of the deaf. In this way the number of applicants grew and this pressurised the Committee into action. After two years, YIDD was now the proud owner of Eastfield House. There was much deliberation about the choice of this establishment. It was the many acres of land at its back that influenced the Committee into buying the house.

Some extracts on applicants from the Regulations and Rules of YIDD read:

"That no child be admitted to the Charity before 8 and not after 14 years of age."

"That every candidate for admission should present the following papers."

1. A certificate of age.
2. A recommendation in writing, signed by at least 6 subscribers of £1 each or 3 subscribers of £2 each.
3. A certificate signed by the Minister of the parish in which the candidate resides, fully describing all the circumstances of the family of the candidates.
4. A certificate signed by a medical practitioner declaring the candidate to be deaf and dumb, not deficient in intellect, not subject to fits, not labouring under any infectious disorder, and to have been vaccinated or to have had small pox.

The successful candidate was duly registered and Baker kept a meticulous record of every deaf entrant in the register-book. This book was divided into columns under which the headings read as:

"Number of case, Name of child, Description and Circumstances of parents, Moral and Physical Habits of parents and family, Residence, Physical Character of the District, Number of deaf in the family, Age of Pupil, When admitted, Born deaf or became so, and when, Under what circumstances became deaf, If otherwise diseased and its nature, Number of years at school, Intellectual character, Moral character, Why left at school, Deafness in family, Case of consanguinity existing between parents before marriage, Business on leaving school, Additional remarks."

Baker believed that many cases of deafness needed to be recorded and made the point that the physical history of deafness... an almost unexplored field of research. He stressed the need for such facts to be collected wherever they could be obtained, as these could lead to some suggestions for remedial measures. He appealed to all Institutions for the Deaf and Dumb for unity for the common improvement of society.

Up to 1837 it was recorded that about half of the pupils received in school were totally deaf and the other half were *"cases more or less of imperfect deafness, an expression which must by no means be confounded with imperfect hearing"*. By imperfect hearing was meant the inability to distinguish faint sounds and sounds somewhat similar. The general term "deaf and dumb" was used *"to designate a person so deaf as to be inaccessible by the ordinary means of lingual communication, and unable to make known his thoughts, wishes and feelings in our conversational tongues."*

Throughout the years under Baker, many of the pupils would only have on average four years at school. In the early years many parents could not afford to pay £6 a year and so some deaf children were deprived of the schooling at YIDD. An appeal was made to the parish officers but to no avail. In the first three years, 20 such deaf children were prevented from coming to YIDD. In 1834, the "Poor Law Amendment Act" was currently being debated in the House of Commons, and Baker had invited the Earl of Harewood to YIDD. The local paper read:

> *"Lord and Lady Harewood and family passed through Doncaster on Wednesday 2nd April, 1834 on route to London. They called on the school and were gratified at the appearance of the children, the convenience and order of the establishment and the intellectual progress which children had made under Mr Baker's instruction."*

Baker seized his chance and explained to the Earl of Harewood that because of the poverty of parents and the unwillingness of some parishes, many children were denied the benefit of education and that this was expressed in all schools. Where a natural infirmity existed the case was worst for the deaf and Baker asked for some legislative provision for the deaf in the 'Poor Law Amendment Act.' The Earl agreed to help out but when he at first tried to make education of the deaf compulsory on the parishes to which they belonged, he failed. However he succeeded in obtaining a clause by which the Boards of Guardians could contribute towards the maintenance of the blind and deaf without pauperising the parents. This was the first time ever that such a clause was provided for deaf children's educational needs. After this important step the pupils' payments were almost always to be depended upon.

As the number of children increased Baker could not cope with all the children in the Schoolroom. He asked Mr Watson of the London Asylum for the Deaf and Dumb if he could send down a young man as an assistant. At the same time when girls were admitted for the first time, the YIDD Committee resolved that

> *"a female assistant be engaged for the purpose of attending to and gradually instructing girls, upon the understanding that Mr Baker instructs her in the usual mode of teaching the deaf and dumb."*

Five months later, Baker found the male assistant unsuitable and was forced to seek another young man who happened to be Mr George Gascoine, the first recorded assistant under Baker and he received £10 in his first year and £15 in the second year. The second recorded assistant was Mr William Robson Scott. The following letter written by a deaf boy to his teacher, Mr Scott, gives a clear picture of the kind of life he led at school:

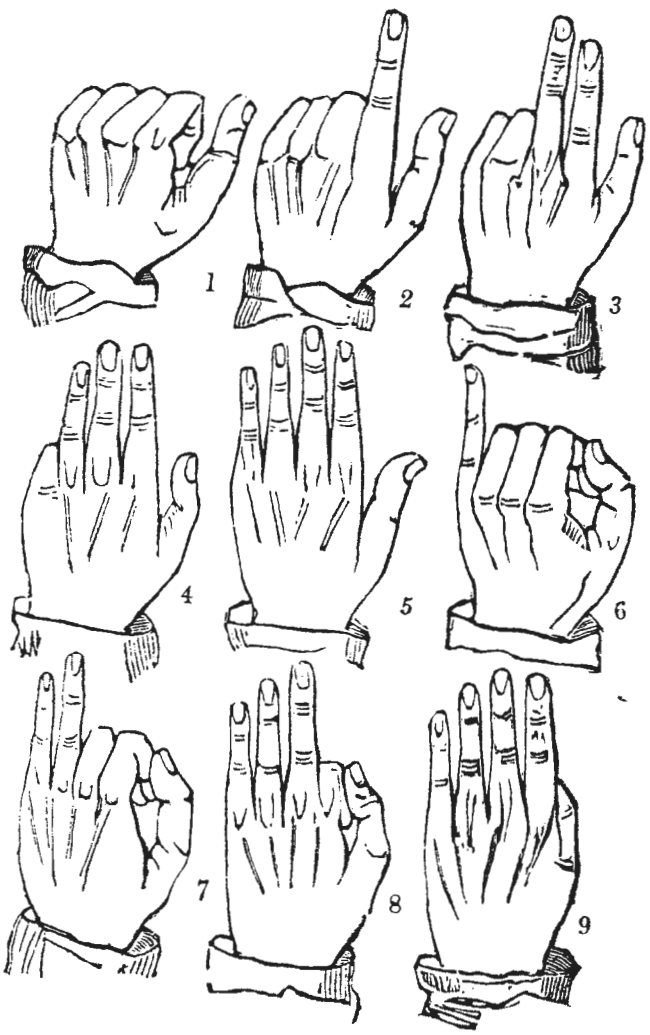
April 12th 1833

My dear Mr Scott,

I am going to write to you about one day's work at the Deaf and Dumb Institution. The boys rise from their beds at five o'clock. They wash their hands and faces with water and soap. At six o'clock the boys and girls come into school. Mr Baker spells to the boys and girls before him a morning prayer. The boys learn and write addition, geography, scripture, history, &c. They eat milk and bread for breakfast. After breakfast some boys work in the mill, some play in the yard, some dig in the garden, some gather stones, weeds and sticks, and some clean shoes &c. At ten o'clock the boys and girls come into the school. The boys write and learn geography, scripture, history, &c. They eat some beef or stew, or pudding for dinner. After dinner some boys work in the mill, some dig in the garden, some gather weeds, stones and sticks, some clean shoes, &c. At six o'clock, Mr Baker spells to the boys and girls a night prayer. At eight o'clock the boys eat cheese, or treacle and bread for supper. After supper, at eight and a half o'clock, the boys go to bed; they pray to God and thank Him: they undress themselves and the boys go to sleep in bed. God keeps the boys every evening and every morning.

I am, Your affectionate pupil,

Thomas Cook



ENGRAVING BY JOSEPH WIDDOP

Reproduced from C. Baker, Contributions to Education, 1842

Seven hours a day were spent in school during the Summer and six and a half hours during the Winter. The only public holiday in the year was Midsummer. The YIDD Committee resolved that *"those children whose parents do not wish to have them home at Christmas holidays shall be allowed to stay at the Institution."* and thus some deaf children spent their Christmas at YIDD. Many deaf children rarely saw their parents and very few parents visited them on Saturdays.

Corporal punishment was carried out by Baker for three offences, namely; lying, disobedience and theft. Flogging for carelessness or idleness was not permitted and punishment for these offences was an extra time in schoolwork. Such was the punishment system of YIDD in Baker's time.

The means of communication used at YIDD was natural and explanatory signs, fingerspelling, and writing. Pupils learned fingerspelling and signs by their everyday communication with each other and by the more advanced classes at school.

Baker knew his deaf children well and he wrote in "Penny Cyclopedia" in 1837:

> *"...the language of gesture called natural signs. In this language the deaf and dumb take great pleasure; if unrestrained, it would be their only mode of communication with each other, and they appear to find in its resources all that is necessary to give life and force to their ideas. The quick changes of countenance which they exhibit, the sparkling eyes, the lighted-up features, the sarcasms, the sensibilities thus expressed; the transitions 'from grave to gay', 'from lively to severe' all faithfully portrayed in the ever-varying index of their mind, speak at once in favour of this language as the truest mirror of their thoughts, hopes, wishes and feelings and inform us that this language is nature's most perfect, most expressive interpreter. To this rude though powerful mode of intercourse, which all the deaf possess in a higher or lower degree, those who are more intelligent add signs of description, by which they are able to explain facts and circumstances which have been brought under their observation..."*

Baker said it was not necessary that a lot of time should be spent upon learning fingerspelling and signing either by the teacher or by a pupil except in the case of very dull pupils.

Apart from learning in school children were trained in *"habits of constant industry and activity.."* For example, as shown in the letter from Thomas Cook to Mr Scott, it was a part of the boys' daily work to grind some wheat for the school. For this the boys were divided into 3 groups, each group working every third day. They used a steel mill with two handles. Two of the taller boys took hold of the handles to which ropes were attached and pulled by four or six small boys. The job was done in one and a half hours. When the mill was used, the boys were told that the supply of flour would depend upon their labour, six bushels of flour were made every week. Girls had to sweep and scour daily in rooms, passages and staircases. Other employments for girls were washing, ironing, mangling, mending, knitting and sewing.

Drawing as a subject was not brought before the Committee. It had never been pursued at school but now the present prosperity of the funds made it possible. The Committee resolved in 1835:

"That enquiries be made at what cost a competent Drawing-Master can be engaged to attend at the Institution for two hours in each week."

Mr Hepworth, an artist of local repute, was appointed and drawing was taught, not as an accomplishment, but as an art applicable to some industrial trades, such as engraving.

Many deaf children were now acquiring their language skills and some of them made rapid progress. In particular, Thomas Cook, one of the first entrants, had already received five years of schooling and was ready to embark on a new life. Baker brought Cook's case before the Committee in 1834 and it was resolved:

"That Thomas Cook, a deaf and dumb pupil in the Institution, be taken as an assistant and to receive for the first year a gratuity of a guinea and his clothes."

The Committee were beginning to take an interest in pupils who had just completed five years' of schooling. The Rev. Fenton travelled to Hull and during a public examination spoke to John Cook, Thomas' father, and said

"With your consent we will take him into YIDD and make him an assistant to Mr Baker. He is a boy of the kindest disposition and of quick apprehension. He has the very good quality which a Christian ought to have, and that he is a Christian you will be able to judge before we part. You are much affected and so am I; but let it be a cause of gratitude to you as long as you live, that he may perhaps be a father to you when you are old."

After three years' teaching at YIDD, Thomas Cook was now 17 years of age and was anxious to seek a job outside school. It was resolved that he was to be apprenticed with Messrs. Brooke and Co., the Doncaster printers. One of the subscribers, John Maude of Wakefield, was impressed with the progress of deaf children and gave £10 to help to apprentice ex-pupils to some trade or profession. Then the Committee followed up by giving a gratuity of £5 or less to each applicant due to be apprenticed, provided that the parents or its parish met that donation with an equal sum. This applied to Thomas Cook.

Extracts from Doncaster Gazette (2nd and 9th June, 1837) showed that Baker took children to public lectures and interpreted the lecturer to deaf children.

"On Saturday Mr Goodacre gave a gratuitous lecture at the Theatre, to the children of the Deaf and Dumb Institution, explaining by signs communicated to them by Mr Baker, the nature of the earth's motion, and on Tuesday last he attended at the Institution, and on putting a great number and variety of questions relating to the former explanation found that they so fully understood the subject as to give at once the most ready and correct answers to questions frequently of a most abstruse nature. Yesterday afternoon Mr Goodacre gave a second explanation to the children at the Theatre, showing by a number of his beautiful transparencies the nature of eclipses, the phases of the moon, and afterwards recapitulating portions to his previous subjects. The children appear to enter into the nature of science, and display by their gesture the most marked delight."

"Mr Goodacre has again given a treat to deaf children by an exhibition and explanation of his grand orrery. This beautifully illuminated machinery burst upon their view and it began its motion of the courses of the various planets. He described to them the distances of the planets from the sun and each other, the portions of time in which they travelled round the sun, the nature of their satellites, etc., the information being communicated to them by signs from Mr Baker and the assistant masters."

By 1839, Baker had written many articles on the education of the deaf and in some of them, he still publicised the great need for class-books for the deaf. He particularly tried to encourage more communication between instructors of the deaf as he considered that methods could be much improved by comparison with other existing practices. So Baker decided to set up a Royal Albion printing press at YIDD at his own private expense and hired a journey-man printer for superintending it and thus set out to supply the need by producing his own class-books.

On February 8th 1839, the Minute Book read:

"Resolved that Mr Baker be allowed to spend £20 in the purchase of a printing press, types &c. for the use of the boys."

The printing press was a Stanhope Press. Some of the older boys helped in the printing office out of school hours. The report in 1840 read:

"Your Committee notice with such satisfaction the progress made by many of the boys in the art of printing which has been practiced little more than a year. Since the establishment of the printing press and its accessories, all the circulars and other papers issued from the Institution have been printed by the boys. A little work on wood engraving, intended for the use of future pupils in this art has also been printed, one of the boys having furnished the illustrations contained in it. The printing of the lessons of geography which have been taught at the Institution since its commencement has just been completed and rendered a permanent book for the use of the School. This treatise contains outline maps which have also been engraved by one of the scholars. It may be added that they have now in the press a series of lessons on grammar and language."

The scheme for a series of graduated lessons on language was carried out by Mr D. Anderson and Baker. Only a limited number of copies chiefly for the Glasgow and Yorkshire Institutions was produced as their efforts were not generally acceptable to other teachers of the deaf such as Mr T. J. Watson of the London Asylum. Some of the Institutions later asked for them, especially the Exeter IDD. The minute Book read:

"February 1st, 1842. Resolved that the letters from the various masters and Secretaries of Deaf and Dumb Institutions upon a proposed series of graduated lessons for the Deaf and Dumb prepared by Baker and Anderson, a portion of which has been printed by the pupils of this Institution be laid before Dr. Scholfield and Mr E. Sheardown, in order that they may express an opinion as to the propriety of £50 being given from the funds of this Institution towards the printing and publishing of the whole work."

This was granted and with the help of the Exeter IDD to defray any costs of publication, many copies were produced and distributed to all Institutions for the Deaf and Dumb. Thus from this printing office, the much needed graduated lesson books were produced.

Thomas Cook and Joseph Widdop took up their printing trade for the local papers, Doncaster Gazette and Doncaster Chronicle. Neither of these two boys had the benefit of previous experience with the printing press at the YIDD as both left before the printing was established at school. But contact was kept with YIDD and Joseph Widdop helped to engrave small illustrations to some of the works by Baker, for instance, *"Contributions to Publications of the Society for the Diffusion of Useful Knowledge."* This was a collection of articles on the education of the deaf written by Baker in the eighteen thirties. The preface of this book read:

> *"The few engravings were drawn and engraved by a former pupil of the Yorkshire Institution who has been for two years apprenticed in an ordinary printing office."*

Baker gave an idea of the organisation of the printing room in the same preface:

> *"About half of it is the typographical composition of one boy; in the latter half he had the assistance of another pupil. It was commenced about the middle of January 1842 and was finished before the end of April following. For several weeks a half sheet (eight pages) was worked off every night. The general management of the press department was committed to an older apprentice, to the business, also a former pupil of the Institution, and many of the sheets were worked off by myself after the usual labours of the days were over."*

The enthusiasm and energy of Baker, combined with the demand for class books to instruct the deaf, played a large part in the initial establishment of the printing press at YIDD.

Already there were many applications for the admission of deaf children from Lincolnshire and Nottinghamshire. The Committee decided to accept them, provided that the pupils were supported by funds derived from their own counties. By such extension, the neighbouring counties were saved the costly task of setting up a separate establishment for the deaf.

By the late 1830's under the capable and efficient management of Baker, the YIDD was well on its way, quietly gaining reputation throughout the country, mainly through his literary efforts.

CHAPTER 3

In the Eighteen-forties

IN early 1839, the subscribers urged the Committee to consider the possibility of having deaf children taught to speak. At first, the Committee were reluctant to introduce such a system in YIDD as they pointed out that:

> *"in only ONE of the ten establishments in the United Kingdom is articulation made the vehicle for the conveyance of ideas between the teacher and his pupils, and it is believed that the general disuse into which this, the earliest instrument in the instruction of the Deaf and Dumb, has fallen, arises equally from its partial benefits as a medium for the interchange of ideas, and from the time and labours which the oral and labial alphabets consume in the acquisition."*

They said that those who became deaf after having learned to speak and those who had some hearing could be taught to speak but they formed only a small proportion of the number of deaf children in YIDD. Further pressure on the Committee was brought about by the subscribers and on November 15th, 1839, the Minute Book read:

> *"The letters of the Rev. Armitage Rhodes having been read on the subject of teaching the children to speak. Resolved that Mr Baker be desired to visit the Glasgow Institution for the Deaf and Dumb in order that he may confer with Mr Anderson on the subject of teaching articulation and report on his visit at the next meeting."*

Baker thought it was not considered generally possible to teach speech to the deaf. Many had started at an advanced age. He had always believed that much of the early teaching of deaf pupils ought to have been done before they were admitted into school. He was favourable to speech-training only if the pupil's vocal organs were flexible and if the pupil showed an aptitude for its acquirement. Baker wrote:

> *"Towards the end of this year (1839) I paid a visit of a few days to the Glasgow Institution for the Deaf and Dumb to see what my friend Anderson was doing on the subject of Articulation. I considered he was using the best means with all the energy of his character and arrived at the conclusion that he might make about twelve and a half percent of his pupils tolerable speakers; that is speakers that could be understood, by devoting the greater portion of his school hours to this single object. The question however was whether so much time ought to be given up to mechanical labours of this kind, and whether, after the acquisition the pupils would use the new power of speech."*

After the visit to Glasgow, both Baker and Anderson agreed that it was a question of how much time could be devoted to speech-teaching. Sufficient time was not available. Baker firmly insisted that the great task was to get the deaf to understand and to use the language. As time went by he found that children could not be modelled according to a fixed plan but that each needed treatment suited to his particular temperament. To carry out such a scheme depended upon the teachers.

Baker stressed the need for the exceptionally careful selection of teachers. His views on the ideal teacher were that he should be a person of a devotional frame of mind, with a strong moral sense, abounding in practical piety, devoted to his labour, firm, fond of children and of extensive information on all common subjects, and having a facility in imparting knowledge; *"not 'a man severe and stern to view' but one who can unbend and*

take pleasure in those little things which are great to little men, who can feel sympathy in those trifles which are the serious occupation of young minds... such a person, thoroughly imbued with correct principles of education, might when not employed in school duties, provide lessons, and other illustrations for effectually working out his principles. But very few persons with these endowments have been practically employed as teachers". He also said that the moral condition of the school was to a large extent influenced by the characters and habits of the assistant teachers. He now regarded teaching as a skill which required training. So the YIDD developed a training scheme for assistant teachers of the deaf.

Assistant teachers were of two kinds. Firstly they were young people who would receive a small salary with their board and lodging and some of them were promising older deaf pupils who had stayed on. For instance, Thomas Cook, Joseph Widdop and Margaret Askew.

From the Minute Book, on July 26th 1839,

> *"Resolved that Mr Baker be at a liberty to engage a junior male assistant for 5 years as an apprentice at the following rate of salary: first year £10; second year £15; fourth year £20; fifth year £25."*

This gives an idea of the salaries received by pupil-teachers at that time.

With regard to deaf assistant teachers, Baker was opposed to the employment of them early in his teaching career but their successes made him acknowledge that they were just as good as the normal teacher. He found that in some of the elementary teaching, they surpassed the normal teacher. He did however warn them of their future. *"What a monotony it was if ever they were to be kept leading class after class with hardly any prospect of progress for themselves. If they were required to leave the Institution, what trades would they get?"* Baker was very careful in that respect. Thomas and Joseph were proficient in their printing trade and when the time came for them to call it a day, they became compositors in the Doncaster Printing Offices. Margaret Askew after two years' teaching went into the dressmaking business. Baker found it was not desirable to encourage pupils to become assistant teachers because he would not place those unskilled in language to direct the studies of the deaf pupils.

In addition to the junior assistants there were men from 20 to 30 years receiving salaries ranging from £10 to £30 per year. They would for the most part be ambitious and either be preparing for college, studying in their leisure hours and saving a little money to take them there or be looking forward to running a school for the deaf themselves. For example, there was Mr James Cook who had so far been teaching six years at YIDD and was thought highly of by the Committee. From the Minute Book, on 4th June 1839,

> *"That the Committee being informed that James Cook is desirous of applying, with great possibility of success, for a vacant situation in the Manchester Institution where it is thought extremely likely that he will receive a much larger salary than £30 (his present salary) and the Committee feeling that his removal could prejudice the Institution, they determine to offer him an increase of £10 per annum to commence January 1 1840. This offer was made to J. Cook and he be engaged to continue at the Institution giving 3 months notice before quitting."*

Again, on March 17th 1840,

> *"That Mr Baker be permitted to engage an assistant in James Cook's place at a salary of £20 to £40 per annum according to his apparent abilities to teach the deaf and dumb children."*

James Cook left and after two years of being the private tutor to a deaf and dumb lady, became the Headmaster of the Dublin Institution for the Deaf and Dumb.

In his place followed one of the most notable assistant teachers of YIDD, Thomas Arnold. In his book *"Reminiscences of Forty Years"*, he outlined his three years' experience at YIDD. On receiving the confirmation of his application for an assistant teacher, he wrote:

> *"Crossing the Yorkshire hills the next day, I rang the hall bell at Eastfield House, by the Racecourse, early in the evening. Snow was on the ground, and it was very cold but bright. Mr and Mrs Baker's reception was friendly... Next day I was conducted over the school and saw the teachers at work in their classes. These were taught by signs, the manual alphabet and writing after printed or written lessons. It was exceedingly interesting. The scholars had evidently learned that I was likely to be the new teacher. Already a sign which became my new school name was found for me, and was at once adopted, passed about, and oft repeated. There were also sharp criticisms on my person, disposition, and fitness. More than one hundred scholars were present and as I glanced over them I realised their sad privations. My sympathy was deeply moved, and for the first time the burden was felt of being their teacher. To instruct them would be difficult and trying, and would make the greatest demands on patience and perseverance. In truth such self denial as was never required in teaching the hearing. But I was young, hopeful, and felt something of the enterprising courage which anticipates the pleasure of mastered difficulties. Upon the whole the verdict of my scholars was in my favour. Mr Baker did not conceal the real difficulties of the task, or that they would be chiefly of myself. This was afterwards proved to be too true."*

Mr William Sleight, Arnold's close friend and fellow-teacher at YIDD, said that Arnold found the manual method of communication difficult to apply in a natural and fluent manner.

Baker would say to the new teacher, *"In imparting clear ideas to children, the first step is to make them understand what you are talking about."* Having accepted Arnold, he wished Arnold to attempt the teaching of articulation to some of the pupils and sent him to the Liverpool Institution for the Deaf and Dumb, with a letter of introduction to Mr Rhind, the Headmaster. Arnold saw a class taught by the articulation method for only one hour which was enough to convince him that it would be worth an experiment. On his return to Doncaster, he was given the articulation class but found teaching deaf children to speak very difficult. He wrote:

> *"At Doncaster the sign-manual method was solely used. Oral instruction had not been attempted. I was therefore anxious to have a class and give it a fair trial. But somehow Mr Baker's interest in it did not seem great, and when he did select a class, it had no assigned time of meeting, but was assembled when the convenience of the sign classes permitted. The conditions too were very unfavourable - it might be said adverse - to success.*
>
> *Its members had been two or three years at school, signed freely, preferred signs, and did not like the greater attention and effort required in learning articulation, and as they would not be able for some time to pronounce words, or to communicate with others, either*

by speech or lip-reading, it was difficult to persuade them of its utility... Our progress was therefore slow and unsatisfactory from the conditions with which it was hampered. However, perseverance and patience modified them considerably as did the rapid progress of one youth, George Cockin, who articulated well, and acquired enough of lipreading to repeat simple exercises in language. This attracted so much attention in the school from the evident approval of visitors, that other schools wished to share the honour.

The parents of this youth were not aware that their son was being taught to speak. The Rev. Mr Cockin was a Wesleyan Minister. One day he came to Doncaster on business, and called at the Institution to see his boy. A servant showed him into the waiting room and came to tell me. At once Mr Cockin was seen and told that his son would be sent for. As soon as George entered the room he saw his father, ran to him and said, "O father, how do you do?" It was the first time Mr Cockin heard his son's voice, and his joy was so great that its best expression was tears..."

Arnold became a convert to the oral system even though whilst teaching deaf children to speak, he found it a very trying time.

In 1842, the Committee of the newly established Brighton Institution for the Deaf and Dumb represented by Sir Thomas Blomefield visited YIDD and *"was much impressed with what he saw in the school but what attracted his attention more than anything else was the intelligence and affability of Mr Baker."* He thought him to be a most enlightened teacher and asked him to recommend a suitable assistant teacher for the post of Headmaster of the Brighton Institution. As Baker thought highly of Arnold and his teaching ability, he called him into his study. He told Arnold about Blomefield's wish. *"This"*, he said, *"I have answered by recommending you. Your appointment will be almost certain on your acceptance of my nomination."* Arnold was willing to accept but confessed that he was to become a Nonconformist. Baker gave him three days to think it over warning him that there was no chance for any Nonconformist to become a Headmaster.

The very next day Arnold saw Baker and told him that his mind was made up to be a Nonconformist. Baker was greatly annoyed at what he deemed to be Arnold's *"folly in excluding himself from so favourable an opening."*

Baker said, *"Say no more about it,"* and after a few months, Arnold left Doncaster to take up a career in the Nonconformist Ministry. Instead Baker recommended Mr W. Sleight, at the age of 24, to the post of Headmaster of the Brighton IDD. This recommendation was taken up and Sleight was the Headmaster for nearly 70 years.

Mr Abernethy was trained under Baker alongside with Arnold and Sleight. A school for the deaf was instituted in Edinburgh in 1840. The Edinburgh people thought they could establish a day school at the same time. So they opened a day school and got Abernethy, who finished his apprenticeship at Doncaster, but after a year they came to the conclusion that the day school was a failure.

The loss of three teachers meant that Baker had to advertise for more assistants. Mr Neill answered the advertisement and became the Articulation master at YIDD but arrived at the conclusion that there was not enough time to achieve success using the oral method. After two years, he was appointed as the Headmaster of the newly established Northern Counties Institution for the Deaf and Dumb in Newcastle.

All teachers declared later that they were privileged to have been trained under Baker. It will be seen that he had great influence over most of the Headmasters of the Institutions for the deaf in the United Kingdom. From 1845 onwards, Baker and Anderson discontinued the teaching of articulation simply because the period of education was not sufficiently long enough to justify them in attempting it.

The general outline of the curriculum and of the teaching methods remained more or less the same as that in the 1830's. Baker continued experimenting on the teaching of language.

He found that during the third and fourth years of instruction, deaf pupils (mainly at the ages of 1 1 and 12) did not appear to make an improvement equally rapid compared with that of former years but their attainments showed more accuracy and solidity than before. Essay writing was only encouraged during the second year of instruction but was required of the third year pupils. It indicated the progress of the pupil's mastery of English language in its written form. It not only showed the steps the pupil had taken but the deficiencies too. In the third year pupils received lessons on 'Revealed Religion' and Baker's books were used. The class wrote the lesson taken from the book on their slates and read it over. Then they were allowed to ask questions on some of the words which they did not understand. The whole lesson was explained to the class in mimic language and was read again with questions after that.

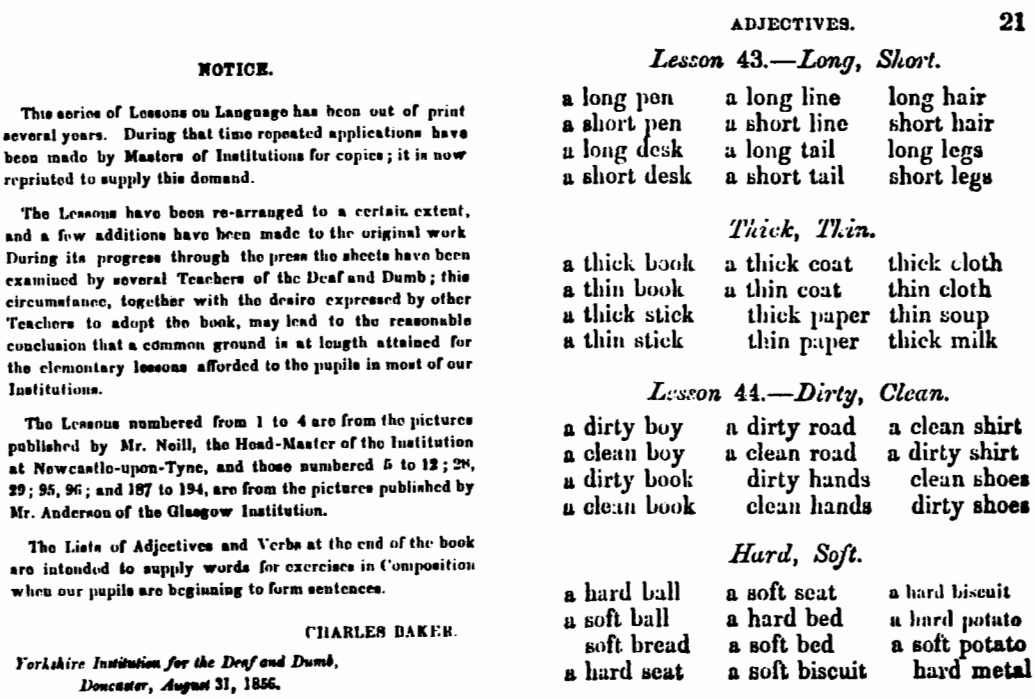
The use of the dictionary was brought in. The children's vocabulary was extended and many new words were employed. The fourth year pupils acquired enough of arithmetic to carry them through the common affairs of life. Abstract ideas were introduced by way of analysis and illustration. For example, the class were taught on the feelings of the body (cold, hot, painful...) and then on the feelings of the mind (joy, grief, fear, love, hatred...).

As to Bible teaching on Sundays, Baker thought the Bible should be read as the Bible and as nothing else. He did not wish to have it treated as an ordinary school-book. He believed that the teacher should read a portion of the Bible to pupils everyday so as to go through the Bible in some years.

A major event in the school year was the annual inspection of the children which took place in either May or June. It was an occasion feared more by teachers than pupils. More often than not it was the pupils who stole the limelight. Below are the extracts taken from the reports of public examinations held locally and in Yorkshire:

> *"Children wrote examples with adjectives joined, such as 'a strong horse', 'a fat cow',... Here we noticed a mistake made by a little girl who wrote on the board 'a young frock', evidently intending the same as contra-distinction to 'an old frock'."*
>
> *"The idea of the examination was to show how the deaf explained facts and occurrences to each other and in it their mimic powers would be called into action. A portion of Scripture History had been selected, that of David and Goliath. This history was written on the blackboard and a boy stepped forward who immediately began with the action of marching as from a tent, offering to fight, and in fact describing to a nicety every action written down on the board, from the commencement of the history to the death of Goliath. This exhibition was by Master Atkinson; it excited considerable interest and was followed by a cheer."*
>
> *"The dumb show was very curious, and some of the gestures of the intelligent children brought laughter. It was impossible to prevent*

laughter... The boys then showed how they delineated the various feelings, emotions and passions of our nature; and nothing could be more expressive than some of their pantomimic gestures; they spoke as plainly as words... Two lads, who had made a considerable progress in articulation, repeated the Lord's Prayer, and a third read part of the 195th Psalm."



NOTICE.

This series of Lessons on Language has been out of print several years. During that time repeated applications have been made by Masters of Institutions for copies; it is now reprinted to supply this demand.

The Lessons have been re-arranged to a certain extent, and a few additions have been made to the original work During its progress through the press the sheets have been examined by several Teachers of the Deaf and Dumb; this circumstance, together with the desire expressed by other Teachers to adopt the book, may lead to the reasonable conclusion that a common ground is at length attained for the elementary lessons afforded to the pupils in most of our Institutions.

The Lessons numbered from 1 to 4 are from the pictures published by Mr. Neill, the Head-Master of the Institution at Newcastle-upon-Tyne, and those numbered 5 to 12; 28, 29; 95, 96; and 187 to 194, are from the pictures published by Mr. Anderson of the Glasgow Institution.

The Lists of Adjectives and Verbs at the end of the book are intended to supply words for exercises in Composition when our pupils are beginning to form sentences.

CHARLES BAKER.

Yorkshire Institution for the Deaf and Dumb,
Doncaster, August 31, 1856.

ADJECTIVES. 21

Lesson 43.—Long, Short.

a long pen	a long line	long hair
a short pen	a short line	short hair
a long desk	a long tail	long legs
a short desk	a short tail	short legs

Thick, Thin.

a thick book	a thick coat	thick cloth
a thin book	a thin coat	thin cloth
a thick stick	thick paper	thin soup
a thin stick	thin paper	thick milk

Lesson 44.—Dirty, Clean.

a dirty boy	a dirty road	a clean shirt
a clean boy	a clean road	a dirty shirt
a dirty book	dirty hands	clean shoes
a clean book	clean hands	dirty shoes

Hard, Soft.

a hard ball	a soft seat	a hard biscuit
a soft ball	a hard bed	a hard potato
soft bread	a soft bed	a soft potato
a hard seat	a soft biscuit	hard metal

TWO EXTRACTS FROM C. BAKER'S "LESSON BOOK FOR THE DEAF AND DUMB AS TAUGHT AT THE YIDD"

After the AGM, pupils went home for their Midsummer holidays and the school leavers were presented with Prayer Books and Bibles.

Sometimes parish officers, who supported deaf children to receive their schooling at YIDD, lodged complaints as to the treatment which deaf children received at school. For example, from the Minute Book,

> *"January 26th 1846 The Committee having with the utmost concern and regret understood that a charge of neglect and inattention had been brought by the friends of John Richmond against the Managers of the Institution, and being specially summoned to examine into the circumstances of the case, have after the most patient investigation unanimously come to the resolution that such charge is entirely without foundation."*

Extracting from the statements made by three different individuals:

> *"I have been at the Institution nearly six years in the capacity of Workmistress. I knew John Richmond, a boy who was admitted into the Institution last August when he was about 9 years old. When he came into the Institution at first, he appeared a boy of weak intellect, and not of good constitution. He had a large head. He had a ruddy complexion, but in his case it did not appear to denote health. He appeared wholly incapable of doing anything, even to the*

going of an errand for milk or other things that might be wanted. He was allowed to go into the Schoolroom amongst the other boys. He was a boy of very dirty habits in his person, both day and night...
(Signed) *Margaret Robertson"*

"I am the Cook at the Deaf and Dumb Institution... The boy was brought into the kitchen to his mother by Miss Robertson. The mother when she saw her son said she thought her son had improved a great deal. This was in answer to a question by Mrs Baker. She also added that she was sorry they had so much trouble with him. This was also in answer to a remark by Mrs Baker that they had had trouble with him. The mother seemed quite satisfied with her son... Before the mother came the boy was playing in the yard. I saw him. After she came he had his clothes changed and dry trousers put on. As soon as he came into the kitchen his dry trousers were wet, and his mother had them to pull off, to dry them. He was constantly in the habit of dirtying his bed, and wetting his clothes. When the boy was brought to his mother he did not seem to recognise her. She took him upon her knees, and he showed no signs of pleasure.
Harriet Kitchen. "X" (Her mark)

A report was given by Mr William Neill, who was just appointed the Headmaster of the Northern Counties IDD at Newcastle, on the same boy:

"...there was a vacant stare in his countenance... After a few weeks in school I became convinced that he was not a proper object for the Charity, being deficient in judgement, memory and even in imitation. Frequently I tried to teach him and found him unable to form a single letter of the manual alphabet after seeing it formed by another person, and when his fingers were placed in the proper position and then separated he always failed in putting them in the right position again... With regard to the treatment the boy received whilst in school, there can be but one opinion - that he experienced uniform kindness... he required the daily help of one of the older boys to wash and dress him. As time went by I observed a marked change in his manners. He became much more inclined to lethargy and would if allowed sit for hours quite inactive on a retired seat in the Schoolroom with his head inclined to his right shoulder."

The report by Mr Neill was used to persuade the "Friends of John Richmond" that their boy was not so quick and intelligent as others.

In 1846, on May 27th, a party of about 60 pupils accompanied by Fenton, Baker and teachers, with a few of the ex-pupils, were conveyed to Swinton by an aquabus and from Swinton to Sheffield by rail, reaching Sheffield by nine in the morning. Children were given hot cross buns. Then they "marched" to the Music Hall to see the Polytechnic Exhibition. They spent two hours in examining works of art and new technical inventions. At 11a.m. they went to Cutler's Hall to undergo a public examination. There were many people at the meeting which was chaired by the Mayor of Sheffield. Fenton read out the report and then Baker carried out the examination of the pupils in the usual way. Specimens of pupils' model drawings were handed round.

Pupils returned to the Music Hall where they had dinner and again went to the Polytechnic Exhibition. The two new inventions were the electric telegraph and the

'atmospheric' railway and they were shown to the pupils by Mr Collins in a way which they seemed to understand. Finally at 5p.m. they returned to the station and proceeded to Swinton where the aquabus carried them back to school. The day being favourable had gone well for all. Only six years previous to this meeting, the party went to Sheffield but with a difference, it never stopped raining all day. This was the first occasion for all to have a train journey. A year later saw the first trains running through Doncaster, mainly on the initiative of Mr E. Denison, the Chairman of the Committee of YIDD.

The Committee, in particular Mr Denison and Mr Baker, were aware that so many pupils had left school and in order to find out how far the education imparted had been useful, they carried out a survey into the employment of the former pupils and by 1844 the first formal Inquiry was presented to the Committee. Inquiries of a similar nature were also made in 1847, 1854, 1859 and 1870.

The first Inquiry showed that 147 pupils had left school during 14 years of its establishment. It considered three main points:

a) the trades to which the pupils had been apprenticed

b) the facility, compared with hearing persons, with which the pupils had acquired these trades

c) pupils' conduct and general character since they left school.

Out of 147 pupils, 90 reports were received back. It was found that the trades on which the former pupils were employed were much more various than could have been anticipated. Most of them learned their trades as well as those who could hear, and were reported to have satisfactory conduct.

Among the girls, there were mostly dressmakers, milliners, domestic servants, laundry maids, and factory workers. The occupations of the girls showed little variety but the boys were employed in many different trades - shoemakers, tailors, labourers, gardeners, factory workers, engravers, compositors, woolcombers, bakers, quarrymen, a brickmaker, a clerk, a founder, a millwright, a collier, a painter, a lithographer, a bookbinder, a typefounder, a watchmaker, a whitesmith, a wood turner, a joiner, a marble mason, a cabinet maker, a modeller and a pattern designer.

It was pointed out in the Inquiry that the deaf apprentice should always be shown the operations and their effects in his trade-work,what others were told; and this showing would generally repay the little extra trouble required, compared with telling.

Below is an extract taken from the Inquiry Report of 1844:

"Joseph Widdop

He has been occupied as a compositor in the Doncaster Chronicle printing office. He has acquired the business with the same facility as others; there were some difficulties in the first instance, which he has now completely overcome, and he is in every respect an efficient and expert compositor...

Previous to his being apprenticed to me he had learned the art of wood engraving in the Institution; and he has executed several very creditable specimens, which have at various times appeared in the paper. These specimens have in most instances, been executed with great rapidity, requiring very great perseverance, and considerable night-work to complete them in time for publication. He has never been daunted by anything he has taken

in hand, and I have in one or two instances been surprised at the rapidity with which he has completed them.

Robert Hartley, Proprietor of the Doncaster Chronicle"

It is of interest to note that Joseph's close friend Thomas Cook was employed as compositor in the Doncaster Gazette office.

The 1844 Inquiry proved so successful that Baker went further:

"June 26th 1844. Resolved that Baker be allowed to engage a competent person as a Drawing Master and general assistant in the school, the salary not to exceed £50 p.a."

"Resolved that the question of engaging a bookbinder either by the week or price and the support of the printing generally..."

At that time there was hardly any technical education. A trade was always handed on and learned individually. Drawing had been introduced in YIDD as a subject so that many deaf pupils would have the chance to become engravers, painters and in other occupations *"which require an accurate eye."* For several years, model and perspective drawing had been taught as well as the mere copying of flat drawings. But up to 1846, it had been taught without a system "from the want of eligible publications for carrying it forward." In that same year Mr Hepworth, the Drawing Master, died.

"September 25th 1846.

Resolved that E. Denison be requested to ascertain if means can be adopted to form the Drawing Department of this Institution into a School of Design for the Deaf and Dumb under Government sanction and inspection."

"October 23rd 1846.

Resolved that the consideration of a memorial to the Council of the Government School of Design be deferred till a future meeting and that a public exhibition of the model drawings by the pupils take place in Doncaster...."

The Committee thought that it was worthwhile to call the attention of the public in Doncaster and of its schools to such an establishment of a School of Design in Doncaster under Government sanction and inspection. So the exhibition of drawings by deaf students was held at the Mansion House in early January. A report from the Doncaster Chronicle read:

"The exhibition was in the saloon, the walls of which were covered with the drawings, sketches, engravings, etc., of the pupils. The majority of the specimens were intended to illustrate the means by which the rudimentary knowledge of drawing is imparted to the pupils, and certainly nothing could be more satisfactory and gratifying than those specimens. All the drawings are from models, they are not copies, and as the pupil has no mechanical aid but his hand and his chalk, it is evident that the former must be well practised and guided by an acute observation, in order to produce a successful drawing. Amongst the most striking specimens were those of J. Foulston. We noticed a drawing of a candlestick most faithfully and naturally executed the shading was particularly fine; also a cone, cross, and pedestal, by the same pupil. There was an excellent sketch of the Institution by John E. Mowatt; also some

highly creditable wood engravings by Joseph Widdop, formerly a pupil in the Institution and now employed in the office of this paper. There were many excellent drawings by Samuel Parkins, James Mitchell (whose table and bottle were very striking and exact), and others, and some specimens of copper plate engraving executed by Joseph Teale and J.M. Glenton. The exhibition on the whole was exceedingly interesting and satisfactory."

From the Minute Book,

"January 18 1847. Resolved that it is desirable to apply to the Council of the Government School of Design for a Drawing Master for the benefit of the children in the Institution of the Deaf and Dumb the children of the various schools and the inhabitants of Doncaster generally.

Resolved that the Committee are prepared to recommend that the sum of £30 annually should be devoted to the above object from their Funds."

Prizes were given to the boys whose drawings were exhibited. The new Drawing Master, Mr Shaw, was appointed. He had been a pupil of Mr Butler Williams who had strongly advocated the introduction of Model Drawing in England. Two classes, one of teachers and senior pupils, and the other a junior class were set up and the system of Mr Butler Williams was put into operation. Three copies of the Drawing Book of the Government School of Design were sent by its Council.

Baker, besides the duties of the Headmaster, had done all the Secretary's work for the Rev. Fenton with the exception of the first two years since 1829, kept all the accounts, fostered the school in every way and made sacrifices of time and labour for its success so that its reserved and invested fund was becoming large beyond all anticipation. He continued his work at YIDD with the feeling that his services, though appreciated, were not adequately remunerated. So Baker wrote to the Committee proposing to take entirely under his management the domestic economy of the school. He also applied for an increase in salary for the Secretaryship and for his remuneration for his past services.

Meanwhile two men on deputation from the Edinburgh IDD came to visit YIDD. They were so impressed with the educational attainments of pupils that they asked Baker if he would become a candidate for the Headmastership of their school. Baker's reply was that he would consider it. He promised to meet them at Edinburgh in March.

On 1st March the Committee invited Baker to state his propositions. At first Baker declined but was pressed for some general proposition as to what he expected and asked as a result for more than £100 a year increase to his existing salary. The terms he proposed were:

"Fixed salary as Headmaster £300
Fixed salary as assistant Secretary £50
Fixed salary for Mrs Baker as Matron £50
...and the income from his private pupils would pay off the expenses of boarding of his family and of his private pupils."

Thus Baker's net income would come to £400. Having made these statements, he retired but when recalled, he found that the Committee only met his own proposals half way. Then he said that he had no alternative but to resign the post of Headmaster of YIDD. The meeting broke and the Rev. Fenton told Baker to write out his resignation ready for the next meeting in five days' time. Baker refused and instead wrote a long letter to Mr E. Denison the Chairman, who was away in London at the time. Denison dashed back and under him, the Committee

"Resolved that in addition to £50 for his secretarial work in the past, £60 additional be in future allowed including the services of the Bakers."

On this point, it was more than Baker had asked for and so he accepted their resolution.

On March 8th he travelled to Edinburgh, declined their offer, suggested plans for their Institution and recommended James Cook who had taught at YIDD previously and who was then Headmaster of the Dublin IDD at Claremont. Cook accepted the post. Later J. Foulston from YIDD filled the vacancy at Claremont. Such was the forceful character of Baker. So Baker continued to be the Headmaster of YIDD but with a difference, he was now burdened with the administration of the domestic economy of the school as well as doing the Secretary's work for the Rev. Fenton.

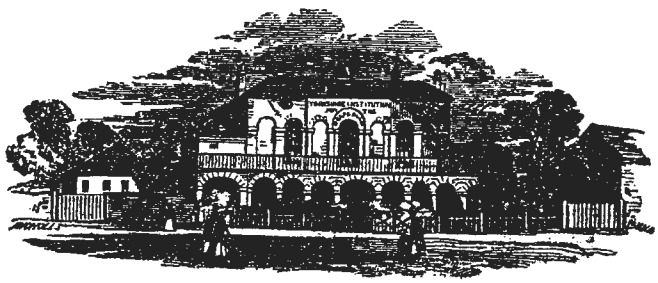
1852

TWENTY-THIRD ANNUAL REPORT

OF THE

YORKSHIRE INSTITUTION FOR THE EDUCATION
OF DEAF AND DUMB CHILDREN.

ESTABLISHED AT DONCASTER 1829.



DONCASTER:

PRINTED BY THE BOYS AT THE YORKSHIRE INSTITUTION FOR THE DEAF AND DUMB.

THE NEW SCHOOLROOM OF 1852 WAS LOCATED AT THE LEFT SIDE OF THE EASTFIELD HOUSE

Reproduced from the Annual Report of the YIDD 1852 (Lodged at Doncaster Archives)

CHAPTER 4

In the Eighteen-fifties

BAKER in 1830, made some efforts to have a census of the deaf and dumb taken but these were not successful. He tried again in 1840 but failed. In 1850, he wrote thus:

> *"I made a great effort to obtain the taking of a census in the next year. In previous years I had been content to entrust the necessary efforts to members of Parliament and other persons of position. This year I waited on Major Graham, the Registrar General, at Somerset House, convinced him of the propriety of the measure, and obtained his promise to facilitate it. I addressed circulars to all Institutions of the Deaf and Dumb and those for the Blind, urging their co-operation, especially in using pressure with any MPs who could be influenced. These efforts were successful and the first census of the deaf and dumb ever made in England was obtained in 1851."*

This census showed that there was a need for the enlargement of the premises to meet the demand for admission into YIDD and for a number of years the Committee had been aware of this. Finding the existing Schoolroom too small the Committee decided to build a new one.

Thus *"This corner stone of a Schoolroom attached to the Yorkshire Institute for the Deaf and Dumb was laid May 16th 1851 by the Rev. W. C. Fenton Honorary Secretary of the Institution."*

During the ceremony, the Rev. Fenton said *"I feel gratitude and joy when I contemplate the goodness of the Almighty in choosing me out of the two million inhabitants of Yorkshire to originate this great Institution..."*

After the ceremony, there was a holiday for the children and in the evening they were treated to plum-cakes and cocoa.

There had been a growing need since 1840 for the teachers of the deaf to meet together to exchange their ideas in order to improve the standards of education throughout the country. The first Conference of Teachers of the Deaf was held in London in 1851 but there were no prepared papers and teachers only attended to express their views and experiences if called upon. Baker was not present at that meeting. It was not a success but a resolution was made to invite teachers to contribute papers on matters connected with the education of the deaf. The Second Conference was held in the new Schoolroom at YIDD on July 28th 1852. Baker chaired this conference and gave a long address.

In it he echoed some of his views from his early articles in the eighteen thirties and hoped that more conferences would be held in the future and that the proceedings of the conference should be made public. He pointed out that Mr Anderson and himself had made some efforts to print a series of lessons for assistant teachers as well as for pupils. He admitted that the series was defective but welcomed others who had improvised their own notes. He emphasised that they should not leave the practical work of the education of the deaf in the state in which they entered upon it. Then he referred to the problem of teaching Articulation and said he was content to let the intelligent and educated deaf themselves settle the controversy, confining the decision to those whose deafness was congenital, but who had every advantage that the best teachers of articulation and reading from the lips had been able to bestow on them.

Baker went on to say:

> *"Do such educated deaf persons converse orally among themselves? On the contrary, do they not invariably converse with each other by signs and spelling? Do they not prefer the means presented to them by their writing materials or the manual alphabet? We are all acquainted with deaf and dumb individuals, either personally, or by report, who have been educated by the means of articulation. Can we say that the value of speech is to them in any way equal to the cost of its attainment? - that either they or their friends value it as the advocates of articulation would lead us to anticipate?.. I must therefore decide against giving up the time now bestowed on the acquisition of language and useful knowledge by my pupils, to devote it to the spacious acquirement of articulation."*

Throughout his address, his theme had been to ask teachers to improve a situation which had presented certain problems.

> *"We have nothing to conceal from each other; we all act upon plans which have been considered as adapted to our respective circumstances. Let us compare notes on this subject..."*

After the address there had been much discussion but the teachers felt that the topics introduced by Baker *"were generally of too great importance to be summarily disposed of while the printing of the address with the other Proceedings of the meeting would enable them to enter more fully upon its varied matters at a future meeting."* But no future meetings ever took place during the years after 1852 up to Baker's death in 1874. It appears that Baker's well-meaning intentions of working together as a team of teachers of the deaf to improve the standards of education failed.

In 1853 the Rev. Fenton was presented a testimonial as a mark of an appreciation of his 25 years' service to YIDD. He proudly called attention to the children (40 boys and 40 girls) ranged on each side of the platform in the Schoolroom when the presentation was made. He pointed out how happy they were, having the means of communication with their fellows. Two years later, having been ill for some time, the Rev. Fenton died and was buried at Loversall. The deaf girls, wearing black ribbons, and deaf boys, wearing black ties, with their teachers wearing hat-bands and gloves took part in the funeral.

The Rev. Fenton was 76 years of age and had led a life of usefulness. In 1835 he was given the Vicarship of Mattersey in recognition of his services. Not only did he found the YIDD, he was instrumental in establishing the Blind Asylum in York. He had travelled round the County of York with Baker canvassing for subscriptions and donations. When he addressed the public, he always pointed out that when deaf children were admitted into YIDD, they were in a state of ignorance. He gave a picture of *"the wild waste not quite without a flower"* of the deaf child's mind before it was brought into cultivation. Now after receiving instruction, deaf children were able to communicate with their friends in writing and they had been taught that there existed a God. He would say *"What would a father, what would a mother feel, having children in such a situation?"* Indeed many parents came with tears *"to express their gratitude."*

"Go where I will in the County of York I find some of the former pupils of YIDD who, on seeing me, evince their gratitude, remembering the happy days they passed here and the benefits in which they had participated." True to his word, the Rev. Fenton did not abandon the object of his life.

The Rev. Fenton had always shown his concern for those parents who could not afford to send deaf children to YIDD. He could never forget Mr Field and his five deaf children who had induced him to set up YIDD in 1829 and it was thus that a continual memorial was established in the form of a free scholarship for any deaf child whose parents were too poor to support him for his education at YIDD. The 'Fenton Free Scholarships' were to be tenable for 6 years and the elected children were to have their board and education free and the only expenses to their parents were to be that of clothing.

The first girl elected was Emma Bancroft whose mother was an ex-pupil of YIDD, and the first boy elected was William Hardaker of Leeds. His mother was a widow and four of the family were deaf, the three older ones having been paid for by private subscribers.

The YIDD did receive much help locally and now it was a question of 'give and take'. In 1853 a Building Fund was set up to restore the old St. George's Parish Church which was badly burned. Amongst the helpers in the Mansion House in Doncaster were Mrs Baker and her daughters who set up the stall on behalf of YIDD. Many former pupils and ex-teachers of YIDD contributed. Dr. Scott of Exeter sent some calotypes; Mr Foulston of Dublin some brooches made from scales of fish; Mr Neill of Newcastle an engraving of wild cattle; Baker's daughters some hassocks, cushions, ottomans, screens and a nun chair; and the children of YIDD made carriage mats. There had indeed been a close relationship between YIDD and the Parish Church since 1829. YIDD was undenominational and was available to all deaf children irrespective of the religious persuasion of their parents. In one case a boy was allowed to attend a Roman Catholic church in Doncaster on Sundays provided he was escorted by a friend.

The school aimed at training of pupils in the best Christian traditions, not just in theory but in the practical aspects of living. Neatly and serviceably clad, children set out in twos on Sundays to the Church with their teachers, a two mile walk. Once in the Church a teacher would stand up and interpret part of the sermon in sign language. Some children took part in the Confirmation Service after having previously satisfied an examiner and this was regularly carried out up to the year when Baker died. Sometimes ex-pupils joined in and on returning to School were given free dinners and later attended the evening service at School. In 1855 Samuel Smith left school having taught for 5 years at YIDD and he became a lay-missioner to care for the adult deaf in London and was ordained in 1861. With his knowledge in matters connected with the deaf and in sign-language, he was the first clergyman to devote all his time for the deaf. He did an amazing amount of work and interested many people in the cause.

It is of interest to note that the four branches of the Leeds Association for the Adult Deaf and Dumb were superintended by ex-pupils of YIDD who were taught in the 1850's. They were Joseph Farrar of Sheffield, William Carter of Hull, John Smith of Halifax and James Dobson of Bradford. The earliest mention of such an association was in 1838 as the Minute Book read:

> *"July 14th 1838.*
>
> *Resolved that a grant of £5 be allowed towards the expenses of a Sunday School to be established for the deaf and dumb children resident in Leeds who have left the Institution."*

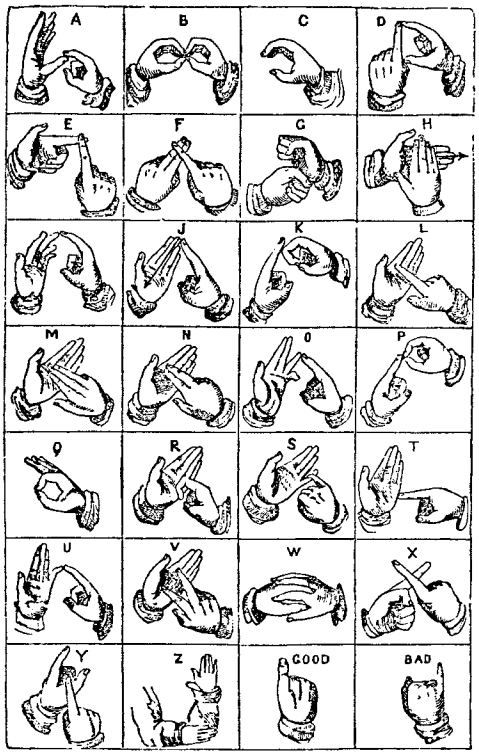
As to the ex-pupils who took up the welfare of the deaf, Joseph Farrar left school in 1857, but was employed as an assistant teacher at YIDD for three years. Later he became involved in welfare work at Sheffield, was responsible for the setting up of a night school for the deaf in Sheffield and helped Mr Baker to collect information on the progress of ex-pupils of YIDD.

William Carter of Hull was a shoemaker for several years before he turned his attention to the welfare of the Adult Deaf because his eyes were giving him much trouble and he was forced to abandon his trade. He made efforts to find out uneducated young deaf children and promoted their admission into YIDD by every means in his power.

John Smith was a tailor at Halifax as well as being engaged as the local Superintendent and many deaf people regularly attended his evening services with much enthusiasm. One walked regularly two and a half miles in order to attend the service. James Dobson of Bradford did likewise and used his home for his Sunday services.

Thus many ex-pupils had already taken upon themselves the responsibilities of life. Some became employers, many were heads of families bringing up their children and some showed a missionary spirit. This demonstrated how much the School had achieved by the time Baker was celebrating his Silver Jubilee as Headmaster of YIDD and the number of pupils had reached 100.

MANUAL ALPHABET.



The Parents and Friends of the Pupils are requested to learn the Manual Alphabet and to converse with their children by its means, or by writing on a slate. Parents who can read will soon learn this Alphabet by practising it with their children. They will thus also improve themselves both in spelling and in reading, and will in time acquire rapidity as well as correctness of spelling.

In cases where the Parents can spell or write, they should inform their children of their names, trades, places of residence, &c. they should also inform them of the names of their brothers, sisters, and other relatives, as their uncles, aunts, cousins, grandfathers, &c. and of their occupations, and residences. It is also very desirable that during the holidays the children should be made to observe the different industrial occupations which are carried forward in the town or district to which they belong; and that they should be taught the names of machinery, tools, implements, &c. used in such trades as may thus be made familiar to them.

If Parents will attend to these directions they will help forward the progress of their children, and thus the names of many productions of trade and agriculture, and of many operations will be taught them which cannot be shown to them in school, and which it would be difficult to describe.

CHILDREN'S CLOTHING.

A BOY.—Two dresses complete; four shirts; four handkerchiefs; four neckerchiefs; four pairs of grey knitted worsted stockings; two pairs of strong shoes or boots; four night caps; two hats or caps; a cloak or great coat; two pairs of woollen gloves; tooth-comb, opening-comb, and hair-brush in a bag.

One of the suits should be plain and strong for every day wear; the other should be of dark cloth; at least *half a yard of cloth of the same colour should be sent for mending when required.* Trousers of fancy patterns are unsuitable, as they cannot be matched when they require mending. Waistcoats and trousers requiring washing will not be allowed. It is very important, that the shoes provided should be large enough.

It is particularly requested that the boxes, containing the children's clothing, be not larger than necessary.

A GIRL.—Four shifts; four pairs of black worsted stockings; two flannel petticoats; two dark skirts; two pairs coloured stays; two dark stuff frocks, with tippets of the same colour; six strong checked pinafores; four handkerchiefs; four night-caps; two pairs of strong boots or shoes; a warm cloak; two straw bonnets; two pairs of gloves; two neckerchiefs; tooth-comb, opening-comb and hair-brush in a bag; worsted must be sent with the stockings for mending. Cotton stockings will not be allowed, nor frocks that require washing.

It is expected that the clothing shall be of good quality, and in good condition; that deficiences shall be supplied every Midsummer, and that those articles of worn clothing, that have been mended at the Institution before the holidays, shall not be returned as part of the next year's supply.

To promote neatness and uniformity of appearance in the Girls, it is desired that their Frocks may be of Alpaca, and the ribbons of their bonnets dark blue.

Some of the children require extra Clothing in the course of the year, which may be sent in addition to the above. All the Clothes are to be written on or marked with the FULL NAME of the Boy or Girl.

A TYPICAL CIRCULAR SENT TO PARENTS FROM YIDD IN 1856.
Reproduced from the original circular letter lodged at the Doncaster Archives.

CHAPTER 5

In the Eighteen-sixties

THE first five years in the eighteen sixties were devoted to discussions of large extensions and alterations to the buildings and when these were completed the account came to £4893, of which £2540 had already been raised beforehand. Baker made a personal canvass and the deficiency of £2500 was paid off within six months; an amazing feat. While he was away the school continued in its usual way showing how well the routine had been established and what a great deal of trust he justifiably showed in his Staff.

It was thus in 1865 when Baker proposed an entire change in the management of YIDD. He found teaching at the age of 65 and superintending, too much for him, and his wife, the Matron, 63 years of age, was unable to continue the housekeeping. With the full approval of the Committee he gave up his teaching of deaf pupils but confined himself to teaching his private pupils and continued the general management and the Secretaryship of YIDD. He had his salary reduced to £250. Instead the posts of the second Master and of the Matron were advertised. Mr. and Mrs. Downing from the Diocesan IDD at Strabane, Ireland, filled the posts. Mr. Downing carried on the instruction and care of the children in school and took charge of the boys and teachers out of the school hours under Baker's direction and superintendence but was found unsatisfactory and left a year later. The assistant teacher, Mr. Ivy, took over, having been in school some time. Thus the school affairs went on much as usual with Baker renewing his efforts for increased subscriptions which the agricultural districts did not yield.

In 1868, 22 pupils took public examinations in free hand drawings under the supervision of three members of the YIDD Committee. The drawings were then sealed up and posted to South Kensington. 15 out of 22 passed the examination there with commendation and two of them were given prizes. Edward Bill and William Mason, teachers of drawing, received grants of 2 guineas and 1 guinea respectively, awarded by the Science and Art Department. This was the first time ever that external examinations were taken in YIDD.

The public examinations in the Schoolroom attracted fewer and fewer people as years went by. The only times when it was filled to capacity were when the chairman happened to be Earl Fitzwilliam, a cousin of Queen Victoria. There was a numerous attendance in 1861 but Fitzwilliam could not come! In order to publicise the name of YIDD, the show boards of the School were exhibited at 10/6 per station per year, the stations being at Doncaster, Leeds, Wakefield, Masborough and Knottingley.

The 1867 public examination in the Schoolroom under the chairmanship of the Rev. Scott Surtees was reported on as follows:

> *"They are instructed in most of the useful arts of our education including the art of drawing of which we saw creditable examples by Messrs. Chester Malam, Stanley Malam, C.R. Shepherd, North, J.H. Wilson, W. Clayton, J.H. Mellor and others...*
>
> *The Rev. S. King tested some of the scholars in Bible History with very satisfactory results. And what a difference did that almost noiseless and well-behaved assemblage of afflicted children present to the clamourous eagerness of some other schools where each eager urchin shouts his answer to the question put.*

A look - a mere movement of the hand caught the quick eye of the teacher, and proudly indeed would the little girl or boy mark upon the blackboard or telegraph with nimble fingers the solution to problems or questions..."

In July 1867 Edward Miner Gallaudet, the President of the newly formed Gallaudet College for Deaf Mutes in the U.S.A., visited YIDD and discovered that Baker owned the finest library on the history of the deaf to be found anywhere and also toured the printing department which was something new to him. Gallaudet mentioned in his report that Baker gave him many valuable hints and suggestions as to the running of the institution.

The average number of pupils in each class was 15. The way Mr Baker tested the progress of each pupil ascertained whether the teacher had been doing his job properly impressed Gallaudet. At the end of each year he examined every class on all the subjects comprising in their course of study during the preceding year and registered the results; reference to this register enabled him to form an opinion later. At the same time he required every pupil to write four specimen copies which were bound up and remained for comparison for those written a year later.

Mr Baker had an unobstructed view of the whole Schoolroom and also had every teacher and pupil under his observation. In the centre of the Schoolroom, a large terrestrial globe, not less than three feet in diameter, was suspended from the ceiling by weights and pullys whereby it could be brought down when required to the level of the smallest child and when not in use could be raised above the line of vision and far beyond the reach of injury. All maps which bore reference to the geography of any particular region were grouped together and were suspended, each map covering the one preceding it but on a separate hook - the hooks being closely arranged one immediately above the other. The name of each map was printed on the extreme edge of its roller, and over each group is placed a calico cover, on which was painted the name which designated it. Thus all maps were properly classified. None of them were exposed to dust or soiling. By referring to the names printed on the rollers, any required map could be at once produced, without displacing the rest. Mr Baker made great use of pictures in the Schoolroom and the walls were literally covered with all sorts of illustrations.

Mr Baker's graduations of Bible History and easier books were used. His "Circle of Knowledge" books were also used and adapted. Picture lessons were given and were taken from a little book from the French which was produced specially for the deaf. Compositions were written from actions of the teacher or actions going on in the school by another class. The class had to describe these actions in their own words.

Baker said that he had made a change in the duties of one of his assistants by making the duties of all more specific and taking from them certain tasks which were badly performed because none of them liked them. He then took one of the lower classes in the school. The responsibility, formerly divided, now rested on one assistant. Another assistant had to attend to punctuality in all things from morning to night, and another to the cleanliness and order of the Schoolroom, and another to the printing office and binding room.

Gallaudet noted in his diary

"... I saw his school in operation and was pleased with his ingenious appliances for aiding the instructors. Mr Baker furnished me with sets of charts and tables for the deaf and dumb which will be very useful in our school in Washington and also made some remarks which led me to think it possible

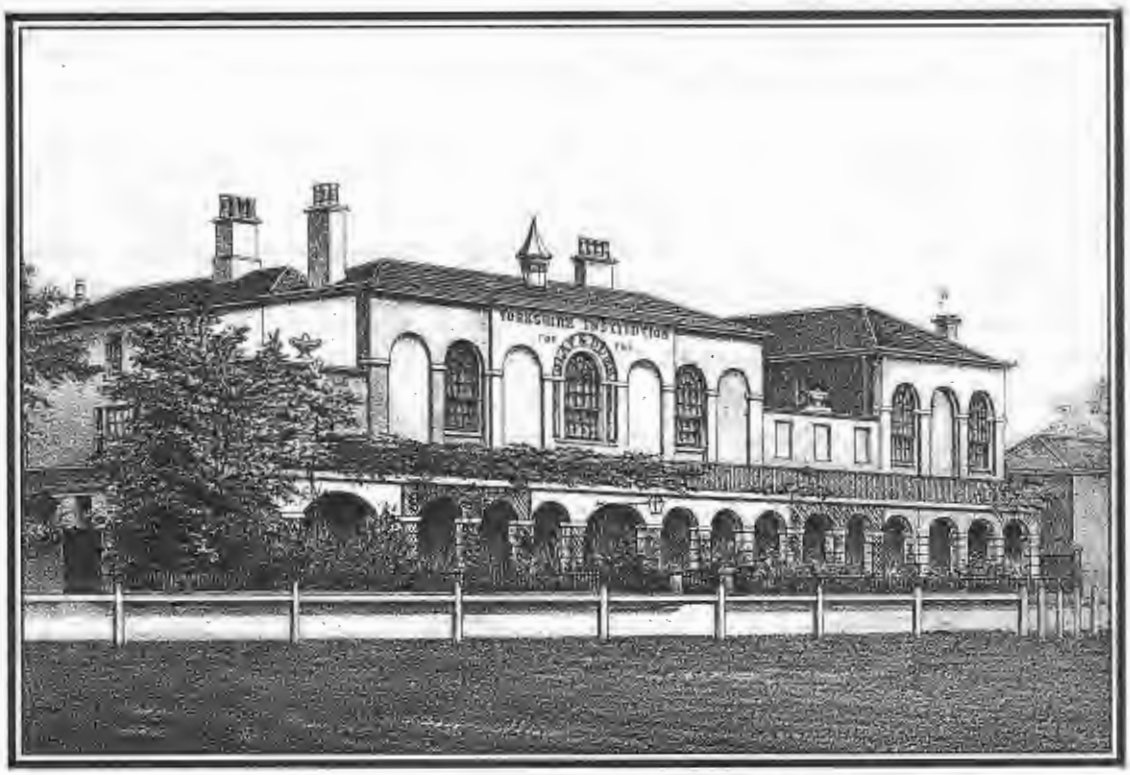
he might be willing after a while to sell his library of rare works on the deaf and dumb to our institution. He satisfied me of the immense value of a printing office in a deaf and dumb institution and I shall endeavour to have one in Washington as soon as possible... We discussed many matters pertaining to our common profession and I found Mr Baker almost entirely in accord with the essential points of our American system."

Two years later, Baker promised that his rare books on the deaf should go to the Library of the Gallaudet College at his death.

In 1868 Dr Scholfield died. Connected with the YIDD from its earliest days he served as a member of the Committee and as a Physician. A "Scholfield Free Scholarship" was established, tenable by a deaf pupil for six years.

A year later, Baker was ordered to prepare a historical and financial statement for the Committee after 40 years of its existence. It stated that:

"the lessons in language used in this school have been supplied in large numbers to other institutions of the same kind in the United Kingdom, while those on General Knowledge and on Bible History, written for our pupils, have found their way into many of our National Schools."



THE EASTFIELD HOUSE AND ITS EXTENSIONS IN 1865.
(Photographic collection of the School)

CHAPTER 6

During Baker's Last Years

THE Balcony of Eastfield House was a well-known sight to all racegoers for it was only a stone's throw from the Racecourse and the sight of children waving excitedly on the Balcony was enough for any passer-by to throw up coins and butterscotches to them. The children who had been on the Balcony would then go down the stairs and line themselves up before Baker. Children handed over the money one by one and more often than not, Baker would catch them red-handed as he could hear coins hidden in socks or in shoes tingling whenever children walked away. Oddly enough it was the Balcony itself which almost induced Baker to resign from the post of Headmaster in early 1870.

A resolution in 1832 had read *"No person be admitted to go on the Balcony or any other part of the Institution to see the Races. Children were allowed to see the Races if Mr Fenton and Mr. Baker wished it."* Of course, Fenton and Baker would always seize such an opportunity since the income collected by children on the Balcony reached up to £40.

In 1861 a resolution without Baker's knowledge was passed by the Committee of the YIDD *"that the children of the Institution be not allowed in future to appear on the Balcony during the Raceweek."* There was much concern about the immoral side of the Doncaster Races. Charles Dickens had visited Doncaster in 1857 and attended the races finding the whole scene distasteful. He *"came away certain that if a boy had a taste for betting nothing could cure him sooner than a visit to Doncaster to see the misery caused by losses on the turf."* Naturally the Committee did not wish to be involved with the immoral issue and so decided to play for safety by passing the resolution in 1861.

In 1869 some members wished to rescind the resolution because of the difficulty of obtaining subscriptions needed to cover the costs of educating deaf children at YIDD. Many old subscribers had died and there were few replacements. Indeed the age of philanthropy was now phasing out. Mr. Childers, M.P., who chaired a Committee meeting in July, 1869, was very much against rescinding the resolution when others were all in favour. This controversial issue was put forward to a special day fixed for considering it. Baker called on Childers and suggested that the holidays could be altered so as to include the Races provided that parents of the pupils were to be consulted first beforehand. On that special day, as Childers had been injured from his horse stumbling and struggling to recover himself, he was absent from the meeting and members of the Committee were unanimous in rescinding the 1861 resolution substituting a permission to be on the Balcony for two afternoons during the Raceweeks.

Childers, on hearing this, angrily retorted by giving notice that at the next meeting he should propose that the holidays should include the Raceweek. Thus the Minute Book read on January 7th 1870:

> *"Resolved that the holidays be so arranged*
> *as to end on Tuesday after the Raceweek."*

Baker was upset because he had not been consulted on the change of the dates of the holidays and he immediately wrote to the Committee of YIDD, carrying out his intention to keep the holidays at the accustomed time as was the custom for 40 years but giving them a chance of an early compromise or coming to a direct understanding.

Unfortunately for Baker, word spread and a paragraph in the Doncaster Gazette read on January 11th 1870:

> *"RESIGNATION OF THE HEADMASTER OF THE*
> *YORKSHIRE INSTITUTION FOR THE DEAF AND DUMB.*

It is rumoured that Charles Baker, Esq., who from the establishment of the YIDD has occupied the responsible position of headmaster has resigned. Mr. Baker stands at the head of his profession, his works are proverbial for their usefulness in the teaching of youth. His name is not confined to this country, but is known throughout the principal cities in distant lands in connection with the instruction of deaf and dumb children. To the YIDD he has been unwearied, and his zeal and earnestness for its prosperity has been unexampled. He has toiled and laboured with extraordinary diligence and to be deprived of his efficient services will be a great loss. Mr. Baker will, we trust, reconsider his decision, and not retire from the responsibilities of his office at a period in the history of the school of its greatest success. We are sure no gentleman could have been more faithful to the trust and confidence reposed in him. Hence our anxiety that he should continue to hold the Headmaster of YIDD."

Mr. Baker wrote to Mr. Aldam, the newly elected Chairman of YIDD that such an article was unauthorised by him. Eventually the matter died out and Baker continued his work at the YIDD. At the same time he felt that his work at YIDD was at a standstill. In the next month, he developed a severe cold, a touch of John Bright's complaint, and was forced to rest and gave up taking in private pupils.

The work which proved his undoing and which involved his last nine months' labour was the full Inquiry of all the pupils who had left YIDD recently and of all those who left since 1829 and he had it published by July 1870. In his analysis 754 pupils had been taught within 40 years since its founding in 1829. 700 circulars were sent and only 400 of them were returned. Many had died, the number being ascertained to be 84 but there were more. There had been changes of residence, leaving no trace behind. Some had gone abroad. It was not easy for Baker to carry out his analysis properly but the main points were that many ex-pupils had taken up some kind of employment and earned their own livelihood. Their morals and habits had been greatly improved by the discipline of a few years in YIDD. The Committee pointed out that the results of the Inquiry would induce parish officers and parents to realise the importance of giving the deaf children their right to be educated and of making them useful members of society.

In 1870 the Government passed a law that all children between the ages of 5 and 13 had to go to school and their parents had to pay a small amount towards the cost of schooling. It made no provision for schools for the deaf. Mr. W. St. J. Wheelhouse, M.P. for Leeds, had intended to make the payments for the education of the Blind and the Deaf and Dumb obligatory on Boards of Guardians and he took the occasion to call attention to deaf and dumb Institutions. The Committee of YIDD supported him in principle, particularly on the clause which required Boards of Guardians to give aid to parents who could not afford to send their deaf children to schools for the deaf. Somehow Mr. Wheelhouse's good intentions never materialised but once the principle of state-aided schools had been established, it could not long be denied to special schools.

In the same year, Gallaudet College, a national college for the Deaf in the United States, conferred on Baker the honorary degree of Ph.D. for his outstanding contributions on the education of the deaf.

In 1872, Baker published a chart, showing a set of diagrams for teaching articulation to deaf children. He was aware that the new "German oral method" as a method of teaching the deaf was being brought into England. The chart was the answer to this supposedly new

method. He said that the process of teaching articulation to deaf pupils was the earliest form which the education of the deaf assumed in England and in Spain 250 years ago. It was not a work of difficulty but required time, patience and perseverance on the part of both the teacher and the pupil. Even though the teaching of articulation was carried out in YIDD for some of the pupils, he pointed out that it did not teach the meaning of words nor convey knowledge which was done more effectively by signs. The chart was intended for the use of parents and teachers.

The diagrams in the chart were arranged in two sets - first the vowel sounds and then the consonants. To explain how such sounds were to be taught,

> *"It is necessary to observe that in many cases the learners will imitate the position and motion of the teacher's mouth, tongue and lips without producing sounds; and it will be requisite to place the forefinger of the pupil in the teacher's throat in order that he may feel the vibration when sound is emitted and its absence when it is not."*

It is interesting to note that Baker, who 40 years before wrote with authority on the subject of teaching deaf children, still held his views. Mr. Ackers, in pressing for the introduction of the German Oral System in England, consulted him and found that Baker was in favour of trying out the new method but pointed out that the period of education was not sufficiently long enough to justify using the new method.

Mr. James Foulston who taught at YIDD in the 1840s and who left to become the Headmaster of the National Institution for the Deaf and Dumb at Claremont for 8 years and who now was the Superintendent of the Leeds Association for the Deaf and Dumb Adult gave a lecture on "How should our deaf mutes be educated?" in September 1873 in Leeds and said:

> *"I remember one little girl born deaf who was taught to speak and to repeat the Lord's prayer so distinctly that visitors hearing her, sometimes questioned her real deafness. She was taught at YIDD. She is now married and of course some years have elapsed since she left school. The interval has served to produce a great change. She no longer possesses articulate utterance; memory has quite relinquished its hold upon articulate sounds. Can we wonder at this? Without any aid but what the eye supplied, memory found its power of retention unequal to the task imposed upon it. This little girl retained some sort of vocal speaking for a time and possibly might have retained it still had she continued with those who taught her. She returned home and there missed the skill necessary to correct her errors. She also lacked the 'key' to the whole-hearing. I am afraid those who so stoutly advocate the oral teaching alone lose the sight of this fact."*

Baker had met two ex-pupils and found that they earned 30/- a week and he felt justified that their training at YIDD had answered perfectly. It had given them good and steady habits, good principles and sufficient knowledge for ordinary life. Yet he had cause for alarm when he found many promising pupils had been removed from school to be employed in work after three years' training in YIDD as parents found them to be better educated than their hearing counterparts. He believed that deaf pupils should spend at least 5 years at YIDD.

The rise of prices and wages forced Baker to re-draft the charges for schooling for the first time ever since 1829. The fees rose from £20 to £24, with the pupils' payments increasing from £6 to £9.

By 1874 in the early months, Baker was looking very unwell and had been for a long time. He was planning to consult Aldam, the Chairman of the Committee of YIDD, on the possibility of electing a new Headmaster but two months later in May, he died at the age of 70. A marble tablet with a medallion portrait was placed in the entrance hall of YIDD to his memory, facing opposite to that of the Rev. Fenton, which read:

> *"In memoriam, Charles Baker, who for forty-five years discharged faithfully the duties of Headmaster in this Institution. This tablet is erected by some of his pupils as a mark of gratitude and affection for their much loved Master and Friend. He died May 27th, 1874 aged seventy years. 'Let his own works praise him in the gates' Prov. xxxi.31."*

On leaving YIDD the hearse and coaches proceeded for a mile along the Great North Road and then turned into the rural lanes leading to St. Wilfrid's Church. "He was buried at a NW angle of the churchyard" noted Aldam in his diary. Aldam said that Charles Baker was a man who would be much missed.

There were tributes from ex-teachers of YIDD: for example, Platt-Barrett who taught six years at YIDD in the 1850s wrote:

> *"When I look back over the half century, I am proud to own that my first Headmaster thoroughly knew his work and that his views on education were sound. I have only to mention the name of Mr. Charles Baker, and no one will cavil when I call him one of the pioneers of "graduated" lesson books."*

Another ex-teacher, Mr. James Foulston of Leeds, paid a tribute in his lecture after having outlined the attempts of the early instructors of the deaf at home and abroad by saying:

> *"But none who have distinguished themselves as instructors of the deaf and dumb occupy in my humble judgement a more elevated position than Mr. Charles Baker, the Headmaster of YIDD. If not the founder of any particular system, Mr. Baker has so skillfully adapted the labours of others to English practice, as to render it difficult to decide on whom to bestow the chief merit. In addition to this, his own numerous productions to facilitate general education place him among the ablest teachers of the day. I am glad to state that if I am in any way useful to the deaf mutes I am indebted, next to God, to him and his noble Institution for the means of instruction at my command - having had the good fortune to be placed there at an early age and had the privilege of observing and profiting by his example."*

Thomas Arnold learned to teach under *"a distinguished master"* and in his book *"40 years' Reminiscences"*, called him *"The Unerring Disposer"*.

Many ex-pupils including Thomas Cook (one of the first entrants) paid tributes but none more so than Mr. Chester Malam, a deaf palmist, an extract from the British Deaf Monthly magazine read:

> *"...carefully educated under the late Mr. Charles Baker, whose memory Mr. Malam cherishes as that of a true friend.*
>
> *Whilst at Doncaster, Mr. Malam had an attack of typhoid fever that rendered his partial deafness total. Mr. Baker, remarking on his pupil's studious disposition, made him free use of his fine library, so that young Malam had the inestimable advantage of*

unrestricted choice in the matter of books. Physical exercise was not, however, neglected. Young Malam would box, fence, race, climb trees and get on roofs like any other healthy urchin..."

There was a vacancy at the Liverpool Institution for the Deaf and Dumb for an assistant teacher, and Mr. Malam was accepted by Dr. Buxton on the recommendation of Mr. Baker.

Baker was very active in local matters in Doncaster. He was a member of the newly established Doncaster Free Library Committee and by 1870, it was open to the public. He considered a free use of literature of the day as essential to success of a Library for all readers. Today the Doncaster Public Library originating from the Free Library is Baker's monument, helping as it does the spread of knowledge. This is what he would be proudest of.

Ever since its establishment in 1829, Baker had always asserted the idea of YIDD as "a family", and was regarded as a pioneer. In 1869 E.M. Gallaudet noticed *"the prevalence of the family idea to a marked and gratifying degree."* As a means of education, especially from a moral and religious point of view, when children, removed from the daily influences of home, were assembled. They were made to feel at home and to regard Baker as a father.

Baker was a man of strong principles and a man embedded in the profession of teaching and above all, a teacher of the deaf par excellence. He was astonishingly energetic and public spirited, with a profound sense of justice and right. He wrote to E.M. Gallaudet three weeks before his death:

"... enjoying the greatest blessing I have found in life - WORK - for I bear nothing so complainingly as enforced and wearying idleness."

Indeed his life was a life of real usefulness.

JAMES HOWARD
HEADMASTER
1874-1903

WILLIAM ALDAM
CHAIRMAN OF THE GOVERNORS
OF THE YIDD 1869-1890

(Photographic Collection of the School)

CHAPTER 7

A New Revolution

AFTER Baker's death, there was a Committee meeting with a very large attendance. They decided to separate the duties of the Headmaster and of the Secretary and made a resolution that the Headmaster and the Matron be man and wife and that they be paid separate salaries at £250 per year and £50 per year respectively. The newly appointed Secretary Mr. Crouch would be paid.

There were many applicants for the much sought after post of Headmaster. They came from Buxton of Liverpool; Elliott and Platt-Barrett, both of Old Kent Road; Howard, Hutchinson of Donaldson's School; Tait of Heights School from whom were selected after two interviews each, Elliott and Howard. As Elliott had seven children, Howard who was just married was unanimously elected as the new Headmaster at the age of 30, being the youngest of all the applicants.

James Howard was a Yorkshireman and his brother was already a school inspector. He received his early training under Hopper of the Edgbaston I.D.D., Birmingham. After five years, he went to the Edinburgh I.D.D. as the head assistant. Whilst there he took much interest in teaching trades to the pupils, assisted in the provision and maintenance of clothing, and was recognised as a good teacher with much tact. Then he moved on to Glasgow for a few months and worked as a missionary amongst the adult deaf there. Howard considered this experience amongst the most valuable of his career as it made him acquainted with the deaf after leaving school and gave him an insight into what sort of training was required to fit the pupils to make their way in the world.

Howard took over his new responsibilities in late August, 1874, and immediately made some changes. Then further alterations were introduced gradually over the year. There were some improvements in the diet as the old one was found insufficient. Skimmed milk, diluted with water, was replaced by undiluted milk with cream. The meals were improved by having soup three times a week, introducing mutton, more meat variety, but dropping cheese, it being too costly. Table cloths were laid on tables in the dining room. Previously boys and girls dined separately and they were piggish in their manners. Now they dined together and their manners improved. The warming of beds now ceased and underblankets were introduced to provide as sufficient warmth. There were the first ever Christmas holidays, and the washing of the laundry sent in by resident teachers was at the expense of the school. Howard did not want private pupils but set up an Intermediate class. Tailoring and shoemaking were introduced as trade subjects, and two hours daily were taught by Howard himself.

The training in printing ceased because Howard did not understand it and hiring skilled printers proved costly. Gymnastics and cricket were introduced.

Howard had had some experience of teaching articulation when he was at Edgbaston and was anxious to spend more time on it but William Aldam, one of the members of the Committee, noted in his journals on May 15th 1875:

> *"Teaching speaking is not desirable - this effect is very painful. It is only practicable to those who at one time could hear and have become deaf - this is the case with about 12% of all the deaf and dumb - there are about 10 in our Institution."*

In October 1875 the Abbe Balestra, the Principal of the Como I.D.D. in Italy, visited the YIDD in order to advocate the method of teaching the deaf by speech and lipreading only. From Aldam's journal,

"I called at the YIDD on my way from a visit to Cantley having heard from Mr. Brock that an Italian from the D and D Institution at Como was there. I met him - Serapino Balestro - an Abbe - and devoted to the deaf and dumb. He said that the speaking method was universally practised in Italy - that it had become prevalent during the last 7 to 10 years, that the Government supported it - that the age under which instructions must be given is longer, 8 years being required for full instruction - the Abbe had been about 2 days at Doncaster - I found him teaching a class of the children - he showed them how to use the organs of speech in making different sounds - they had made some progress - could pronounce several letters. I took great interest in this work - we suggested his remaining and he eventually stopped two days more and put Howard pretty well in the way of teaching..."

Howard did have some doubts about the oral system but after some discussion with the Abbe, the oral system was then given a month's trial with 24 pupils in their first year at school.

By Christmas, the Committee was impressed by the results and allowed the oral method of teaching to continue. This was followed by an order for two mirrors for the Schoolroom. From a large class, three pupils at a time were placed before a mirror so as to show to all of them at once the use of the organs of speech. There was instruction as to the formation of the mouth using a gas jet and a reflector so that the pupils could look into the teacher's mouth and see how it and the tongue were framed to form a particular letter or sound. Then there was the exercise for the lungs by trying to blow out a candle or to bend a strip of paper by a long puff. In voice training, pupils learned by feeling the vibration of the muscles of the teacher's throat and then applied what they had experienced to their own. The pupils were first tested to see whether they showed an aptitude for acquiring essential sounds. Those who showed no aptitude for speaking were removed to the non-oral class which was conducted upon the fingerspelling and signing method. Those ~ho remained were taught by the oral method for four hours a day five days in the week.

To help carry out the new experimental task of teaching speech and lipreading, Howard trained Mellor and Roach. Mellor was the Senior teacher with 15 years of teaching service at the YIDD but six months later, he resigned and Roach took his place. Mr. E.A. Illingworth applied for the job of Articulation teacher and was appointed. He was 15 years of age and was untrained but intelligent and his starting salary was £15 a year.

Judging from two years' progress made by the pupils under the oral system, Howard found that most pupils benefited by this means and decided to continue and to extend it as far as practicable. He found that it was desirable that children should remain at school 8 years and so YIDD now received pupils at the age of 7. Soon all new children were placed in the oral department. Aldam spent a month at Vienna and discovered that the method of teaching the deaf and dumb to speak was not almost universal in Italy as there were some who disapproved of it but he could not understand why some people did not like it. In 1877, he recorded:

"In the examination too much time was given to the speaking of the new various words for the blackboard - when Howard spoke, they repeated the word he said by observing the lips - but this took too long - about 30 are under vocal instruction - Howard thinks that about half the deaf and dumb are capable of it..."

Howard was now a complete convert to the oral system and Aldam began to have long talks with Howard about teaching speech:

> *"Dec. 13th 1877... had a long talk with Howard. He is as confident as ever of the success of the teaching of speech he thinks 70% of children can be taught it - at the 1877 Conference of Headmasters of DDI he wished to be very safe and spoke of 40% - I recalled 50% as the proportion he used to say - he is confident the 60% is safe and thinks 70% - he says they probably always use signs - in speaking to each other it seems they have difficulty in understanding - the effort of a dumb person seems painful and therefore in speaking to each other signs will probably remain of necessity - use signs in speaking to one who cannot - the advantage is that they can make others, not deaf and dumb understand in speaking to them and will generally understand the answer if they will speak slowly and distinctly. It may be necessary in some cases for the answer to be written but their conversation is facilitated, as writing has only to be done on one side whether it is worthwhile teaching them speaking depends on various considerations - if they are only likely to remain 3 or 4 years at school..."*

Again, in May 1878,

> *"I had a long talk with Howard about teaching speech. He proposed to put into the Report a passage that those who were taught speaking were as forward in knowledge as those who were taught by the finger method; only they had to learn in fact two languages and the others only one with the result of this conversation was that they were more advanced in intelligence and nearly as much in acquired knowledge, the cultivation of intelligence is no doubt a good point.. Howard used to say that in teaching speaking two years should be added to the term of instruction but says that the present term is too short in all cases and that the terms should be extended - how many years of teaching lipspeaking will give them a knowledge practically useful?..."*

Aldam then visited the YIDD and examined some of the speaking classes in June 1878:

> *"...examined some of the speaking classes - Howard explained that the difficulty they had in speaking was the number of words they were acquainted with - this is always a great difficulty with the deaf and dumb children - they learn language and acquire a vocabulary very slowly - Howard said that a child of 2 years old would probably know the meaning of as many words as a child who had been instructed 5 years, being deaf and dumb and taught by the fingers of the writer the hearing child connects the meaning with the sound and picks up the meaning of words in the course of daily intercourse - the deaf and dumb child only connects words with arbitrary signs which he learns through the eye and at the cost of close attention - I can now see how it is that a deaf and dumb child can learn speaking; the sign language, and acquire as much knowledge in equal time, or more and greater intelligence than when the verbal language is left out, he learns the meaning of words much sooner by connecting them with movements of hands and organs of speech than when acquired only by arbitrary*

signs - although he can't hear sounds - or recognise the force of letters by ear, he does recognise the use of organs of speech in making letters - so that though he cannot connect sounds with the way he has to use the organs of speech to pronounce them so he acquires the use of words much sooner by the speaking method than by the finger mode of finger-speaking..."

Such were the first impressions recorded by Aldam on the use of the oral system.

The report of the Annual Meeting in June 1878 from the local paper read:

"The examination was interesting. Mr. Howard first explained the two systems taught in the school - the French or manual and the German or oral systems ... Mr. Howard then briefly alluded to the phonetic character of the oral method and reminded the meeting of the great difficulties which had to be contended with in teaching them to articulate sounds which they never heard and to associate with those sounds certain ideas which could only be conveyed to them through the eye, by a drawing on the board or by an action of the hand or figure. Having made these preliminary remarks, Mr. Howard called up the classes and had several of them at work at once under both systems. The pupils taught articulation and lipreading however, excited the greatest curiosity and certainly the stage of efficiency already reached is very remarkable. Passing from one class to another the progressive steps of instruction were fully shown and illustrated - from the first phonetic sounds got out of the pupil to the aptness which read with little visible effort whole sentences from the lips of Mr. Howard or Mr. Roach and as quickly repeated and answered them, and this in a way which was perfectly audible and intelligible to the audience. One little boy repeated the Lord's Prayer and a bigger boy said the whole of the first commandments without tripping. Mr. Howard said that a few of the pupils could not hold limited converse with one another by this means, and when the system had fully run its course he had no doubt that the deaf and dumb would be able to make themselves understood to ordinary persons, by the oral method, and to know what others were saying - to some extent at any rate. Meanwhile the pupils taught by the old system were busily at work, writing essays upon their slates from given subjects, or writing - always quickly and well - intelligent answers to questions on the blackboards..."

Rev. Scott Surtees, one of the Committee members, felt gratified in seeing pupils being examined by the oral method. He said that when children were taught by their fingers they were only enabled as a rule to communicate one with another, and when two met as a natural consequence, there was a sympathy between them, which in five cases out of six led to marriage; and the result then generally was that the children were deaf and dumb too. By means of articulation, Scott-Surtees pointed out, they would be able to communicate with others and therefore he hoped in this respect the system would prove a great blessing.

In the 50th Jubilee report, it read:

"To Mr. Howard is mainly due the introduction into the school of the system of Articulation and Lipreading. The Committee have much pleasure in stating that the results of this system are very

encouraging. They would however wish it to be understood that while the amount of speech and power to read the lips acquired by the pupils at school must give them a great advantage when they leave, yet they do not favour the belief that they will be able to discard entirely the use of the slate and pencil, or pencil and paper in communication with the outer world. At the same time that they are to do all that the deaf children educated upon the strictly silent system can do, it is confidently expected that they will also be able to make considerable use of the amount of speech they have obtained, with the additional advantage of the increased intelligence and quickness which are given by teaching this system.

The Committee fear there is much misconception abroad with regard to the use of signs. It is in no part the aim of teachers of deaf children to teach signs to their pupils, they simply use them in conveying the meaning of words or sentences, the same as teacher of French or any other language, would give the meaning of the words of that language in English to his English pupils; for it must be remembered that deaf and dumb children when they are sent to school, are usually ignorant of every word in the language they go there to acquire: and it is not necessary that any one desiring to converse with a deaf and dumb person who has received his education by means of signs, should be acquainted with the language of signs. It is the endeavour of teachers of deaf children from the beginning of the course of teaching to the end, to render their pupils independent of the use of signs and to give them the power of interchanging thoughts and ideas through the simple medium of written dialogue. With regard to the use of signs, the Committee share in the opinion of the most experienced teachers, that it is neither expedient nor practicable to attempt to banish them from the Schoolroom."

Meanwhile, the space allowed for the playgrounds was insufficient and surrounded on all sides by high walls. So the grass field belonging to the late Baker was rented and used as a sports field. The boys' playground was partly asphalted to be used for parade. Howard had already started gymnasium, games and football and cricket so that the boys could mix to associate with hearing children. In 1877, Sergeant Berry was employed as a drill master as soon as it was found that children were getting round shouldered. There were four lessons a week at a cost of 1/6 per lesson. Since gymnastics was introduced, it was also *"a means of exercising voices"* for example, shouting.

In September, 1879, one of the teachers asked a Mr. Jenkins to get a team together to play football against the deaf boys. The match took place and at half-time the YIDD was winning 4-0. Mr. Jenkins then re-arranged his team and the game ended in a draw. After the match the team resolved to form a football club and to give it the name of Doncaster Rovers F.C.

In the same year a cricket match between the YIDD and St. George's Parish Church Choir boys took place on the Racecourse Common. The result was a victory for the School.

There was a drama performance put on before the public by teachers and senior pupils. The play comprised of six pantomimic pieces and was acted out on "a pretty little stage" improvised in the dining hall. The teachers, Roach, Coward, Kirk and Illingworth "supported the principal parts in a very clever way."

The Christmas holidays had caused much inconvenience since Howard introduced them in his first year. There was much absence and sickness about. Trading was bad at that time and children were kept at home in order to make profit from them through their wages. A medical certificate was now required of each pupil after returning to school from holidays. There were three holiday periods in the year, 2 weeks at Christmas, a few days at Easter, and 7 weeks at Summer. Pupils returned after their Summer holidays during Race Week. There was trouble amongst the children during this time. People still threw coppers and butterscotches at them standing on the balcony. Some children capitalised on this by running away to Barnsley. Subsequently children were required to return on the Monday after Race Week.

Having these holidays must have been a much needed break for the teaching staff. All the teachers were resident, and performed duties in and out of school. They had to get up at 6a.m. during the Summer and 7a.m. during the Winter. Apart from their usual duty of teaching 5 and a half hours a day for 5 days, they were also on duty for one week up to 8p.m. The teacher was responsible for the conduct, guidance, cleanliness and punctuality of the children for one week after which he was free for as many weeks as there were teachers, which usually meant that each teacher took four weeks off from resident duty. He had to be present with the pupils during breakfast, had to superintend the brushing of their hair, and to parade them for morning and afternoon school, had to resume his care duties at 12 noon and at 4.30p.m. when school ended. He had to be on duty during homework from 7 to 8 in the evening and during bathing. Finally, he had to go round dormitories to see that all was right. Two teachers were always on duty at any one time.

Teachers were allowed to go out before the afternoon tea but not after tea without special leave. Teachers received their payments quarterly, the lowest for the junior teacher in his first year being £15 a year and the highest being £60 a year with a £5 a year rise. This was an improvement over the old rise when during Baker's era it was £2.10.0 a year.

CHAPTER 8

In the Eighteen-eighties

DURING the 1880s public examinations were still held, mostly in the Schoolroom at YIDD. Generally the public examination was conducted in this way:

> *Those children trained in the fingerspelling - signing method (the so called silent system or the French system) would be taken first - the two classes would be examined, the lowest and the most advanced - then similarly for those trained in the oral system - the first class were each given a subject to write a short essay upon, from their own heads. Then it was ended by a loud cheer, a practice only initiated since the oral plan started. After the meeting the audience would go into the yards to see the children drilled.*

YIDD had been undergoing conversion from the silent system to the oral system and the number of children taught upon the oral system kept on increasing whilst those upon the silent system decreased.

Year	No. of Pupils	Silent system	Oral system
1875	102	102	-
1876	103	83	20
1877	107	77	30
1878	116	66	50
1879	123	65	58
1880	125	63	62
1881	148	61	87
1882	152	60	92
1883	150	60	90
1884	143	50	93
1885	150	30	120

Indeed the conversion had taken a long time and Howard on his own had to face the difficulties arising from the change and soon overcame them. In the first two years of the conversion plan, pupils trained on the oral system were kept away from the Schoolroom and placed in the Articulation Room in Eastfield House. When the numbers increased the pupils had to be brought into the Schoolroom and a curtain was used to divide them from the pupils taught on the Silent system. Then Howard tried to do the next best thing by strictly forbidding the use of signs in the classroom. A visitor observed that it was a funny thing to see the children talking rapidly to each other by hands when they got out in the courtyard, even though "NO SIGNING" was posted up everywhere. Howard was vexed and instead introduced a new idea. The pupils trained on the oral system had a brass letter "A" on their collars or sleeves and it was a rule of the school that everyone should first speak to the children so marked, and failing to make themselves understood, they were at liberty to use fingers or signs. Boys were constantly sent to town on errands without a note being given to them.

The Committee kept watch constantly on the oral system being practised in YIDD, the keenest members being William Aldam, the Chairman, and Wilmot Ware, an expert on education in schools. Ware had met a sailor boy from Hull in the street in Doncaster, wearing his letter "A". He took him to Parkinsons' sweet shop to buy him a bun but he could not make him understand the word 'bun' or pronounce it. Aldam followed this up a year later in the boys yard and was much disappointed in the sailor boy ***"to find him speaking so with difficulty"*** though he had before thought him a promising pupil of the oral system. Howard said some of those who were first taught were not making much progress because of the imperfection of the first teaching.

One can see that Howard was an enthusiast in the oral system and William Aldam regularly had long talks with him on this and his remarks were always moderated and practical. It was Aldam who made sure that Howard's enthusiasm did not blind him to the merits of other systems. Howard had a painful lesson from the case of a little girl who had been with him for one and a half years when she was taken ill. He had said to her *"You must not sign"* and he had forbidden teachers to sign in school. The doctor came and tried to diagnose her illness. He could not understand her. She had not the spoken language wherewith to express herself and Howard could not persuade her to sign at all. She died.

Then the Committee of YIDD received the report from the Milan Conference (1880), in which they came to the conclusion that the oral method only should be followed and signs utterly abolished. The Committee naturally thought they were a long way behind in the practice of the oral system. So Howard and Ware visited some oral schools in London. In general they found very little or nothing differing from that pursued in the YIDD. They then returned, highly gratified with their own results. When visiting London schools Howard said,

> *"We had no opportunity of seeing the children when under no restraint so as to judge whether they used signs among themselves, but anyone standing at the corner of Fitzroy Square when the children are coming to school with their attendants or nurses can see for themselves by what means their conversation is carried on. A great many use signs at such times quite fluently. I fail to see how we can expect children to avoid using signs when they have no other language wherewith to express themselves. The very fact that eight years is required for the school course by the oral method tells plainly that language is not the growth of a day, and if the children are not permitted to use signs when out of the Schoolroom, it implies an organised system of police supervision, in denying for a very considerable time the pleasure and profit of spontaneous conversation; a species of cruelty which I am not prepared either to advise or adopt."*

Thus through the years of conversion from the silent system to the oral system, by experiment, Howard came to the conclusion that every child ought to be treated according to his individual needs.

In the Conference of Headmasters of Institutions for the Deaf and Dumb in 1882, two main points were agreed. They were:

a) *The silent system was applicable to a class of children who would derive little or no benefit from the oral method, and should not therefore be banished from Institutions for the Deaf and Dumb.*

b) *Wherever practicable, classes should be conducted in separate classrooms.*

Even though the Committee of YIDD was desirous of developing to its greatest extent instruction by the oral method, the limited funds of YIDD could not allow them to increase staff or to make structural alterations of the Schoolroom. One of the points from the same Conference was that no class should consist of more than ten pupils in consequence of each child requiring individual attention. Some of the classes in YIDD were large with a limited number of teachers. Two more teachers might be employed but it was a question of money and YIDD could not afford it.

How then was the YIDD not able to raise more money at this time? Many subscribers mainly from Sheffield, Leeds and Hull objected to the introduction of the oral system and so withdrew their subscriptions. This was a serious blow to the funds of YIDD. In 1875, the pupils' payments were £662 and the subscriptions were £990 whereas in 1883 the pupils' payments were £1,700 and the subscriptions only amounted to £800. So now from henceforward, the YIDD was supported by the children's payments rather than by the funds. There was a wish for large donations to be invested and to form part of the permanent income of the YIDD but no donations were forthcoming. Indeed the age of philanthropists was over. Salaries of qualified teachers ranged from £30 to £60 at that time and the loss of £200 in subscriptions meant that the YIDD lost the chance of having two more teachers on its Staff.

In 1881 teachers objected to examining the heads of the pupils and to the combing of their hair. Howard found that it was a duty which could not be relied on to be done well. He was thinking of employing a nurse. Then there was a little girl who had a habit of constantly wetting her bed and was a nuisance to others sleeping in the same room. Howard was going to send her away but the Committee of YIDD were loth to do this and resolved that she should have a further trial and that an india rubber sheet was to be procured. Howard was told that a nurse was *"a cure"* for this wetting habit. Eventually, the necessity for a nurse was increased by the growing number of young children taken in at the age of 7. At last, a nurse was appointed. The first school nurse was Mary Lawson who was also a good seamstress. Teachers were relieved of the traditional combing practice. At the same time a new hospital was set up consisting of a nurse's room and two wards. In that year too, Mr. I. Walker became the first honorary dentist.

There were many illnesses during the Howard era, mainly measles and scarlet fever. There was a serious outbreak of the latter disease in 1886. The cause of this outbreak was that when boys who had the fever slipped into a water closet, some of the peelings from their faces flew out of a little window into the girls' yard and these infected the girls. As usual, the rooms had to be fumigated with sulphur.

Then there was the tragic case of Jane Barber of about 14 who died suddenly in 1885. She had gone to bed with a slight cough and cold and had some cough mixture which she took from a cupboard. There were two bottles in the same cupboard, one was the cough mixture and the other was an embrocation, known as Elliman's Embrocation. On a post mortem examination, her stomach was found violently inflamed. In the end, it was recommended that medicines should be put in bottles of different colours and shapes and different closets and that the cupboard was to be kept locked. The nurse was given notice to leave.

Howard was now complaining of some difficulty in retaining his teachers. The scale of payment of a teacher of the deaf at YIDD was very much less than that in other institutions for the deaf. Pupil-teachers required two to three years of training under Howard to become qualified teachers and then they were apt to leave. One had £30 a year at YIDD and left to receive £50 a year at another institution for the deaf. The old practice was to raise salaries by £5 a year but that was given up and teachers only received the increase if they were worth it. Indeed, Howard had great difficulty in getting good teachers. Of the teachers he had in 1882, Roach, the Senior teacher had been there 11 years and his salary was £80 a year. Howard had said that he was probably the best oral teacher in the country. Then there was Edward A. Kirk, a deaf teacher and ex-pupil of YIDD under the late Baker. He became deaf through scarlet fever when he was 7 years of age. He had now learned to speak well under Howard and Howard claimed that he was the best teacher of the non-oral system in England, but he felt that Kirk's deafness prevented his taking the first place as the Senior teacher. E.A. Illingworth was another good oral teacher receiving £45 a year. Miss E. Newton, also a deaf teacher and an ex-pupil of YIDD, was as efficient as could be

and was in charge of the most hopeless non-oral class who could be taught very little but cleanliness and the difference between right and wrong (there were 22 children in her class). After 4 years of service she could only command £15 a year as her salary. Then there were four other teachers who were inferior and Howard did not care for them.

Edward Kirk in 1882 sent in his letter of resignation, as he was offered £120 a year by the Leeds School Board as head of their new school for the deaf. Howard said this was serious and Kirk was making a mistake, as his salary of £70 a year with free accommodation at school was worth more than that offered by Leeds. Kirk, however, wanted a more independent existence by having a house of his own and he had planned to get married later in the year.

In 1885 (the year which proved to be the turning point of YIDD), Roach was dismissed for misconduct and E.A. Illingworth took his place but he did not stay long. He left to become the Head of the Edinburgh Institution for the Deaf and Dumb. There were two applicants for the post of Head Assistant. One was chosen, a modest man of pleasant manners and Howard liked him. He was George H. Greenslade. He received the standard salary of £60, rising to £70 at the end of the year.

In the same year a college for training of teachers of the deaf was established. Howard and Elliott, the headmaster of the Margate Deaf and Dumb school, were instrumental in the setting up of this new college. They gave "a stiff examination" which if passed would entitle students to a diploma, testifying that they were competent teachers of the deaf. Now some schools for the deaf required teachers to have this certificate before they were accepted. Howard preferred to receive junior teachers and to train them for the certificate. Such were Howard's efforts on teacher-training, but the strain was now beginning to tell on him and he could not keep it up without some relief much longer. A junior teacher was employed and Howard ceased teaching.

Howard did not believe in practising corporal punishment. He said he could get along better without it. *"The children are not afraid to indulge in a little banter with their teachers who give it back again. In this way a kindly feeling is established between teacher and pupil and I do not know that it militates in the least against discipline."* Howard believed in teaching phrases such as were used by hearing children. One day he was surprised at a little girl turning round to him and saying *"Shut up."* How she picked the phrase up he did not know. One wonders how he dealt with her for her cheekiness. In an oral atmosphere in the classroom he would never allow any child to *"have his hands behind him."*

Sometimes after the holidays some children did not turn up. Most of them would turn up next day handing in their advance payments but they did not always bring full money. Some did not have clothes to return in. There was a case of a boy who was constantly in the hands of police for stealing both at Doncaster and at home. *"He is the bad boy of the School - sometimes he is fairly good for a length of time, then breaks out and runs away."* Now he was at the Leeds Police Station but Howard refused to have him back to school. There were two children of a very backward nature who threw knives about in the school. They were sent home.

Children continued to take the Government drawing examinations; the results were:

Year	No. of papers	No. Excellent	Proficient	Fair
1876	63	10	29	21
1877	61	10	20	28
1878	67	6	33	20
1879	70	5	27	29
1880	70	8	27	23
1881	100	5	17	53

1882	94	4	17	53
1883	100	7	22	62
1884	99	6	26	45
1885	90	9	30	38
1886	102	10	44	31
1887	95	11	28	41

The examinations were always held at YIDD in March under the supervision of examiners chosen by the Committee of YIDD and approved by the Government. Subjects in the drawing examinations included Freehand, Model, Scale, Geometry and Perspective Drawing. Those who gained proficiency in drawing were now assembled as a class for woodcarving and turning. Cookery classes were introduced for the first time for girls in 1887.

In the Annual Report of 1883, it was mentioned that there was a need for a fund to assist country boys to board and lodge in the town whilst learning some trade for which they were fitted and for which they could find no scope in their country homes. This attracted the attention of two ladies from Tickhill and in 1884, they wrote:

"Dear Sir,

In the Report of the Deaf and Dumb Institution mention is made of the desirability of raising some means for the support of country boys on leaving school to defray the expenses of Board and Lodging when apprenticed to some trade. This seems to us very desirable and I write to say my sister and myself will give £400 to commence a Fund for this purpose provided a like sum can be raised in the space of one year. The interest on the money to go towards the maintenance of country boys following their trade. Probably when it is known a fund has been proposed for this purpose contributions may be liberally given. We request our names may not be put in Newspaper or Print but simply such a sum is offered.

Believe me, Yours Faithfully, A. M. Alderson."

So a special appeal was made and brought in £400 within the year and the Misses Alderson generously supplemented their first offer by an additional sum of £200. This was invested in Great Northern Railway Stock, bringing in about £34 a year interest. The Alderson Fund has been most helpful in assisting ex-pupils ever since by means of grants for apprentice premiums, purchase of trade tools, provision of suitable clothing, rail passes, etc.

An example was the case of William Edwards aged 16 from Mexborough, rated as a good pupil of YIDD. He was taught tailoring in 1886 for a short time but quarrelled with the tailor Dawson and had been set to cut firewood and so could never be able to earn his living. Dawson would take him on for 5/- a week if he was apprenticed to him until he was 21 years of age. The Committee of YIDD on hearing this case thought that 5 years was a long time for a boy to be bound and for him to have to pay £13 a year. So he was apprenticed out of the Alderson Fund and was last heard to be doing well in his tailoring business.

In 1880 Howard believed that a great many deaf children passed through schools with a certain amount of hearing which was never detected. He had an audiphone which consisted of a square piece of some membrane, shaped like a fan, exposed to the voice, ending in a handle which was placed across the teeth in the palate. He had tried it and found it was of no practical use. It cost 50/- at first but since it was simplified, it dwindled to only a few pence. Pressure of work forced Howard to abandon his experiments for a time. Later he found that one of the boys showed some hearing but did not show much aptitude for learning. He was tested with large tuning forks and with an audiphone and

bells. Eventually the boy recognised some sounds. Then the question of how to reach the ear and to magnify sounds came up. Howard's experiments were confined to this boy for one and a half years and in the end the boy was able to hear well. The practical result was

> *"that intellect improved and he eventually took the vowel sounds from the hearing and consonants from the lips with a great amount of accuracy and could speak with fair modulation of voice."*

In 1885 Howard tested 50 pupils using an ear trumpet which was an adaptation of the double stethoscope with a bell receiver. He found 12 with an amount of hearing sufficient to warrant a trial being given them on the "aural" system. This ear trumpet had to be held by both hands and Howard tried to devise one which would leave the child free use of its hands. At first, he made the trumpets light so that children could hang them in their ears when reading out lessons or when using slate and pencil. Eventually, the bell of the ear trumpet resting on slender springs was placed on the head with a tube in connection passing over the head and separating at the back with smaller tubes to each ear. With such aids, children progressed well but seven of them left school. Howard learned later that three of the school leavers obtained speaking tubes.

Howard gave a girl a speaking tube when she went to bed to see if she could hear in the dark. She told him the next morning that her sister had said to her many things through it in the dark which she understood quite well.

By 1889 Howard said that the term "deaf and dumb" was somewhat of a misnomer and simply meant that children were deaf. Generally speaking, through his efforts and by his experimenting, YIDD was the first of the old established schools for the deaf in England to take up systematically the new oral method of teaching and the example set influenced other schools for the deaf to introduce it in their teaching. Although YIDD was almost converted, Howard had a kind word for the silent method.

> *"It has had hard blows lately. It has been tried and condemned by a few and would have been executed, only it is such an old and good friend that it deserves a better fate. The silent system has never had a chance. We ask 8 years for the oral system. How many pupils have received 8 years on the silent system? How few have had even 6, and yet, see what good results have been obtained. I have letters from old pupils trained on the silent system that would do credit to many speaking people supposed to have good education... We are not acquainted with pupils trained to speak, who since they left school have prosecuted the sign and finger language in order to participate in the intellectual pleasures of the adult deaf and dumb. It cannot be denied that great interest is taken in the lectures, sermons, etc. which are constantly delivered in sign language... I, for one, cannot raise my voice against the system which gives so much pleasure. I cannot see why the deaf should not have both methods; let it be impressed upon them that on all possible and practicable occasions speech should be their sole medium, but not deny themselves an intellectual treat, if the only means of procuring it is by the sign language."*

In 1884, the first ever competitive athletics meeting was staged on the school field lent by Mr. Elwess who also provided hurdles for the occasion. Only the boys were engaged and they went through an extensive programme in the presence of visitors, friends, and ex-pupils of YIDD. Prizes were given. It was such a success that it became a regular feature of the school year.

Interest in gymnastics was evident too. 50 dumb bells, sufficiently light for young children were bought at 6d a pair and sticks for the girls were ordered for drill purposes. A horizontal bar was bought and children were soon lifting themselves up and swinging round. Then along came the two parallel bars on which to support themselves and do various exercises. A shed in the playground was built, a useful shelter on a wet day. Children waved as usual on the Balcony during the September Race-Week and £45 in pennies was thrown up to them for gym apparatus. Boys in particular enjoyed gymnastics so much that one broke his arm from a fall but he was soon at it again.

Children were given treats and listed below are some of the gifts and treats given by well-wishers:

1880 12 umbrellas by W.H. Palmer.
Free admission to Sanger's Circus.

1881 Boxes of oranges for Shrove Tuesday by Mrs. Cockill.
Weekly copies of Doncaster Chronicle (free).
Six American puzzles by Rev. Peel.
Large case of stuffed birds by Mr. C. Longbottom, and so on.

Books with illustrations were also given for the Children's Library which was formed in 1880. A reading room was provided too.

In 1887, being the Jubilee Year of Queen Victoria, the pupils were given a trip to Scarborough at 1/- per head on the railway. Flags were ordered and waved. Tea was provided at the Grand Hotel at the expense of Mrs. Peacock, the daughter of the founder, Rev. Fenton, and her sisters. They also went to the Aquarium and to the Spa Company, free of charge.

In 1883, back in the Schoolroom, paper and ink were substituted for slate and pencil with *"a most satisfactory result."* The beginning of ink blotches and blotting paper?

By the end of the 1880s, the Committee of YIDD lost both Wilmot Ware and William Aldam. Their names were widely known in connection with YIDD from them having attended conferences, public meetings and deputations. Everything they said was characterised by practical good sense. They always advocated anything likely to enhance the cause of deaf education and it is unfortunate that they did not live longer to hear that the Act of 1893 was passed and that their good work was not wasted.

CHAPTER 9

In the Eighteen-nineties

ON February 4th, 1888, the YIDD was visited by "The Royal Commission on the Education of the Blind and Deaf and Dumb." Whilst no opinion of the school and its work was expressed by the Commissioners, the Committee thought that *"they were gratified and pleased with what they saw."* When the 1889 Report came out many of its recommendations had been anticipated by some years. There was now a growing demand for efficient teachers of the deaf who were well versed in the oral system and already four teachers from YIDD had left, having obtained appointments at higher salaries but the gradual falling off of annual subscriptions had by now forced them to draw some money out of the donations and legacies to cover the outstanding expenses. This prompted the Committee to urge the importance of state aid being given without delay.

The Commissioners had been influenced by the report of Graham Bell (an American celebrity on the oral system) and Bell had advocated that the deaf and dumb children should go to ordinary schools and be educated with hearing children. The Commissioners now recommended that deaf children were to be taught at ordinary day schools, the object being *"to prevent deaf children leading to subsequent marriages and the population of a deaf race."* Following the 1889 Report, a Bill was passed through the House of Lords. This was much in favour of day schools and thus threatened the future of institutions for the deaf and dumb. The Committee felt that the best interests of the deaf and dumb would be seriously prejudiced if it became law. So the Committee invited a Conference of Representatives and Headmasters of Institutions for the Deaf and Dumb of England and Wales to meet at Doncaster in November 1890. The Rev. J. W. Scarlett, the Chairman of the Committee, presided at the Conference. The Bill was discussed and certain amendments and resolutions adopted. The Bill was then revised and met the need to secure to the deaf the best possible practical education.

As a result the Blind and Deaf and Dumb Education Act of 1893 was passed. Now the YIDD received Government grants which covered only two thirds of their total expenditure and so it meant that they still relied on the subscribers and donors. The school fees were consequently raised from £24 to £30 per head. The fact of the Government making an annual grant to the YIDD misled many subscribers and induced them to infer that their assistance was no longer required. By the new Act deaf children had to go to school at the age of seven and had to undergo nine years of schooling.

In 1894 the school was visited by the Inspector of Schools, the Rev. T.W. Sharpe, who was none other than the son of the Rev. Sharpe, the man who discussed the idea of the formation of YIDD with Rev. Fenton. His purpose was to certify YIDD as efficient under the Act of 1893. This certificate of efficiency was granted with the report:

> *"The school is conducted on the purely oral system with great intelligence and skill. The Headmaster is ably seconded by his staff; the children are happy and well-cared for. The work in the Gymnasium and the provision for games and for physical exercises are excellent. The buildings are well suited for their purpose and all the conditions of health are fully satisfied, except for the direct connection of the rainwater pipes with the drains. The chief deficiencies are the ill-shaped, old-fashioned school desks, and the want of proper workshops for technical instruction. Magic lanterns, slides and objects in sufficient size and quantity should be provided and a museum for storing the objects. School reading books suitable for the deaf do not appear to exist."*

GYMNASTICS 1895
(From Photographic Collection of the School)

The Committee knew that no good school books existed. Baker's books were written for the public but were found very well adapted to deaf children. They were out of print. Steps were taken to find such books but none could be found. Aldam recorded:

> *"1887... the want is felt as urgently as nothing has been done. The books should be illustrated - Howard knows of a book price 2/6 of this kind but suitable only for advanced classes - it can be split up into parts and separated... at a low price say 6d a part or less which would answer the purpose - Every Master of an Institution has his own ideas and none would perhaps use any book but their own."*

So an appeal to the local people to provide reading books for deaf children was launched. The following books were received:

> *"The London Asylum for the Deaf and Dumb"*, per R. Elliott, Esq., Four copies of *"The Illustrated Vocabulary"* and three copies of *"Watson's Instructions"*, with Vocabularies and Instructions. Miss Sheardown, Doncaster, *Parcel of Books Library.* Miss Rawson, Tickhill, *'Fireside News'*, weekly. Miss Keyworth, Wellingly, 5 vols. *"Girls' Own Paper"*...

The school was now subject to an annual inspection. The man who almost always caught the eye of the School Inspector every year was George Greenslade. Greenslade had addressed the teachers on "Out of School Duty" and he explained why teachers left institutions for the deaf to go to day schools for the deaf. He pointed out that the duty of the teacher was to teach and teachers did not want supervisory duties. So to make the duties of the teachers less exacting in YIDD the daily work outside school hours was carefully divided amongst the pupils on a roster which was changed monthly. Half an hour per day was sufficient. Seniors were made 'captains'.

Little children made beds and swept their bedrooms under the supervision of the captain and a chambermaid. Bigger ones swept the Schoolroom after lessons and dusted

the next morning under the supervision of the captain though the responsibility for the satisfactory carrying out of the task lay with the teacher. Sitting rooms, bedrooms and the gym were kept in order in the same way. Boys no longer scrubbed and sifted ashes which they hated. Greenslade believed in freedom for pupils. Senior children at YIDD were allowed to go to town by asking for permission. He thought that over-supervision was a positive evil and tended to "institutionalise".

After failing to obtain the post of Headmastership of the Exeter Institution for the Deaf and Dumb, Greenslade was immediately appointed as a drill and gymnastic master at £10 a year on top of his teaching salary. In 1894, he was asked to give a public exhibition of drill and gymnastic performances and this took place in the Doncaster Corn Exchange. There was a large audience and the children acquitted themselves admirably. The children appeared in "picturesque costumes", the girls being dressed in dark blue tunics and knickers with a crimson sash, black stockings and white shoes and the boys wearing white jerseys, blue shorts, black socks and white shoes. They raised £18.13.1 which went towards the cost of gymnastic equipment.

In 1896 the 13th Annual Sports meeting was held and it proved to be a success. The last 12 meetings had been arranged by Greenslade. Rev. Scarlett feared that the Committee were "not clever in advertising themselves otherwise they would have succeeded in attracting large numbers. This was understandable because there was a large al fresco gathering at the Annual Sports meeting and an enthusiastic attendance, but there was a remarkably small one at the more serious business in connection with the annual general meeting. Indeed it was much more pleasant to see deaf children enjoying themselves than to be associated with passing formal resolutions and to think of the many difficulties and anxieties of deaf children. The Sports meeting has also become a meeting place for all old pupils, in other words, an old pupils reunion.

Below is a programme which was a typical one at the Sports meeting during the eighteen nineties:

EVENT	1st Prize	2nd Prize	3rd Prize
Long Jump over 14	Clock	Bread-knife	-
High Jump over 14	Umbrella	Photo-frame	-
High Jump under 14	Knife	Pen	-
Egg and Spoon under 13	Writing desk	Jam spoon	Pin
100yds Hurdles Girls	Tea pot	Bag	Toasting Fork
100yds Hurdles Boys	Silver watch	Sugar bowl	6 spoons
Flat race Girls	Album	Cruet	Brooch
Pole Jump	Butter dish	Cream jug	-
1/4 mile race	Cup	-	-

...and there were all sorts of races such as the sack, wheelbarrow, boot, skipping, obstacle and a tug of war. The events lasted over 3 hours.

Trades training was always a prominent feature in the curriculum and in 1895, with recommendations made by Rev. Sharpe the HM Inspector to comply with, new workshops and sheds were erected. Good shoes and boots were made in the shoemaking department, clothes in the tailoring department and pieces of furniture in the carpentry department. They were part of the children's work as the YIDD were now bound to supply according to the 1893 Act. Patterns of clothing and boots were produced in a Committee meeting and £306 worth of clothing was ordered. Children were not permitted to take home with them any clothing supplied by the school.

THE TEACHING STAFF OF YID 1895
(From the Photographic Collection of the School)

Public examinations of the children in the Schoolroom still continued. The Schoolroom was now adorned with plants along the foot of the platform and side tables having the appearance of a bazaar were set out. Howard first of all with a view to demonstrating the helpless condition of the deaf on entering school, showed a deaf child who had had no education whatever and explained *"the modus operandi of initiating children into the art of producing sounds in connection with the phonic alphabet."* Some of the beginners were put through a few exercises by Miss Letham. Then this class was succeeded by some who had had 16 months under instruction and were now put through a series of running questions by Mr. Day. Their speech was intelligible so far as it went and their knowledge considerable for the short time they had been at school. Whilst this was going forward, the older pupils had written essays on several subjects, having been given exercises in parsing, analysis of sentences and problems in arithmetic. Afterwards these pupils were given tests in geography (by means of blank maps), scripture and the correction of poor English. These older children were handled by Greenslade. At the end one little boy recited "The Baby". Prizes, in the form of books, were then distributed and school leavers, as usual were given Prayer Books and Bibles. After the public examination the visitors were conducted through the new workshops and then saw children at drill and gymnastic exercises in the gym given by Greenslade.

Sometimes the public examinations were not always as successful. The British Deaf Monthly gave a critical account of *"How it is done"* in 1897:

> *"A highly amusing incident occurred in connection with a demonstration of methods of teaching the deaf and dumb, given on May 26th at Halifax, by the Headmaster of the Doncaster Institution. As related by the too candid reporter:- 'Mr. Howard had several of the boys and girls before him, whom he questioned, and got fairly audible answers, some being much clearer than others. Of course a question was not always gathered properly,*

and in reply to the question 'How tall am I?' came the answer, 'You are 53 years old.' It is perfectly obvious from the above that the exhibition was not a true criterion of the value of the oral method of teaching. How did the pupil know so well his master's age? Evidently because he was well drilled in it for exhibition purposes. Why did he give the master's height? Because he knew what he was going to be asked and had committed the answers to memory in a certain order, so that an accidental lapse of memory on the part of master or child inevitably brought confusion. It was not lipreading. It was parrot work. And it is such exhibitions as these that convert people to the Pure Oral System."

Howard might say perhaps the reporter had messed it up but his views remained practically the same. He said that the aim of education throughout YIDD was to place the deaf children as nearly as possible on a level with hearing children and to cultivate independence of character. *"Exhibitions tending to emphasise their affliction are carefully avoided. They are brought into contact and competition with hearing children wherever practicable and the whole school life is assimilated to that of ordinary boys and girls."*

In 1892 twelve Krohne ear trumpets at 8/6 each were ordered. Of course the Schoolroom with its division of classrooms by thin partitions and curtains did not provide ideal conditions of the oral system.

"Although most of the children cannot hear a sound, it is absolutely necessary that the teacher should be able to hear the niceties of articulation required to be mechanically produced by the children."

In 1897, a questionnaire from the Education Department as to the method of teaching was considered and answers decided by Howard:

"1. Is a) the pure oral system taught? YES

b) the manual system? *16 pupils of weaker intellect are taught in one room by any means found practical to reach their limited capacities.*

c) the combined system? NO

2. What arrangements are made (if any) for the encouragement of the use of speech out of school hours if the system pursued under (a) or (c)? Teachers and servants are enjoined to speak to the children at all times. The pupils are encouraged to speak to each other. Special badges are worn by these who endeavour to use speech and the boys and girls are sent with verbal messages about the house and into the town.

3. How far is the use of natural or arbitrary signs permitted?

a) in school hours? NOT AT ALL.

b) out of school hours? *Only so far as is unavoidable."*

Howard wanted to know how ex-pupils, trained in the oral system, had fared. He received many letters.

"Willie is working in the Joiner's shop, making frames for colliery wagons, and he is very handy and willing and gives every satisfaction. He is kind and steady and always at work.

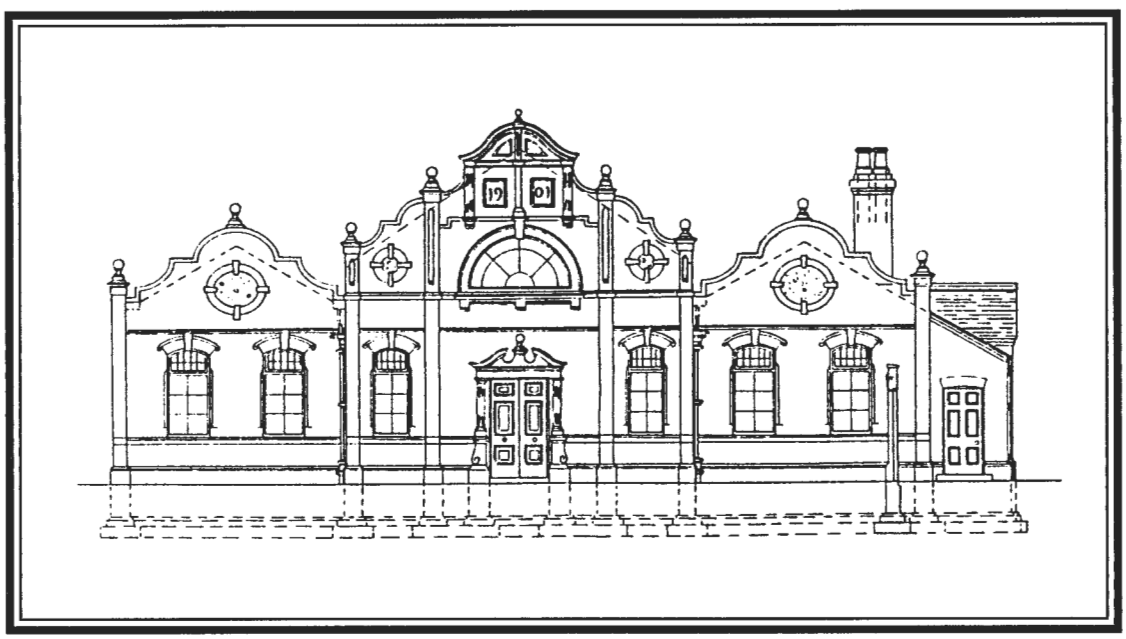
He does not talk much in the workshop, but does in the house and we can always understand him."

"Harry is in the painting trade with me and is giving every satisfaction. He likes the work. His conduct is very good and his speech is wonderful. People are surprised to hear him speak so well for a deaf boy. We consider he has been well trained at school."

Such enquiries were important because by the 1893 Act, the fact that deaf children did not leave school until they were sixteen, was in some cases, an obstacle to their Apprenticeship, especially to trades which were more or less under the domination of Trades Unions as they are today. Howard pointed out that deaf children who left school had a fair technical knowledge of the use of tools and had had realistic experience in the courses at YIDD workshops and were trained under experienced craftsmen. They were therefore able to take up any occupation with less difficulty than those who could hear and who had no such training in their schools. Many employers of the deaf spoke highly of them.

In the last six years of the 1890s, there were many alterations to the Eastfield House, new workshops and additions. Amongst these was a new wing which the Committee named the "Victoria Wing" in commemoration of Queen Victoria's Jubilee. The YIDD was embellished with harmonious designs in bunting and at night illuminated by means of numerous little fairy lamps. Along the whole length of the Balcony ran in letters of fire the inscription *"Our Sympathetic Queen, God Bless Her"* preceded and flanked by figures "37" "97". A bright "V.R." figured on the block to the right and many fairy lights and Chinese lanterns spread over almost the whole of the face of the front of Eastfield House, added taste to an engaging picture.

Finally, the new Schoolhall which eventually opened in 1901 was being built, but during those six years, the School went on quietly.



THE NEW SCHOOLHALL BUILT 1901,
NOW THE HOCKENHULL CENTRE
Reproduced from the plans of the New School, 1901, (lodged in the Doncaster Archives. DD595).

CHAPTER 10

Howard's Last Years

THE degree of success in teaching speech and lipreading which had now been practised in YIDD for 24 years was such that the Committee of YIDD felt that still better results could be obtained if classrooms were properly separated.

In 1901 the Old Schoolroom of 1852 was pulled down and on the very same foundations a new School Hall with classrooms opening off it was built and formally opened by the Bishop of Sheffield a year later. This was Howard's dream come true and the climax of all his experimental work on the oral system. The report of HM Inspector read:

> *"The Committee are to be congratulated on the completion of the new Schoolhall and classrooms which are designed so as to afford the best possible opportunity for successful teaching..."*

The Committee was aware that even though the 1893 Act made school authorities responsible for the education of the deaf and required that children be sent to school at seven years of age, many children were still being sent to school at varying ages up to 11 and 12. Sometimes they were introduced at irregular times and this prevented the hoped-for "full success of work in class". So the Committee decided that for the benefit of the school, pupils should be received only twice a year, namely at Midsummer and at Christmas.

The increased costs of the maintenance of the school and the diminishing income from the subscribers forced the Committee to raise the school fees to £34 a year per head. There were talks amongst the Committee resulting in the decision to call attention to the provision of the 1893 Act affecting schools for the deaf which were compelled to provide one third of the total expenses of maintenance out of money other than that provided by the Government or local rates. It still showed that the Committee was entirely dependent upon subscriptions, donations and interest on funded legacies. The Committee wanted a swimming bath. They wanted to print their own reports at school and to have their own printing press but the subscriptions were not enough! So whatever the School wanted, it did not get it and it now underwent a long period of tight economy. Again, letters from old pupils cheered Howard and the Committee.

> *"We are very much satisfied by the way you have educated her."*

> *"She does nothing else but speak, her tongue is never still, we cannot say anything but she knows what we are saying, and we value her speech very much."*

> *"I am glad to give a good report as to my two boys, they are both steady good lads, and are earning good money. Harry can earn £2 a week and Teddy is having £1. They often talk of coming to see their old school."*

There was a setback for Howard in 1901. It was discovered that he had cancer. He suffered greatly and finally in 1903 he was operated on. After months of rigid confinement to bed he was able to come to his "dream school" and chatted to pupils and teachers. Some days of unconsciousness followed and he died on September 18th 1903 and was buried at Christ Church, Doncaster.

A mural tablet in brass, mounted on black marble and bearing the following inscriptions was erected as a memorial to James Howard in the entrance hall of the present School.

> *"To the memory of James Howard for 29 years Headmaster of this Institution. He was an earnest, zealous and successful Teacher of the Deaf, and one whose influence inspired others.*

This tablet has been erected as a mark of esteem by the Committee, by many teachers and pupils who benefited by his wise guidance, and by Members of the Headmasters' Council."

Born October 18th 1844. *Died September 18th 1903.*

The years intervening had been marked by changes, many and drastic - changes in short of so revolutionary a character as to have brought about a School unrecognisable as that of nearly 30 years before Howard's death. What was called the Oral system was entirely substituted for the Silent System and those "deaf and dumb" were no longer dumb. They could speak and lipread others, so that our old School "for the deaf and dumb" was rechristened "Yorkshire Institute for the Deaf".

From a comparatively elementary experiment, the oral teaching gradually grew to its fullest stages of development. Howard was indeed one of the pioneers of such a movement in England.

He was instrumental in setting up a college of training of teachers of the deaf from 1885 onwards. An examiner in connection with the College of Teachers of the Deaf had met many students who became talented and intelligent teachers of the deaf but when a student from Doncaster was presented, he could not but exclaim ***"The hand of the master has been there."*** Heads of the Institutions for the Deaf at Edinburgh, Liverpool and Leeds owed much of their success to the training they received under Howard.

His love of children was as natural as it was obvious. Once he saw a little newcomer and lifted her up and tickled her and kissed her. In all games and pastimes in the Sports and contests of school, he took a robust interest and was himself a member of the golf club on the Racecourse golf links in front of the school. The Gymnasium still stands today as a fitting memorial to Howard who gave the children the chance to indulge their most popular activity.

GEORGE
GREENSLADE
HEADMASTER
1904 - 1927

(Photographic collection of the School)

CHAPTER 11

Greenslade's Early Years

AFTER the death of Howard, the post of Headmaster was advertised. The Committee received four applicants, one of whom was George Greenslade, and after some deliberation decided to play for safety and appointed Greenslade as the third Headmaster. Since he came to Doncaster as the Head Assistant in 1885, he had been teaching the Upper Class, was also a drill master and gym instructor and was experienced in trade-teaching.

Taking up his duties in January 1904, Greenslade said, intending to continue to develop the work of Howard,

> *"I am convinced that the education of the deaf in this country falls short of the possible and of the ideal. Given an enthusiastic and capable teaching staff without the too-frequent weak link, great advance upon present results may yet be obtained. I am an Oralist, decidedly. But speech teaching does not and must not involve the neglect of the thinking powers and of general birthright of articulate speech - wherever possible. This must however be backed up by writing so that each member of the class has an equal chance of developing language and securing knowledge. Writing is the ultimate test as well as an indispensable aid. And all our aids are our servants, not our masters."*

There were no drastic changes in the organisation and the school continued quietly in its old ways, the children learning in separate classrooms of the Schoolhall. Dr Eicholz the HMI visited the school later in the year and was delighted with the Committee's choice of Greenslade and was impressed with the organisation of the school. However, changes were gradually made, mainly on the domestic side.

"New milk" was now being supplied instead of skimmed milk and so the dairy class which dealt with buttermaking for the school ceased.

Medical and dental inspections were carried out systematically every six months. Height and weight measurements of each child were now for the first time periodically recorded and forwarded to school inspectors. *"Physical care and training is such that a general improvement in weight and health is the direct result of a school life."* Indeed, 3 years later in medical and dental inspections the Committee took pride in their anticipation of the provision of the late Education Bill provided by the Government in 1907.

In 1898, Howard wanted Dr Kerr-Love to suggest some test of hearing. Various terms "very deaf", "extremely deaf", and so on were very confusing. If degrees of deafness could be measured like those of heat, it would be a great advantage. In 1905 following up suggestions of Dr Kerr-Love, a careful examination of deaf children were made. Greenslade could then be certain to what extent they could hear. The degree of hearing was tested in each ear separately:

1) for perception of sound with a loud bell;

2) in cases where a response was obtained to the first test, by consonant and vowel sounds and words spoken in a loud voice close to the ear;

3) where these were heard, by whispered speech and by words spoken in an ordinary voice at a little distance from the ear.

The degree of hearing was as follows:

Nil in 90 cases	75 %
Perception of sound only in 5 cases	4.2 %
A useful degree of hearing in 22 cases	18.3 %
An exceptional degree of hearing (words at 6") in 3 cases	2.5 %
Total: 120 cases	100 %

Thus in 21% of the children, there was a sufficient degree of hearing to be useful in their speech, concluded by Greenslade. Later, the wording changed to a *"sufficient degree of hearing to be made use of in their training and education"*.

In 1912 further tests were made, this time on the intelligibility of speech shown by the deaf children. It was found that 26% of the children had no speech, 8.8% of the children had unintelligible speech, 55% of them had intelligible speech and 10.2% of them had good speech, approaching the speech of hearing children.

Of those who had no speech, 80% had been in the school less than a year. Greenslade claimed that many of those were capable of being taught to speak intelligibly. He compiled statistics showing the proportion of children who spoke intelligibly after varying periods of residence in the school. Results were:

THE NEW SCHOOLROOM IN OPERATION (1902)
Reproduced from an original glass negative (Photographic collection of the school)

No. of years in school	Children with intelligible speech
Less than a year	18 %
Between 1 and 2 years	66 %
Between 2 and 3 years	75 %
Between 3 and 4 years	80 %
Over 4 years	83 %

Greenslade said that these figures showed a striking testimony to the value of the oral method of teaching the deaf and to the success of the thorough work done by teachers in the school.

However, Greenslade felt that the education based entirely upon oral instruction and book work was very incomplete. Special attention was paid to manual training ***"the education of the hand"***. Also importance was assigned to manual training by the 1893 Act due to the fact that the Government paid by the capitation grant of 3 guineas for school work and 2 guineas per head for instruction in manual occupations.

The manual work started with 8 to 10 year old children and led up by easy stages done by 14-16 year old children. The boys went through a course on cardboard modelling, carpentry and carving and later on bookmaking, mending, tailoring and gardening. The girls were taught cardboard work, domestic work, sewing and knitting, cutting out, cooking and laundry work. Instead of the buttermaking class, dressmaking was now a new feature of the girls' trade work. A year later, ***"Senior girls are wearing dresses made by themselves"***. A greenhouse has been built to interest the boys in their gardening. The manual work was carried out after school hours and children spent eight hours a week on it.

A CLASS OF FIRST YEAR PUPILS AT WORK
Reproduced from 78th Annual Report (1907) p.32

THE DRESSMAKING CLASS AT WORK
Reproduced from 81st Annual Report (1910) p.25

The Rev. Scarlett pointed out *"one matter which the long days of June might put aside but which the approach of winter made important was that of lighting."* It was imperative that children should be given the very best light possible as lipreading could not be followed in darkness. As the last hour of the school period was carried out under waning light of the winter afternoon, manual work was carried out after school hours and not during school hours. Later flat flame burners were converted into incandescent light but the routine remained the same.

Greenslade made sure that life was made for children as bright and home-like as possible. Magic lantern lectures were given regularly during winters by members of the staff. Lady teachers gave up one evening a week to the cultivation among girls of a taste for needlework.

During Summer, walks were used as lessons in nature study and from this, children were taught to apply their knowledge to practical purposes, thus art took an important place in the school curriculum, drawing, designing, painting, modelling and stencilling. Senior children were encouraged to attend art college.

A boy from Rotherham, Albert Kay, excelled himself in model drawings, crayon, pen & ink and water-colour sketches. Greenslade had always wanted to develop the natural abilities of the pupils whatever their bent was but the abilities of the pupils ran in 'the mechanical channel'. Kay's work was so good, that he was sent to the art college and placed under Mr Tindall, R.B.A. for special training. This showed that there was some elasticity and liberal-mindedness in Greenslade's methods.

Greenslade's views on teachers of the deaf were that teachers should work together and co-operate with each other in order to bring out the best from deaf children. He pointed out that a teacher who had stored his mental recesses with a tabulation of facts and who depended upon the application of these alone to produce results had no place in YID. The

teacher had to put himself entirely into the work, to get within the temperamental environment of each of his charges, to apply the rule of affection and to seek first of all to reach the mind through the heart.

After Greenslade's appointment as the Headmaster many teachers left a year or two later. Indeed Greenslade had some difficulty in obtaining experienced teachers. The vacancies had to be filled by teachers who had no experience of teaching the deaf. In 1905, nine teachers obtained the Teacher's Certificate of the British College of Physical Education. However, Greenslade preferred that teachers needed special training as those who came from normal schools were very much at sea for a time when faced with a deaf class. He did not want pupils to suffer under such conditions. It is noteworthy that Miss Irene Goldsack joined the teaching staff in 1907 to remain only for six months and afterwards gained her fame on her work with young deaf children.

Greenslade also insisted that the teacher should follow his pupil into the world and see how far his school work was equal to his needs. He felt that the lesson to the teacher might be disappointing but would be salutary. He had visited some firms who employed ex-pupils of YID. One of them had made a good progress as a printer but was thrown out of work by a local official who objected to his being engaged where machinery was used and at 17 years of age was compelled to seek another trade and to begin again. This prompted Greenslade to introduce Advanced Carpentry involving the use of machinery.

The "Apprentice Fund" had now accumulated £3400 and continued to be a source of very real benefit to pupils on leaving school. Most were earning very low wages through their apprenticeship and the fund helped to tide them over that period. In 1906, Miss Alderson, the originator of the fund died. Her interest in the young deaf apprentices was very real as she kept asking for details concerning them from time to time. Today we still have the "Apprentice Fund" but it is renamed "The Alderson Fund".

Turning to the financial position of YID. In 1904 there was an offer from Mr Greenwood of Mytholwroyd, Wales, of £500 in the form of a free scholarship as a memorial . The committee wrote to thank him for the offer but regretted that a free scholarship appeared unnecessary under the 1893 Act. Thus the free scholarships of Fenton and Scholfield ended. There were four main sources of income: the government grant of 5 guineas per pupil, grants from school authorities, voluntary contributions and dividends from invested capital. The idea that no voluntary help was needed was going around simply because the school was receiving the Government grant. The public needed reminding now and again that the school was entitled to receive the Government grant provided that one third of the annual expenditure, roughly £1800, was raised locally, that is, from voluntary subscriptions, legacies and donations. Since 1900 the costs of the expenditure were just about balanced by the income, the voluntary contributions and donations having dwindled to about £200. The Committee did not wish to give the public the idea that they could so do without money and the fact that the school still needed financial help from charitable quarters was a sine qua non to the continued existence and usefulness of the school. To meet the bill for improvements and alterations to the West Wing of Eastfield House the Committee was forced to draw upon the Reserve fund in 1907.

In spite of this little difficulty, the first six years under the Headship of Greenslade ensured the continuity of the school smoothly and efficiently.

CHAPTER 12

In the Nineteen-tens

GREENSLADE had some old books belonging to Howard and he came across a speech made by Howard in a conference:

> *"I have had seven practical lessons on the acquisition of infant language given me in my own nursery and I have framed my teaching on the lessons thus derived from my own children. But they have shown me also how little we can teach the deaf and dumb compared with the child who has all his faculties. My child of two and a half years can talk to and reason with me in a manner scarcely attainable by a deaf child after some years of instruction. It is a pity the mothers of deaf children do not better understand the importance of their children ultimately learning to speak; for want of this knowledge the door of the child's mind remains closed. Could not a child be trained to read the lips from infancy although it may be unable to write or read a syllable before going to school? Parents speak to their hearing children as soon as they can notice and are never tired of repeating a simple phrase sometimes 500 or 600 times before the child imitates it or gives proof of recognising its meaning. It would be interesting to try a similar mode of procedure with a deaf infant directing its attention to the lips and accompanying the words with an action. I incline to think that the children would come to familiarise themselves with these pictures from the lips and thus lay a foundation for lipreading."*

By 1910, the school had been certified to accommodate 120 children and had always been full. Applications for entry were many in excess of the maximum 120 allowed for accommodation even though there were five other schools for the deaf already established in Yorkshire, Leeds, Boston Spa (for deaf children of Roman Catholic parents), Bradford. Middlesbrough and Hull.

Many applications had arisen from the coming influx of population in Doncaster where collieries had been established in the newly found coalfields surrounding Doncaster. Amongst the new pupils who were admitted, some were aged from 8 to 15 years. The committee did not like this idea and they thought every deaf child ought, except for special reasons, to be placed under expert instruction before, rather than after, the age of seven. At that time there was a ruling that a child was permitted to be sent at the age of five but that the compulsory attendance began at seven. Unfortunately some school authorities refused to move till the child reached the age of seven.

Greenslade had been advocating deaf infant training for some time and saw his chance by then. In 1911 a scheme for the new infants building was devised, followed by an appeal to parents and responsible school authorities to give deaf infants a chance to receive early training. A plot of land was bought from the Trustees of St. Thomas's hospital and on 26th June 1913, the foundation stone was laid by Mr Warde-Aldam.

The Rev. Scarlett, the Chairman of the Committee of YID, discussed the possibility of having a new swimming bath for deaf children. Since then the older children had attended the Corporation Swimming Baths which were always full. The public bath was far away at the other end of town and the children had to go through the main streets which were getting more dangerous in view of the new craze of motor-driving.

So the Committee launched an appeal for a School swimming bath. A fund was set up and the response was good. By 1913, on the very same day when the foundation stone of the new Infants building was laid, the foundation stone of the swimming bath was laid by Mrs Warde-Aldam.

The two buildings were completed by the end of the year. Greenslade said that these two buildings had been dreams of his and he really did not have faith enough when the matter was first mooted to believe that he would see the realisation as he did when foundation stones were laid. It was a great day when Union Jacks fluttered and flapped in the breeze and the sunshine. The children wore their best Sunday clothes. Around a platform were grouped the children and at the right moment in their prayers they broke into an audible "Amen" and later said the Lords' Prayer.

Accommodation in the new Infants building was provided for 30 infants in residence, as *"it is hoped to secure the attendance of little ones at the age of 5"*.

At the 1913 Conference of Teachers of the Deaf, referring to the new Infants building, Greenslade said that at Doncaster they were starting to put into practical form what other people had been theorising about. The little children were put in the new Infants building being separate from the Main school and received suitable feeding, care and education in a stimulating environment. The first necessity was to stir up the minds of the children and allow them to express themselves as best they could; he did not care what they did to express themselves so long as their intelligence was awakened and they were trying to do something. If he could help a little child by standing on his head, he would do it.

As one can see, Greenslade was always looking out for new ideas and for this reason, he would attend conferences (he rarely missed any) and would take away a good many practical hints.

The following year saw the Infants building full and so the Committee was justified in their decision to extend the usefulness of the school. It was brightened up by the 150 rose bushes given by Mr Warde-Aldam.

As to the swimming bath, a large number of the children could now swim and 14 of them passed the examination for the award of the Royal Life Saving Society.

OPEN AIR TEACHING
(Reproduced from 83rd Annual Report 1912)

THE BALCONY SCENE DURING THE LEGER RACES (1910)
(Reproduced from photographic collection of the School)

REUNION OF THE OLD PUPILS - SPORTS DAY, 1912
Reproduced from 83rd Annual Report (1912)

Everything was going right for the school in the years between 1910 and 1914. Apart from being forced to raise the charge from £20 the fee of the Yorkshire children to £28 and for those outside the county of £26 to £30 per annum, remarkable successes were being achieved in many aspects of the school.

New changes were being made in the school routine. The Rotary system was adopted for the first time in Senior classes for certain subjects. Classes were set up for cookery, laundry work and dressmaking, that is, and instead of the pupils merely labouring during these sessions, they were taught theory and good practice. "Open Air Education" was tried out in 1912. Shelters were erected in the playfield and during June and July five open air classes were carried out. *"The child becomes physically strengthened and mentally responsive, shows a keener aptitude to learn, and is happier for the joyous contact with*

Nature and for the freedom to move, to play, to search and record. He has ample opportunity of learning to abhor stuffy rooms whether in school or at home."

Following up this success and in order to develop self-reliance and self-control, four bell-tents were erected and boys, camping under the supervision of two teachers, went in relays for a fortnight at a time. Then Scouting was started.

The football team under the skillful coaching of Mr J S Nettleton reached the final for the Thellusson Shield for the Doncaster and District Schoolboys' Football League. Limited as the school was to 70 boys, varying in age from 7 to 15 to select from, it was very creditable and the football team continued their winning streak by being the champions in 1911. Each footballer received a gold medal. They had played 13 matches with 12 wins, scoring 81 goals with 12 against. They had learnt a lot by looking over the fences at the back of the school where Doncaster Rovers Football Club played their matches. Rovers allowed the school to use their field for their Sports meetings. Mr Nettleton did not remain on the teaching Staff for long as he joined Mr Crouch, the secretary of the school, to deal with the finances. He was an all-round sportsman who was on the field with the deaf boys. He was the Honorary Secretary of the Schoolboys' Football League of Doncaster and District for some years. Another member of the staff, Mr Lloyd Evans, was the Secretary of the Doncaster Rugby Football Club.

"A FEW OF THE BABIES: THE YOUNGEST IS FIVE"
FIRST ENTRANTS IN THE NEW INFANTS BUILDING.
Reproduced from 84th Annual Report (1913)

Children competed in the Maypole Dance on level terms against normal children at the musical competitions and came second with 70 points, being only two points behind the winners.War came on 3rd August 1914, and the effects of War made themselves felt in the school and in its daily life.

When War broke out the pupils were away on holiday and the Military Authorities promptly took over the school premises. The re-opening of the school was delayed and the Committee was contemplating the use of Elmfield Lodge as temporary sleeping quarters for the children but the Military authorities moved out to occupy the Grandstand. As a result the Christmas holiday was reduced by one week to make up for the lost days.

The Committee allowed three teachers to join Kitchener's Army for the period of the War with the salaries halved. They were Sergeant Howson of Norfolk Regiment, Sergeant Evans of Leeds Bantams and Corporal Hanley of 5th K.O.Y.L.I. Mr Howson was the first

of many teachers of the deaf in the country to go into action and the first to die. He was awarded the Military Medal for his bravery in the field.

The absence of these teachers meant that an extra burden of supervision of the boys out of school fell upon two remaining male teachers. In addition to the shortage of teachers, five female members of the staff left for family or personal reasons. This made a serious break into the teaching staff especially at a time when teachers were scarce and recruits for the teaching profession were not coming forward. However a welcome addition to the staff was a refugee from Belgium, Professor de Stordeur who had some experience of teaching in a school for the deaf in Liege.

The close proximity of a large aerodrome with its distractions and possibility of accident interfered with the school routine. Open air teaching had to be confined to the more enclosed playground. Soldiers used the Gym and the Swimming Baths. A letter from the War Office asked if two trees could be felled as they were a source of danger to the flying of the men at the aerodrome. Of course, the increased risk of damage by hostile aircraft led to the insuring of the school buildings and of its contents for £22,850.

Meanwhile Greenslade had obtained information as to how much other schools of the deaf were paying and found that salaries paid to teachers at YID were lower than those at other schools of the deaf. At the same time, in 1919, a panel, known as the Burnham Panel, was set up, its main purpose being to deal with teachers' salaries. Teachers henceforth were to be paid at greatly increased rates. Realising that the teacher was the essential factor and being desirous of securing the best recruits, the Committee decided to adopt the Burnham Scale of Salaries, adding extra payment of £30 for the Special Diploma required for the teaching of deaf children. Resident teachers were paid £20 less than scale for board and no compensation was paid for duties outside school hours. It was now agreed to pay salaries monthly instead of quarterly. Greenslade's salary was increased to £500. In 1920, out of the Staff of 17 teachers, ten had less than 5 years' experience and only three had more than 10 years experience.

The increased costs of all necessities had been a source of anxiety. The school's income had been practically halved owing to depreciation in the value of the pound but the Government decided to pay out of the Imperial funds half the cost of education and maintenance. This enabled the Committee to raise the fees so as to make the income cover the expenses and the local authorities were charged £60 per child p.a. The following year, due to the increase of the teachers' salaries, the fees went up again from £60 to £80.

During the War there were many applications for the admission of children in excess of the certified number of 152 and the Board of Education now granted the temporary extension of this number to 170. Greenslade found that the school had a greater number than usual of pupils who had only slight hearing losses. These children were then classified according to their abilities and history. Those with slight hearing losses were graded together and every effort was made to educate *"any fraction of these faculties left to them."* With small classes they made rapid progress in English, speech reading and in the ordinary subjects of common school education. At the other end of the school were a few congenitally deaf or sub-normal intellect *"who need especially patient and sympathetic treatment and are graded for that purpose."*

Greenslade had some worrying times, for instance, from the 3rd Minute Book (1906 - 1927), *"Permission was given for the removal of the telephone at school from the Hall to the Headmaster's room."* Then, later on, *"The Headmaster asked that an extension of the telephone might be made so that the bell should ring in his bedroom in case of warning of a Zeppelin raid at night time, which work was authorised."* During the war, he held the rank of Lieutenant in the Doncaster Battalion of the West-Riding Volunteers and when vicars

were found needful and clerical assistance difficult to secure, he devoted many of his Sundays to assisting in Church ministrations and in several instances of interregnum between the leaving of one vicar and the coming of the successor in villages of the Doncaster District so far as conducting services were concerned.

No sports meetings took place during the War and that also went for the annual visits to Frickley Hall. Actually in 1915, Mr Warde-Aldam did invite the school to spend a day at Frickley Hall but when Greenslade conferred with the children, they decided that the money which would have been spent on vehicles to convey them to Frickley Hall and back, should be given to some of the War funds. Mr Warde-Aldam was delighted with their decision and sent them some money. Sums were then distributed to the Local Relief, to the Blue Cross, to Arnold's Hospital, to Loversall Hospital and to Mrs Sandford for prisoners of war. There was a balance and it was spent on wool which the Senior girls knitted into socks and sent to the K.O.Y.L.I.

The annual general meetings continued to be held. Some changes were made after the formal proceedings. The visitors this time were led to tour the new Infants building and saw a display of Morris dancing and Maypole plaiting by young children and of physical drill by the Senior girls in the Gym. They also went to the Swimming Baths where a number of boys and girls were engaged in "mixed bathing" and proved themselves highly promising swimmers and very expert in diving for coins thrown to the bottom of the bath. This must have substituted the usual throwing up of the coins to the Balcony during the St Leger week when no racing took place during the War. For the first time in the history of the school no annual general meeting was held in 1918.

When the War was over, the children celebrated the Peace Day by attending the Picture House in the morning and by spending the afternoon in Sandall Beat with tea and sports. The school routine was back to normal, that is, open-air teaching, visits to Frickley Hall and collections from the Race-Week, not from the Balcony but from the 5/- fees charged for the parking of the cars in the Boys' Yard which amounted to about £130.

There was a difference though. Many teachers had been coming in and going out during the war and in 1919, 8 teachers left. Two of them Miss Rayner and Miss Miskin to take up work amongst the deaf in India.

DONCASTER SCHOOLS CHAMPIONS
Reproduced from 82nd Annual Report (1911) p.32

CHAPTER 13

In the Nineteen-twenties

IN 1913, YID had invested funds of £27,000 but which chiefly owing to the War, realised only £12,750 in 1920. There was a rapid growth of industry round Doncaster due to the local coalfields and as a result, the population grew and street after street of new houses were being built, edging nearer and nearer to the Stand Closes, next to the school grounds. Now the Stand Closes were put on the market. The Committee felt that the surrounding open space was so essential to the health and physical well-being of the children at YID, a fact proved by the open air teaching of the classes during the Summer months. They also sensed that Eastfield House was outliving its usefulness, being over a hundred years old and having undergone many alterations throughout the years. Now that, by 1920, it was the duty of the school authorities to provide suitable education for deaf children whose parents were unable to pay for it, the money in the form of donations and legacies was left entirely at the disposal of the Committee. In 1920 the Committee decided to buy the Stand Closes by selling off all the accumulated funds of YID. Apart from the founding of the school in 1829, this decision must rank as the greatest of many made by the Committee. This will be evident as the history goes along.

Annual visits by the HMI, Dr Eicholz, were regular and sometimes made at unexpected times. He was almost always satisfied with the way the school was progressing. It might just as well be because in 1896, at a meeting of the Northern Branch of National Association of Teachers of the Deaf, in Manchester, a resolution in favour of substituting inspection without notice for the annual examination was introduced by Greenslade but was not passed.

It was thus in 1924 that Greenslade received a shock when Dr Eicholz thought that *"sufficient was not being done in the way of teaching such Carpentry, Boot Repairing, etc, as would make boys useful in the trades on leaving school"*. At that time, there was a widespread incidence of unemployment. It was becoming increasingly difficult to place those leaving school in suitable employment. Eicholz had referred to the fact that deaf boys lost two years of trade training as against the normal boys as they did not leave school until 16 years of age whereas normal boys left at 14. Boys had 8 hours a week in Boot repairing and 7 hours in Carpentry. *"The apprentice system is apparently dying out"*. These facts pointed to the need for the provision of definite trade training beyond the age of 14. Greenslade said that once established such a school would be self-supporting and such a scheme would necessitate a hostel outside the school. Instead, Eicholz advised that more time might profitably be spent on manual work or on actual vocational training whilst in school even though the Board of Education recognised vocational courses for pupils over 16. The Committee gave this matter some consideration and finally agreed that *"the training of hand and eye"* was important with view to preparation for industry. They believed that all elementary exercises should lead up to the doing of real things, for example, in the final training of the girls, they were taught to make real dresses and cook real dinners. Then the matter of having a hostel for trade training went unresolved.

In 1925 a deputation of the Board of Education consisting of Lord Eustace (Minister of Education) and Sir E R Jackson visited YID and expressed the opinion that the work at the school was the best educational work they had ever seen. They were inquiring into the public system of education in relation to the requirements of trade and industry with particular reference to the adequacy of the arrangements for enabling young people to enter into and retain suitable employment.

In a Conference of Teachers of the Deaf in 1913, Greenslade had proposed a resolution that the *"Institution of a national Training College for Teachers of the Deaf is necessary..."* and this was passed unanimously. Six years later saw the setting up of a training college for teachers in Manchester and in due course Greenslade was appointed a member of the Advisory Committee of the Department for the training of teachers in connection with Manchester University.

Britain, as a consequence of the War, was feeling the financial strain very badly and so did the teachers. The number of unmarried women teachers had grown and outnumbered that of men on the teaching staff. Compulsory attendance brought about an increased number of deaf children and subsequently an increased number of teachers. Most of these had to be recruited from hearing schools and had a very little idea of the handicap of deafness. The introduction of the Burnham scale of salaries brought satisfaction to many and indeed teachers of the deaf at YID had more years of "staying power" at YID than those before 1920.

Miss Lily Massey had entered as a pupil-teacher in 1917 and was now in charge of the Infants Department. Mr Edward Kirk, who as an ex-pupil and an ex-teacher at YID had moved to Leeds in 1881 to become the Headmaster of the highly successful day-school there, died in 1924 after 43 years of service.

The school proceeded along the usual lines. The Oral method was no longer an experiment and was generally accepted. Speech and also signs were nearly everywhere in the playground but no signing and finger-spelling was allowed in the classroom. There were a few who were not able to get on by this means and they were taught separately by writing and finger-spelling. Writing was a method of communication used by all deaf children.

In 1913, *"The majority of the children learn to express their wants by speech, which though often monotonous and unaccented, is readily understood by parents and friends while a useful degree of facility in lipreading is also attained."* Parents were often asked to co-operate by giving the child, while at home, the chance to join in the family conversation, to communicate by speech and writing, to be encouraged to ask questions and to be accustomed to careful, patient and sympathetic answers. Greenslade stressed that the deaf child's greatest need was a good home life. Ear training was very much an essential part of the school curriculum. Children were taught a large number of hymns and songs in the singing of which, no matter how imperfectly, they derived *"much pleasure by the new language they acquire, while their speech becomes more natural and impulsive."*

The policy of self-expression continued and the free use of spoken language went on throughout the school. Senior girls were now allowed to go out to town to buy their own food for their cooking lessons once a week.

Foreign medical visitors from all over the world under the auspices of the League of Nations came to YID to study the teaching methods and results and were deeply impressed by the obvious happiness, freedom and tone prevailing among the children. Such visits occurred three times in 3 years.

An ex-pupil of YID, Miss Kate Whitehead who left in 1912 after 6 years at YID, was now acclaimed as a deaf authoress. During the war she was a land girl living in Goole. Although she never received training in writing in the accepted sense, she wrote a children's mystery novel "The King's Legacy", an historical piece about Louis XVII and the Dauphin. She had read many books on the French Revolution and during her reading, she found out about the problem of the young Dauphin and how there might have been a deaf and dumb substitute. The first edition of this book was sold out and was favourably reviewed in the "Teacher's World" by Enid Blyton. She entered a Short Story Competition

in "The Bookman" and out of a thousand entries she was 15th on the list to get an honourable mention, the judges not knowing that she was deaf. She also wrote another book "Prince Charlie" depicting him as a soldier and one of the chief characters was Henry Baker, who was one of the earliest teachers of the deaf in England. She also wrote a volume on cats. She was facile and witty with her pen. In 1924, she married Selwyn Oxley, a well known missioner for the Deaf and served him as wife and secretary.

In 1922, the attendance of children fell due to the withdrawal of 26 children sent by the Sheffield Education Committee as they were to be educated at a new day school being set up at Sheffield.

Greenslade saw that the School was developing the policy of cultivating a social sense and good attitude amongst the children. It was now striving to ensure for the pupils much contact with the hearing world. There was the revival of the Scouts and Cubs and the establishment of the Girl Guides at YID in 1926.

In 1922, the House system was introduced for the first time to promote the training of the children to be responsible, to be happy and to improve the use of their spare time. The whole school, including teachers, were divided into three houses, each House bearing one of the members of the committee. Each child wore a colour badge signifying his House. The Warde-Aldam House wore yellow, the Sandford red and the Bewicke-Copley blue. The House competitions were then introduced encouraging a rivalry in school-work and games. The Greenslade Shield made by a pupil, Lee, was presented for drawing and dancing. The first House to win this shield was Warde-Aldam House. A few residents at Bessacarr gave a cup and it was for the House scoring the most points in swimming competitions. Sandford House was the first to win it.

The invested funds were growing slowly. The income from the Race week for the garaging of cars was substantial. There were some attempts by the RAC and the Doncaster Corporation to take over this profitable venture. In 1920, the RAC asked the committee if they could take over the playground for letting as a garage during Race weeks. They were refused but followed up by offering £100 a year. This was turned down. Later, the RAC and the Doncaster Corporation wanted to take over the field with the RAC's and Corporation's offers of 10% and 25% respectively of the takings. It was decided *"to keep it to ourselves"*. Greenslade reported that during the year he had collected over £400 for garaging cars.

When the Stand Closes were bought, the local tennis and hockey clubs were allowed to use their playing areas for small charges, but the Committee decided not to lease the field to Doncaster Rovers F.C. who had previously played on it when leased to them by the Trustees of St. Thomas' Hospital. There was some trouble with the football fans who damaged the fences of the school gardens. In 1926, iron fencing was erected at the end of the field alongside Town Moor Avenue instead of hedges.

A notable landmark which had been a great favourite with the deaf children was the Horse-Shoe Pond situated near the Belle Vue House and it was now emptied and filled in to make way for the building of a new road, Carr House Road.

On December 10th,1926, the Committee met to discuss the retirement of Greenslade who would by then have attained his 65th birthday. They were unanimous that Greenslade should be retained for a further two years and that an assistant Headmaster would be appointed and be trained thereby maintaining the continuity of the system of teaching. Permission had to be obtained from the Board of Education but their reply was that *"the Committee had not yet advertised the pending vacancy and until this had been done or unless the Committee were unable to find a successor, they were not in a position to*

consider the question of extending Greenslade's recognition as Headmaster." In view of this, the Committee decided to advertise for the post of Headmaster and Matron.

In March 1927, Greenslade told the Committee that he did want to stay on for a further two years but on having talks with Dr. Eicholz, and learning that the Board of Education would only grant an extension in exceptional circumstances he therefore accepted the post of Missioner for the Deaf at Stoke and decided he would leave at the end of Summer term.

By Summer 1927, Greenslade regretfully gave up what had been his life's work, all the more sad when he realised that in two years' time YID would be celebrating its 100th Anniversary. He had served YID for 43 years. It is said of Greenslade that he lived for the school and its children and that he was loved by every one of the many children who were there during his years of office. He had achieved what he had set out in his aims in 1904, that is he sought to develop the work of the late James Howard. The Infants Building and the Swimming Baths built in 1913 and the maintenance of *"a happy school"* were and are considered the best of many achievements that Greenslade worked for.

PUPILS AND STAFF (1920)
(From photographic collection of the School)

CHAPTER 14

Craig's Early Years

WHEN the advertisement for the post of Headmaster and Matron was circulated, there were many applications and after consideration, Mr. and Mrs. Craig were selected as the Headmaster and Matron of YID.

Mr. Craig was born in Northern Ireland and he spent two and a half years teaching normal children before taking up his work with the deaf. He was for 21 years an assistant at the Royal School for the Deaf and Dumb at Old Trafford, Manchester and was also a master of the James E. Jones Industrial Training School there. Then he and his wife were appointed as the Headmaster and Matron of the Royal Cross School for the Deaf at Preston and after five years they arrived in Doncaster.

Mr. Craig was a swimming enthusiast and a member of the Life Saving Association. He ran a very successful swimming club at the Manchester school and naturally he was delighted to see that the School had its own swimming baths. Mr. & Mrs. Craig were also very keen on folk dancing. They both declared that their methods were intended to normalise as far as possible the lives of the young deaf children in their care and with this aim in view they preferred to start pupils at the earliest possible age. It was their belief that if the full benefit was to be reaped from the oral method of instruction, then it was essential that every child should begin his training at the earliest possible moment and should certainly be put under skilled tuition at the age of five or even earlier.

Craig wanted to foster the *"Home Feeling"* and to think of each person as a member of the family. Thus the traditions of YID were still maintained and the running of the School continued very much as it was under Greenslade. Now Craig was looking for new and better ways of carrying out the daily school routine work, for example, new methods, new forms of presentation and new thoughts for presentation. He stressed that the intuitive method of teaching language should be adopted, that is, children were encouraged to learn language orally and in writing without much check on defects or special teaching on particular points such as individual speech sounds or the introduction of new forms.

In the Infants Department under the capable management of Miss Lily Massey, young deaf children from 5 to 9 years of age were taught to use language as an aid to the expression of their feelings, wants and reactions. They played with toys and dolls, joined each other in games and learned to attend not only to each other but to their teachers and by requiring a medium of expression, found the advantages of speech. Speech games encouraged natural rhythm in speech. They learned elements of numbers and acquired much information about themselves and their environment in an informal way. There were five classes and the teachers were Miss Massey, Miss Sykes, Miss Broughton, Miss Aldred and later Miss Jagger and it is significant that they kept together throughout the years under Craig. In other words, there was continuity and stability of the organisation throughout the school.

In the main school children were classified according to their natural abilities so that each child could make all the progress of which he was capable. There were no mixed classes. Every class had its own teacher for a whole year. Language, Arithmetic, Scripture and Reading were basic subjects.

After school hours, trade-training was carried out as usual from 5pm to 7pm for the Seniors. Seniors were trained to take responsibility in connection with the general life of the school. Punctuality was an important feature in the school routine, 9am - no earlier or later was the starting time for school. The staff and children went outside irrespective of the weather, and took some breathing exercises as preliminary to speech training.

DAVID CRAIG
HEADMASTER
1927-1941

(From photographic collection of the School)

The Annual Sports meeting were resumed in 1928 for the first time since 1914. They were organised on similar lines to those held before the 1st World War but with a difference - they were now based on House Competitions.

In 1929, the 100th Anniversary of the founding of YID was celebrated by a luncheon and a meeting held in the Mansion House, the very same historic building where the Inaugural Meeting of 10th March, 1829 was held.

Among the guests was Rev. Greenslade, looking every inch the parson in his garb of a Church of England clergyman. Archdeacon Sandford as the Chairman of the Committee spoke briefly on the History of the school and announced that one of the two teachers from YID, who had gone to India to teach the deaf, was awarded the OBE. The illustrious company then proceeded to school and inspected the work of the children and saw some displays of dancing and swimming.

Mrs. Annie Browning (nee Fox) wrote to a Mrs. Humphreys about her early days at YID:

> *"I worked for 4 years in the old school for the deaf (Institution as it was then called). Starting at the age of 16 years, and can remember a lunch held in the school dining room attended by VIPs, after which, we maids were allowed a share of the feast. Could that have been at the 100th Anniversary, I wonder? If so, surely we would have worked there at the same time, Mr. Greenslade was Headmaster during most of the period I was there and a Miss Clayton, the Matron.*
>
> *I first worked in the kitchen and did more than my fair share of cleaning out those huge food boilers and scrubbing of stone floors, not forgetting blackleading that huge stove! Then for a while, was in the laundry (so as to be free at the weekends) but was sharing the duties of looking after the Headmaster's private quarters as Housemaid, my sister Lily being parlour-maid, by the time Mr. Greenslade retired and the Craigs were appointed...*
>
> *You have recalled a slice of my life I can never forget, so even if we haven't met, you have brought back happy memories and it's been nice dropping you a line... P.S. After our tuck in at the lunch, Miss Tindale - then assistant - matron said, 'Now Annie, can you stand up, after your good feed?' I'm afraid I dare not as I had hidden a banana under my apron and before the wine was collected, Evelyn Gregory had hidden half a bottle behind a curtain, and then wondered if they had been counted. Happy Days!"*

CHAPTER 15

In the Nineteen-thirties

WHEN Craig became the Headmaster of YID, the sight of the decaying Eastfield House was something that he could not bear. It was the aim of the committee and of Craig that deaf children should be accommodated in a modern building in which their educational, physical and recreational needs could be developed to the full. However, they had to be content with what the old school had for the time being. They knew that Eastfield House after years of inner alterations could not be satisfactorily maintained for more than a few years and was proving to be expensive to run. The Victorian wing which had been added to Eastfield House about 30 years before was in good order and repair although, judged by modern standards, its arrangements left something to be desired.

The school had 20 acres of land which had been bought from the Trustees of St Thomas' Hospital. The Archdeacon Sandford served as Chairman of both the School and the Trustees of St Thomas' Hospital and he was careful to point out that during the negotiations he had maintained an entirely neutral attitude and had not participated in them. By 1930, plans for the new School were being made and the proposal was to build the new school on the quadrangle style, overlooking the Racecourse. In 1933 the committee and Craig finalised plans for a complete new school for Junior and Senior pupils costing £80,000. In the meantime, the Doncaster Corporation had the idea of acquiring part of the land and premises of the old School in order to erect a new Grandstand and to build a new road.

The problem now was to approach the Board of Education on the need to extend the school with a scheme for rebuilding on a larger scale. For some time, the accommodation had been full. The number of the entrants was rising at about 7 a year. The Committee had to decide whether to extend the school or to refuse them admission, they opted for the extension of the school simply because they had ample ground and funds were available. The school local authorities were ready to send 20 children awaiting admission and the parents were willing.

Plans were then submitted to the Board of Education. While realising that plans sprang only from the desire to do the best for children, Craig was reminded that the Board of Education would find it difficult to approve of extensions while there was unused accommodation at the Leeds and Derby schools for the Deaf. After the inspection of YID by the Inspectors of Schools they realised the problem of overcrowding in YID. For example, in many of the bedrooms, beds were so close that there was no room for a chair between them. The Board's attitude was subsequently modified and an increase from 186 to 200 was sanctioned temporarily.

It was decided that a third of the new school, viz, the Girls' department, would be built, and plans were then sent to the Board of Education who approved them.

On September 25th 1935, the new wing at a cost of £24,000 designed to accommodate 80 girls was opened by Lord Halifax. The stone-laying ceremony had been performed by the Archdeacon Sandford in November 1934. It was a very big occasion and children lined up from the old building to the new building. The Committee of YID and Lord Halifax were given a hearty welcome. Having unlocked the door of the new school with a golden key, Lord Halifax declared the school open and went on to say that it was the first time that he had visited the YID. He had known of the school all his life but had only seen it on his way to watch the Leger on the neighbouring Race Course. He was glad that it was a Yorkshire School and a school which stood in a position so distinctively as "that". It was impossible to exaggerate the value of the work done at such a school. It was difficult to

realise exactly what that value was. People were accustomed to think of speech as the means of communication between human beings. There were many people whose speech made others wish they were deaf and dumb - yet with the power of speech and hearing, it was for most of them difficult to contemplate and to imagine how the defects of human beings could be remedied. It was a miracle that a school like that worked. *"I suppose"*, said Lord Halifax, *"there could be no more truly wonderful, all-creative work than the work of teachers in a place like this, and how, I scarcely know, they succeed in working that miracle day after day and year after year in making the deaf to hear and the dumb to speak. It is something for which we can never adequately thank them."*

When the girls moved to their new quarters, the old school premises were used for boys for the time being. Plans for completing the new school were sent to the Board of Education for final approval as soon as the Committee heard of the Doncaster Corporation's offer of £20,000 for the land and old premises for the widening of their road in time for the 1938 Doncaster races. There was nearly £20,000 in the Trustee's Fund, quickly accumulated over the years from the legacies, donations and money for car-parking at race-times. As the estimated cost of completing the new school was about £50,000, the Committee was prepared to raise a loan from the bank for some £10,000 and there was no question of raising the children's fees.

The Board of Education wanted to know the boys' position during the transition period after the Doncaster Corporation's purchase of the land and the old premises. The Committee's reply was that the boys were to carry on in their old quarters until the new building was completed since the Doncaster Corporation would not be given possession of the land until the rebuilding was complete.

A CLASS OF PARTIALLY DEAF GIRLS USING AN ELECTRICAL AMPLIFIER 1935

The Board of Education was not too happy about having the Headmaster's House in the school. It was felt that such a house in the school was a relic of institutional practice. It was then suggested that the Headmaster's House should be placed away from the school. In the Committee's opinion, it was essential that the Headmaster and his wife, the Matron, should have the most convenient facilities for supervision. After all, it was a matter ultimately for the Committee to decide.

However the Board of Education approved of the plans and on March 9th 1939, the stone-laying ceremony for the completion of the new school was carried out by J.R.F.

Warde-Aldam as a tribute to his family's long standing connections with the school. Glorious weather favoured the ceremony which was watched by the children and the staff. After the prayers, Charles Watt, the Head boy and Marion Buckley, the Head girl, placed new half-crowns in the mortar beneath the corner stone before it was laid. After the stone laying and the blessing, the children sang the National Anthem. Some of the children,who had partial hearing were able to follow the piano, and those who were totally deaf followed by lipreading, ***"singing although they themselves could not hear what they were singing".***

By 1940, the new school was completed and provided accommodation for 160 pupils, together with the Headmaster's House, administrative office, a large Assembly Hall, 16 classrooms, dining hall, kitchens, dormitories, playrooms, bathrooms, washrooms and laundry, all on very spacious lines. The new School had been paid for out of accumulated funds with the exception of about £15,000 in the form of a loan from the Bank. The roll number was now 210.

In December 1929, Mr and Mrs Craig lost their only son, John (18) after 8 weeks' illness as a result of a painful accident. The state of John's heart did not allow him to play any games but he took a great deal of interest in everything connected with the school. He often acted as umpire and referee and was responsible for running the under-14 football eleven. During a game of football, the ball went over the rail onto the Town Moor Avenue. John in retrieving the ball climbed over the railings but slipped and the spikes of the railings pierced both hands. The death of John grieved Craig so much that the next ten years saw a safety first attitude in the care of children.

The running of the school under Craig was very rigid and routine. The standards were very high and improvements were always sought for. The teaching Staff did not enjoy the routine in school but one member said "Life was hard but we had fun". By this very spirit, the Staff kept together throughout. Craig was a very different person from Greenslade, mentally and physically. He was very conscious of authority and ran his school strictly by the book and was always about to see that the rules were being kept. Craig was never known to hit a child. A stern impression from him was enough to bring a child to tears. He always carried a bag of liquorice in his pocket and children knew this. Angelic faces won sweets. On Sundays Mr and Mrs Craig motored to church in the middle of the road arriving to meet a two-deep line of smartly dressed children outside the Parish Church. Men teachers wore suits, hats and yellow gloves and used their walking sticks.

Outings became more rare but traditional visits to Whitby, Filey, Scarborough and Frickley Hall continued. At Frickley Hall, nuts took the place of the liquorice which were thrown in the air for the children to scramble for. Senior boys were allowed to go to the pictures every Friday night and Senior girls every Saturday afternoon.

The tradition of pennies being thrown during race week to the Balcony came to a halt when they cracked a window and also cut a boy's head in 1938. Gone were the days when visitors hurrying along to join the crowd on the Race-Course would notice groups of happy looking children standing on the balcony of Eastfield House and would scatter a few coins amongst the children by way of displaying sympathy for them and of showing that they wanted to help them if they only knew how to set about it.

Craig was very active attending meetings and conferences connected with the education of the deaf. He was also active in connection with the National College of Teachers for the Deaf in his capacity as a member of the Executive Committee for many years, and held the Chairmanship for two years and acted as a examiner for the Diploma of NCTD. He was also a member of the Advisory Board of Education of the Deaf at Manchester University and acted as external Examiner of the University.

At Manchester University research made by the Ewings gave rise to the enthusiasm for class hearing aids. Their pioneer work created and maintained a new side of teaching the deaf which was becoming a permanent feature of the YID. As a result, a new electric amplifier was shown to Craig who expressed an interest in purchasing it. The Committee in January 1934, agreed to buy it for £80 and allowed two members of the Staff to attend the course on the use of the amplifier at a cost of £20. Craig felt that this was a step towards normality.

Craig assumed that what the oracles of the day said (Storey, Mary Hare, Carey Roe and Mrs Ewing) was gospel and he never seemed to think it necessary or proper to think for himself. For a long time, Craig had always advocated legislation to reduce the statutory age from 7 to 5 for deaf children and the Education (deaf children) Act of 1937 now declared that the compulsory age of admission to school for all deaf children was 5 years of age. So ended an agitation which had persisted for over 30 years. Then a year later, Craig stepped up the momentum by deciding that *"a resolution be sent to every Education Committee in the country that it is a matter of great urgency in the education of deaf children that a nursery class should be immediately established in every school for the deaf"*. In 1939, 16 children under the age of 5 were admitted even though no proper provisions for these nursery children were available.

In May 1939, Mr R Higgs, a colliery worker, whose son Brian was being taught at YID, asked Craig if Brian could be released from School so that he could have a week's holiday with his parents as Mr Higgs' holidays did not coincide with those of the schools. This was the first case ever presented to the Committee of YID and it was referred to the Board of Education for their ruling. The reply was that only one week was allowed in any school year in the case of bona fide absences and there was no reduction of fees.

Unfortunately the crisis of Munich and the war which followed in 1939 upset Craig's plans for the new school. The next two years saw the receipts from the Local Education Authorities falling substantially by some £2,000. The loss of money occurred because the LEA's who sent their children to YID deducted from their accounts a proportional amount in respect of absences of children from school. Because of this deficiency, there was not enough money to maintain the school efficiently. When war was declared on 3rd September 1939, the stocks had been allowed to fall to a minimum. The School had used up its funds to provide a splendid new school and had no voluntary income.

In May 1941, Mr and Mrs Craig retired. Craig (hard working but unimaginative) had always kept a well-disciplined school, of which he was very proud. He always revealed a kindly nature to anyone sharing his views and interests. The new School was the brainchild of Craig. The Committee said that they were indebted to him for his invaluable advice and assistance, derived from the experience of a life time in the erection of the new school. It was, they said, a splendid achievement with which his name would be forever associated. In the Craig era, a careful transfer of the YID took place from Eastfield House to the new premises in a matter of 7 years and to within 50 years without upsetting the organisation of the school. The school scene had been greatly changed. The comparison of the old and new schools revealed the ageing of Eastfield House. *"The old place had done excellent work"* was the echo.

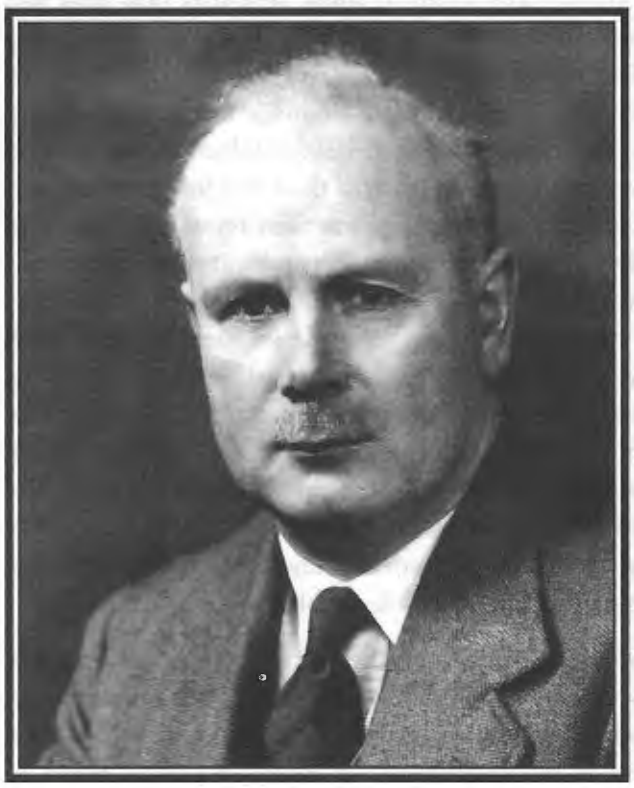
Mr and Mrs Craig went to live at Grafton in North Yorkshire and did much work in social welfare voluntarily. David Craig died on 22nd March 1947 and a year later, his wife, Martha passed away. They left a legacy of £2,000 to YID and from this, the Craig Memorial prizes took form. The prizes are awarded annually to the girl and boy who have made the most all-round progress during the year and who are also outstanding in character. Thus, the late Craigs' interest and affection for the deaf children is maintained.

CHAPTER 16

Greenaway's Early Years

MR E S Greenaway was appointed the fifth Headmaster of the Yorkshire Residential School for the Deaf and his wife the Matron. A pleasing feature was the receipt of a telegram of good wishes to Greenaway from Rev. Greenslade.

Greenaway was trained at Westminster College in London and left in 1927 as a graduate teacher with a BSc degree in Chemistry. After his qualification as a teacher of the deaf he had spent 13 years in residential schools for the deaf at Exeter and Anerley. At Exeter he saw how slowly the institutions had progressed from Victorian ways and how inadequately teachers were trained and recruited. At Anerley he realised how much ordinary physical activities could contribute and saw, too, how far residential schools for the deaf had to progress to catch up with the normal residential schools. Greenaway felt that this was due to the poverty of communication brought about by insistence on teaching by a pure oral method which resulted in retardation of the pupils and an overall state of hypocrisy among teachers and pupils. At that time, the work of the Ewings in particular on residual hearing was the subject of much discussion and experiment. Greenaway carried out a survey on hearing aids in schools for the deaf and during it he had the chance to visit schools for the deaf, which gave him many insights into teachers, philosophies and hearing aids. He had noticed the extreme limitations of the Heads in LEA schools and the possibility of freedom in the old residential schools for the deaf in spite of their charitable origins. He visited the old school at Eastfield House twice and the appearance of the old school did not shock him as he was used to the old Exeter school.



ERIC STANLEY
GREENAWAY
HEADMASTER
1941-1965

(Photographic collection of the School)

In 1933, he married a girl whom he knew in his school days and whose ambitions in education were similar. Mrs Greenaway had been a teacher and headteacher in normal schools and, after marriage, acquired further qualifications in Dietetics and Institutional Management and undertook Voluntary work in London schools. They both underwent the experience of the Blitz.

After Craig's resignation at Easter 1941, Mr and Mrs Greenaway applied for the posts and were approved by the Committee (now hereafter called the Governors). In May 1941, taking up his new post, Mr Greenaway remembered the problems during his early teaching career and hoped to be able to put these right once he had his own way. Meanwhile Mrs Greenaway, as the new Matron, was now applying her expertise in the domestic affairs and in problems arising from the War.

On their arrival, they found that the old buildings of Eastfield House, the 1901 School Hall, Gym and the Swimming Baths had been evacuated and taken over by the Doncaster Corporation and various branches of the Armed Services. The children were settling down to War conditions in the New School and in the Infants Building. Rationing was at its worst and life had many problems. Labour was scarce.

To offset rationing difficulties and to work to the advantage of the school, many acres of wasteland were ploughed up by some of the Senior boys and root crops and potatoes were planted. The result was that there were enough potatoes to feed the school for one term and more than ten tons of produce were added to the school larder. Miss Bell's cookery class showed what could be done by preparing wartime meals. Senior girls under the watchful eye of Miss Sturges were hard at work making garments for the Infants children and for themselves. Special attention was paid to outdoor activities. Miss Medd was responsible for the formation of a Dramatic Club while Mrs. Pursglove worked on the Brownies troop. Many other activities were also carried out by some of the ex-pupils now employed in the school.

The Teaching Staff was first rate, always participating voluntarily in the air raid precaution scheme. An acute shortage of teachers was now experienced as four male teachers were called upon to serve in His Majesty's Forces. Mr. Denmark, Mr. Lee and Mr. Buckroyd joined the army whilst Mr. Pursglove joined the RAF.

Meanwhile, Greenaway had ample opportunity to study young deaf children from 2 upwards and in addition had spent six months with normal children of the same age at a large war-time nursery school. He found that at the age of 3 the educational difference was small whereas at the age of 5 it was enormous. He began to think seriously how that gap could be reduced. He believed that the oral method of communication prevented the young deaf children from making progress which was in any way comparable with that made by the hearing children and that it also prevented them acquiring language in the normal way. Speech was not the first consideration in the education of the deaf children in the nursery stage. "IT IS LANGUAGE." He felt that the natural gestures of deaf children held the key to the acquirement of language. Such a valuable means of communication would give great pleasure to deaf children themselves and would allow them almost unlimited scope in their activities with other children. Greenaway pointed out that even though the children's progress through using gestures would far outstrip their progress in speech and speech reading, this would be to the real advantage of children and teacher since there would be a means of communication between them which would facilitate education in all branches. The oral method of communication imposed on young deaf children techniques which were too difficult for them, slowed up the rate of their normal mental development and failed to use their natural resources. However, Greenaway was firmly of the opinion that the oral method of communication was the ideal and speech and speech-reading were always essential features in his educational curriculum for deaf children.

The first need then for the deaf child was an understanding of language and a simple means of communication. Many normal young children learned the greater part of their vocabulary by their contacts with each other without the aid of 'teaching'. Given gestures, then, the deaf child would have a means of communication in many ways equivalent to that possessed by hearing children. When the deaf child entered the infants stage, the normal oral methods of communication would gradually come into being. The idea of using gestures in the nursery stage was then taken up during the war.

The number of applications for the admission of nursery deaf children was growing yearly:

1939... 16; 1940... 19; 1941... 22; 1942... 25; 1943... 39.

Thus there was the urgent need for additional nursery accommodation. The infants building was designed for children from 5 to 9 and was not suitable for those from 2 to 4, for example the washing, bathing and toilet facilities and the coldness of the floors. There was thus a need for a separate unit.

Before proceeding to set up a Nursery Department Greenaway decided to let the parents of deaf children who were being taught at school have their say. Questionnaires were sent to all parents. Also three special parents' days were held in order to give them deeper insight into methods and organisation. There were 144 replies which comprised 75% of the total number of parents.

> *"At what age would you advise the parents of a deaf-born child to send their child to school?"* 75% recommended the age of 3 years or earlier. Out of these replies, 47 had their children sent to school before the age of 5 and 83% said at the age of 3 or earlier.
>
> *"Do you think your child would have made such good progress if he had remained at home until the age of 5?"* From those 47 parents, 46 said *"No."* The odd parent had sent her child at four and a half but the child suffered tuberculosis and had to be sent home after a short time at school.
>
> *"Do you approve of the Nursery School?"* All said *"Yes."*
> *"Has there been any falling-off in affection between your child and members of the family because of his going to a school for the deaf?"* 143 replied *"No."*

Greenaway then surmised that if a nursery school for the deaf was to be set up, there would then be no disruption of family life. Educationally, nursery education for deaf children appeared to justify itself and the parents raised no objections at all.

Since the war nursery provisions for the normal children had developed rapidly with aid from the Government, but unfortunately no active assistance was forthcoming for the provisions for nurseries for the deaf. Even worse was the fact that the income of the School was now diminishing year by year. The fees had been raised but always lagged behind the expenditure costs. The Board of Education insisted that no profit should be made from the management of such a voluntary school as YRSD. So it was difficult if not impossible to accumulate a positive balance for future needs. Many LEAs had availed themselves of the facilities offered by YRSD and continued to take advantage of them. The School had no available capital and there was the loan of £6,500 to be paid off over ten years, partly paid from the School income of £1,500 per year.

Now that deaf children of nursery age needed a separate provision this called for a further financial demand on the already over-burdened LEAs. The Board of Education "encouraged" the education of nursery children but limited its encouragement by only providing half the grant. This did not incline LEAs to send pupils to YRSD. Greenaway decided to take action. To propagate Nursery Education for the deaf a pamphlet by Greenaway and Miss Massey was published and sent out to all Authorities and others concerned. In School, under Mr. Harland, the senior art classes undertook a big job. They decorated a special Nursery Classroom in the Infants building and the carpentry class made cots, chairs, outdoor beds and other suitable equipment.

Greenaway now turned his attention to the establishment of adequate facilities for occupational training for the Seniors immediately following the elementary school period. Again he sought the views of the parents on this important subject. Questionnaires were sent out to all parents and 151 replies were received. 82 were in favour of vocational

training after the age of 16. 50 objected and 19 gave no opinions. Perhaps financial reasons caused a number of them to vote against further education. Those against were in favour of placement and guidance scheme after the age of 16. Some who were against preferred a scheme of "approved apprenticeship" to industry.

Then parents were asked to write down what trades they would like their children to be taught or which they thought would be suitable for deaf children to be taught at school. There were 397 suggestions comprising 53 different occupations. Most popular subjects were joinery and carpentry (66), boot-repairing (53), dress-making (44), cookery (20), gardening (19), hairdressing and domestic work (15), farming (13), and tailoring and needlework (12). After some analysis, five main groups comprised of 75% of the total suggestions:

Carpentry and allied crafts	88
Dressmaking, Needlework, etc.	73
Boot-repairing	53
Domestic Science	47
Agricultural Occupations	44

The School had already carried out preliminary training for these occupations for many years. To carry it out more effectively, with improved provisions, the 1901 School Hall with its classrooms was planned to be converted into an Occupational Centre since classes were at that time being taught in the new School. But the 1901 School was serving as a NAAFI establishment and was not yet to be released; because of this setback, the Carpentry shop and the Bootmaker's shop were temporarily housed in the new School. For education after the age of 16 Greenaway decided that the main stream of school leavers should be placed in industry where they could be supervised and many would make better progress if they could learn a trade under actual workshop conditions.

One of the many interesting experiments being carried out during the first two years under the Headship of Greenaway was the sending of one of the girls to a Technical school. It was hoped that she would be the first of many who would benefit from the excellent educational facilities provided by Doncaster LEA for normal children. Miss J. M. Tomlinson's experiences in attending a local High School for girls were described by Mr. Harland in his article on 'An Experiment in Higher Education' in the April 1944 issue of 'The Teacher of the Deaf.'

The education of the deaf underwent some important radical changes during the Craig years. The lowering of the compulsory school admission age from 7 to 5, the development of nursery education, the work on defective hearing and the use of hearing aids were signs that a big change was needed. The School had to prepare for all these changes. New methods of classification and teaching were introduced in 1942.

Craig left a school of children graded by age and ability, taking little regard of hearing loss. It was a teacher-class arrangement throughout the school and all classes had a mixture of all degrees of hearing loss from almost normal hearing to total loss. Hence the casual visitor saw a school in which apparently all classes had some very near normal speakers which was excellent propaganda for the oral method of teaching.

The content of the curriculum and methods of instruction were traditional. They were laid down years ago when ideas and needs were different from those of the war years and though modified in detail had never been fundamentally changed. The whole atmosphere was academic, rather than real, cut off from the living interests of childhood. Emphasis at that time was laid on passivity rather than activity. Children were required to sit still, listen, accept and reproduce either orally or on paper.

Greenaway changed all this. The school was re-organised on a hearing basis which permitted a 3-stream classification in the Primary and Secondary school, the deaf, the oral deaf and the partially hearing children being grouped separately for the purpose of teaching. In the Secondary department the old order was changed and the teachers were arranged to teach specialist subjects according to their abilities and qualifications. Whilst the oral basis of education was always recognised, the restricted pure oral principle was dropped and teachers were allowed to communicate according to their teaching abilities and according to the abilities of their pupils. In brief, freedom of communication was introduced in an attempt to sweep away *"some of the old humbug."* Greater freedom inside the school was accompanied by greater freedom of action outside showing itself in the wide development of activities and a greater participation of the Teaching Staff.

Greenaway felt that the time had come when some clear thinking was needed in educational circles concerning the education of the deaf. The blackout during many long winter evenings enabled him to pool all his experiences and suggestions in contributions to "The Teacher of the Deaf" and the articles by E. S. Greenaway are a story in themselves during the war. At this stage, it will be seen that he was a clear-sighted Headmaster. He saw and advocated many reforms requiring to be made. He then tentatively put them into practice. By his eloquence with tongue and pen, he decided to *"go out in the work and preach the gospel"* for the betterment of the education of the deaf.

THE NEW SCHOOL, 1941
(From photographic collection of the School)

CHAPTER 17

Getting into Gear in the Late Forties

JUST before the war was over, Miss Firth of the Sewing Room died and one of her last wishes was that a number of flowering trees be planted in front of the new School in her memory as a mark of her appreciation for the School. These trees were duly planted. Whether they would blossom out or not was a question of time.

The war years which separated two eras in the History of the School, marked a transitional period in the education of the deaf. The old School, Eastfield House, was a thing of the past, and the new School, just completed, and under the new Head, was struggling to find its feet.

The Education Act of 1944 also marked a new era in the field of education of the deaf. It was unfortunate that the Act occurred so soon after the new School had been erected. However, the new building anticipated many of the provisions of the Ministry's Building Regulations, but needed some minor but costly alterations to meet the requirements laid out in the Act. This Act took a more comprehensive view of education and was concerned with the whole of the child's life and not merely his class-room education. It embodied many of the new ideas already anticipated by the School, that is, related to Nursery Education, the raising of the school-leaving age and the training of children for industry. It required that the out-of-school life of the Institution needed to be improved so that children would lead full and interesting lives. Now the School took steps to provide educational facilities which had to be at least reasonably adequate for the needs of deaf children. The financial implications were considerable but the new Act now eased the burden considerably since grants could be obtained for many approved extensions and improvements.

For Nursery Education, the Nursery and Infants Department was rapidly outgrowing its accommodation and was now ready for expansion into new quarters - thanks to the propaganda work to get very young deaf children to school. Parents of deaf children continued to play an increasing part with their demands for places and plans for the new nursery building were started.

Meanwhile, in June, 1945, there was a victory celebration and a festive appearance about the School. Victory had been emphasised for some time by the presence of Herrenvolk who, under armed supervision, had engaged in the task of rolling the School cricket pitch. The air-raid shelters were dismantled and much of the black-out was removed. For the first time, light was shining through windows of the new School. Rationing continued and there was a cry for materials to make curtains so as to give a homely appearance. In 1948, the Ministry of Education gave the go-ahead for the plans of the new nursery school after the building restrictions due to shortage of steel were lifted.

Before 1948, only a small number of children would have had regular access to modest Group Hearing Aid facilities. Many others would have derived benefit, but a shortage of equipment and teachers trained in its use made this impossible. This was all the more regrettable as the School educated a far bigger proportion of partially hearing children. The post war introduction of individual hearing aids was a major step forward in the education of the deaf. However, the heavy National Health Service hearing aids with two big batteries inserted in a bag and two large earphones were initially available in small numbers for older children only. Then along came the wearable light individual aids which were issued free to all schools for the deaf.

There arose an interest in the precise assessment of the hearing loss of deaf children. Such assessment of the hearing loss of deaf children, had, of course, always been carried out ever since the founding of the School in 1829. Subjective and crude methods of measurements of hearing loss were used as explained in the earlier times. Now it was possible to test the hearing loss objectively by using a pure tone audiometer and results of the hearing loss were plotted on an audiogram giving an idea of what grade of hearing loss the 'deaf' child had. In 1949, deaf children began to be issued with hearing aids.

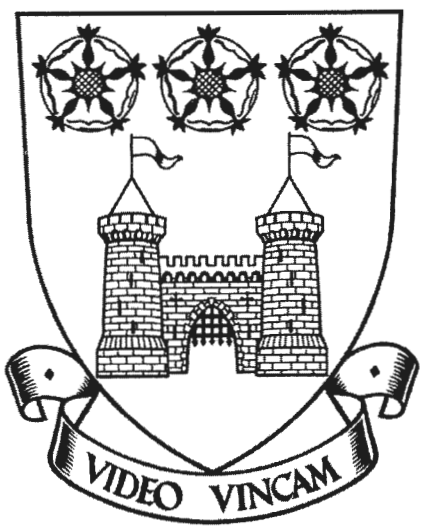
Experiments on sending pupils to the Technical High Schools in Doncaster continued with the children remaining as residents at School, thereby receiving tutorial help from the staff, and the number of pupils usually amounted to about 4 per year. In 1949, two girls, Ena Greenfield and Sheila Kefford won places at the Mary Hare Grammar School for the Deaf. This school, the only one of its kind in Europe, was opened in 1945 in Burgess Hill and later in Newbury, South of England, and at this school the brightest deaf children receive an education equivalent to that of the normal Grammar School and conducted along oral lines. Entrance is by examination alone and is highly competitive and limited to a few places.

An important change in the administration of the School took place on July 1st, 1948. Previously, the Committee wishing to give the LEAs of Yorkshire seats on the Board of Governors asked the Ministry of Education, now acting as Charity Commissioners as well, for assistance in drawing up a new scheme authorising such representation. In consequence of the new scheme, the old traditions retained by the long serving members of the then Committee and the modern progressive influences exerted by the LEAs now went hand in hand and at the same time the School retained its complete independence. The usual annual general meeting was replaced by making the event a School function at which those present could see something of the work of the School. Thus the first ever Prize Day occurred in 1950.

In 1949, the title "Institution" was officially altered to "Residential School". Greater stress was now being placed on 'freedom' and 'activity' and the restrictions so long associated with an Institution were disappearing.

The year 1944 also marked a change. The Archdeacon Sandford died after resigning his Chairmanship of the Committee in 1944. He had been a member of the Committee for nearly 40 years, 20 of them being in his capacity as the Chairman. He had given invaluable service to the school. Col. Warde-Aldam took his place thus ensuring the continuity of the family interest in the School.

Thus Greenaway, backed by the Governors and by the loyal support of the Teaching Staff and of the Domestic Staff, succeeded in getting into gear for a real face-lift for YRSD. At the same time, Greenaway's personal reputation grew in his capacity as the Editor of "The Teacher for the Deaf", as the Champion of the Adult Deaf and as speaker in many meetings and in Conferences and he was now internationally known through his literary work on the education of the deaf.



THE NEW SCHOOL LOGO
1951

CHAPTER 18

In the Nineteen-fifties

MISS Firth's trees now blossomed fully giving a splendid appearance to the front of the School and likewise the school prospered in the 1950's, taking the lead whenever possible. The sight of the blossoming trees made hearts rejoice at the prospect of better times but it proved to be a signal of a coming period of anxiety as to whether all the labours undertaken for the school would likewise blossom and bear fruit.

It is often stated that *"a good wine needs no bush"* and the School felt that it needed little to advertise its good works. It was felt that for over a century of endeavour and progress the school deserved some form of recognition. It decided to apply to the College of Heralds for a coat of arms. As of 1952, YRSD possessed an officially registered badge showing a shield of the Doncaster Castle and the Yorkshire White Roses combining to indicate the town in which the School is domiciled and the County which it largely serves. A School motto was a desirable addition and after much thought and research,

"VIDEO VINCAM"

was finally settled on as appropriate to the reputation of the School. It means *"I see, I will overcome."* It refers to the general method of instruction and learning by deaf children and to the determination necessary for the overcoming of the handicap of deafness. The new school badge was worn, is still and will always be worn with pride by boys and girls being taught at YRSD.

The completion of the new Nursery School was another advance which gave rise to general satisfaction. The site was near the Infants Building so that the new Nursery School was adjoined to it yet distinct from it. On May 19th, 1952, it was officially opened by H.R.H. Princess Mary. It was a great day and the Royal Visitor charmed everyone with her gracious manner. This historical event opened a new chapter for the School as the Nursery School was the final unit planned in the educational organisation by Greenaway in his early years of Headship of YRSD. It meant that the school now faced a prolonged period free from the problems of expansion and attention now turned to the essential problems of the technique of teaching and matters of the curriculum and of the development of speech and auditory training for deaf children.

During the early 1950's, the school continued its good work in the development of hearing assessment and was now spreading the wearing of individual hearing aids. A Group Hearing Aid for ten children was constructed in a special acoustically treated classroom called the Speech Centre. It was found that many profoundly deaf children could hear something of greatly amplified sounds through the Group Aid and so could be helped to improve the quality and rhythm of their speech.

In 1952, when the new Nursery department was opened a smaller Group hearing aid was constructed for use by younger deaf children and had its own Speech Centre. They were also supplied with Medresco aids so that they could make the best use of their hearing from an early age. Such provision allowed the separation of deaf and partially hearing children for teaching purposes. Teachers, parents, School Medical Offcers and Education Officers had to be convinced of the desirability of early assessment, early auditory training and an informed decision as to correct placement. Gradually, starting in the early 1950's, pre-school children and some older partially-hearing children came to Doncaster by appointment from the local education authorities and often from further afield. Audiometric tests speech tests, a brief introduction to a hearing aid when necessary, parent guidance - this was the start of what would eventually become an important contribution by the school. In later years this would develop into a service much valued by School

administrative areas, that deafness of all degrees could be treated educationally, either at school or elsewhere. The facilities available at school were staffed by experienced, qualified teachers to give a complete service to children suspected of being deaf. Accurate placement at an early age was essential.

Mr Bingle and Miss Prentice, both members of the Teaching Staff, now extended the usefulness of the Speech Centre by undertaking the examination of "deaf" children at YRSD and in 1952, all partially hearing children at YRSD were transferred to schools for the partially-hearing children newly established throughout the country. YRSD was in future reserved for DEAF children only.

Experiments were carried out amongst the deaf children at YRSD. It was found that the nursery deaf children were too young to give reliable responses to audiometric tests. So other tests were used, using percussion toys. Again it was found that many of the severely deaf children could discriminate between speech sounds and receive valuable help in recognising and reproducing sounds of various frequencies with the help of hearing aids. A warning was issued to parents that these individual aids would only have very limited use. They were aids to speech-teaching. Most deaf children would not be able hear "words" though they might hear sounds. This was a great difference. Even when deaf children were used to wearing their hearing aids, they were not hearing speech as a normal person would hear it. It was then realised that the ability to hear and understand speech was not the same as the ability to hear sounds of varying frequencies as measured by pure tone audiometers. The study of hearing for speech was now developed by Miss Taylor. When teachers became more skilled in the use of hearing aids, they knew by watching the progress of deaf children that there was limit beyond which the hearing aid could not help to counteract the hearing loss.

Although the Report of 1938 mentioned the advisability of educating deaf pupils and partially hearing pupils separately, the need to bring this about was not insisted upon. This report proposed that children with defective hearing should be classified into three grades. Grade 1 children were those with slight hearing loss who could receive normal education provided in normal schools. Grade 2 children were those whose hearing was so defective that they required for their education special arrangements or facilities but not the educational methods used for deaf children without naturally acquired speech or language. These were mainly partially hearing children and some severely deaf children. Grade 3 children were the DEAF children who required special education who had no naturally acquired speech or language.

The Ministry of Education was slow to realise the need to implement this policy and not until 1956 was it declared that their policy was that whenever practicable deaf and partially hearing children should not be educated together. YRSD had made its point at last.

In 1956 many individual speech training units were obtained and as they were portable they could be used in classrooms for individual speech training. In 1958, all deaf children had been relieved of the heaviness of the old Medresco aids when they were supplied with the new Medresco transistor aids. Some ex-pupils remembered these exchanges with mixed feelings. They used to hide their money and sweets in the large battery cases and were now being issued with new ones which were much smaller. They, especially the girls, had a problem of hiding them. However the size of the new aid did much to reduce the self-consciousness of the wearer as the old one attracted much attention in the street.

Induction loops were now installed in all classrooms and children were given different aids which could pick up sounds from the loops. By 1960, the provision of hearing aids was now completed.

After the Nursery School was established the school roll was allowed to reach the maximum of 250. The average roll throughout the 1950's was 248. With partially hearing children being admitted only for very special reasons in 1952 and thereafter, this change of policy might have been expected to cause a reduction in numbers. However, no such reduction came about since the LEA's realised the benefits of earlier education and the age of admission gradually dropped. All children admitted to the Nursery and Infants departments were initially classed as "children with impaired hearing and treated as potential pupils for 'up-grading' following a course of auditory training and oral training". Children who made marked and satisfactory progress were considered from time to time to transfer to normal schools for partially hearing children. In general this meant that the only children transferred from the Infants school to the primary department were those who were definitely classed as DEAF.

From 1941 to 1969, out of a total of the 676 pupils admitted, 103 were upgraded (i.e. 15%). Of the 103 pupils, pupils transferred to hearing schools to:

Nursery and Infants Schools	6
Primary and Secondary Schools	59
Grammar Schools	3
Technical High Schools	4
Schools of Art	4
Special Schools other than Deaf.	3

9 pupils were transferred to the Mary Hare Grammar School and 15 pupils to partially hearing schools and units.

The 1950's saw some gradual changes in the classroom throughout the school as a result of many partially hearing children being transferred to other schools. Deaf children were now defined as *"pupils who have no hearing or whose hearing is so defective that they require education by methods used for deaf children without naturally acquired speech and language"*. The main problem facing the staff at YRSD in the education of deaf children was and is still the development of language.

An idea of a lesson being carried out was beautifully expressed by Mrs Hockenhull, a teacher of the Deaf in the Primary Department, in 1955.

"Dig that Crazy Worm"

The Biology Syllabus for the last term
Included some lessons about the worm.
We read and we wrote, we discussed and we drew,
We modelled a likeness in plasticine too;
And one of the boys gained the class's regard
When we found that his worm measured over a yard.
But one thing we still had to do - What was that?
To examine the worm in its own habitat.
"Let's dig up some worms and keep them in here..."
My proposals received with a vigorous cheer.
So the following day at twenty past nine
The class sallies forth in an orderly line.
Some confusion arises because Number Four
Squashes Three's thumb in the Archway door;
But peace is restored and out we walk,
Armed to the teeth with a spade and a fork
Number Five's bearing a box full of soil

In which we intend to imprison our spoil.
It's lately been raining and here on the floor
Six ecstatically notes there are worms by the score;
Some of the creatures are quite all right.
But others - Oh horrors - are tri-part-ite.
Regardless Six gathers them up till I say,

"I'm sorry, we only want whole ones today!"
Arrived at the garden, I say to the crowd,
"Choose your own weapon and three digs allowed,
And every worm must be put in the box
No slipping them into your classmates' socks."
Number Eight chooses a spade for the work,
Plunges in deep, and up with a jerk.
The garden resounds with a terrible cry
As a spadeful of earth hits Two in the eye.
Two seizes a fork, urged on by the throng,
And attempts to impale number Eight on the prong.
I send them off packing to school in disgrace
There's a good deal of garden still stuck in Two's face.
I turn to the rest, still rather irate,
"Whose turn is it next to excavate?"
The fork is selected by Number Nine
And he raises it high with a worm on each time.
Such a wonderful aim receives a loud hail,
Though Nine has become unaccountably pale.
We gather up worms from the earth and the grass,
And then we decide to return to the class:
But catastrophe strikes as we pass through the door
The box slides collapse, and there on the floor
Earth, worms, all lie scattered in dreadful disorder
Next time we'll leave fauna and go onto flora."

In the late 1950's, Mr. Hockenhull, the Senior Master, brought in the system of co-education in the Secondary Department for the first time. It was felt that the social poise of both boys and girls would improve greatly by adopting the new system. To speed up the rate of learning of deaf children, teachers in the Secondary Department now specialised in the subjects which they themselves knew well. The pupils instead of remaining in classes under the sole charge of their class teacher now went to the various lessons in the curriculum to the respective specialist teacher. By introducing these changes pupils could be encouraged to learn from the specialist teacher and also children and teachers would get to know one another better. Boys and girls were taught together in all subjects except Physical Education and Handwork. By the system of co-education deaf children of 16 years of age would leave school to face the world as well prepared as teachers could possibly make them.

One of the most popular of indoor entertainments was the T.V. set bought in 1956. *"It helps to while away the winter evenings and adds a spice of variety to School Life."* The set was not an ordinary domestic type but one which threw a picture on to the screen large enough for the audience of a hundred children to watch. For deaf children, television was and still is, a great attraction. With television at home, books were laid aside. Previously books read at home were valuable aids for acquiring language. Some deaf children were now glued to watching the television instead of normally seeking their amusement with

friends of their own age in Clubs and organisations provided for them. So television viewing was "controlled" by teachers and Child-Care staff and their duties to see that the material in the programmes was suitable for deaf children.

SPEECH TEACHING
IN ACTION

(From photographic collection of the school)

In 1959 the BBC were making a film for the deaf children's programme. The story of the film was about two deaf children who were being taken on a personally conducted tour of York by the Lord Mayor, Alderman R. S. Oloman, who was also the Missioner for the deaf in York. The two deaf children were Jennifer Quick and Trevor Thompson, both from YRSD, and they were the stars. During the film a small terrier ran suddenly into the courtyard of the Mansion House and they naturally chased after it until they finally captured it - this was no accident but had been carefully scripted! The unexpected arrival of a peacock (not in the script) gave the chance of some interesting scenes of children offering it chocolate though keeping a wary eye on the bird's beak. Then they were taken to the Castle Museum in the Lord Mayor's car. Inside the Museum in the early 19th Century street, much against the rules, they were allowed to pat the stuffed horse and

climb into the hansom cab - reminiscent of travelling days in the Baker years. It was an experience that Miss Prentice, Jennifer and Trevor would never forget.

On the recreational side all kinds of games were played. Matches against hearing schools were organised. Greenaway was in his prime with bat and ball. Teachers still performed their evening duties with the Child-Care staff. *"Nothing to do"* was the dismal cry that arose in the playroom one grey windswept Summer evening. The Juniors had worked their way through all their favourite dramas but soon tired of them. The gossiping gradually came to a standstill. After Mrs. Hockenhull, the teacher-on-duty, had paced all day and was longing for her carpet slippers, she was desperately thinking out a new activity. Then she exclaimed, *"I know, we'll have a skipping contest. Anybody can enter and the one who skips for the longest time is the winner"*. So it went on - the marathon skip! Otherwise there was a tank of goldfish and some children would stand and stare for some time, finding the goldfish hard to lipread.

School journeys, both entertaining and instructional were now becoming more frequent but with a difference - they were designed to introduce Seniors not only to other parts of the country but to themselves. In order to prevent the Seniors a sense of inferiority which might affect their future, it was therefore important that they would be given the chance to prove to themselves that "when they go into the world they are equals of the rest of society". Youth Hostelling was a notable feature in this respect. Boys were given further opportunities and the more ambitious sought out more strenuous activities in canoeing on the River Wye and climbing in the mountains. The ability to face dangers and to undergo physical hardship is a most salutary form of self-realisation while it provides proof of essential self-confidence. It certainly removed any feeling of inferiority shown by the Seniors.

One hears it said that the twentieth century is the century of the machine but it is not entirely so. Here and there one can find craftsmen whose skill is valued and admired. There were many skilled woodworkers, joiners and cabinet makers who were trained by Mr. E. W. Baxter who had been in school for nearly 34 years. He used to teach his trade to the boys. Beautifully made carved chests and furniture can be found throughout the school. One of his most distinguished pupils, Martin Dutton, had achieved a country-wide reputation as a wood carver and craftsman. He was apprenticed to Mr. Thompson, the "Mouseman" at Kilburn, North Yorkshire, and set up his own business near York in 1950. Martin, the man who signs his superlative work with a carved lizard, made many oak articles for churches and schools. One of his best works was a four foot figure of Saint Blaise, patron saint of Woolcombers, which now stands in a Roman Catholic Church at Bradford.

The Ministry of Education began to frown on trade training of that type and the woodwork done by the boys now is not intended to be, as once it was, an apprenticeship to a craft. Greenaway made a survey of the occupations followed by deaf pupils on leaving school from 1946 to 1960. He drew an interesting comparison with the survey carried out by Baker in 1870 which revealed changes in occupational opportunity and industrial progress:

BOYS	1870	1946-1960	Notes
Boot and shoe trade	39	31	(1)
Metal, wood and allied trades	52	58	(2)
Agriculture	40	11	(3)
Printing trades	39	1	(3)
Clothing manufacture	25	0	(4)
Tailors	23	0	(5)

Masonry	11	0	
Miscellaneous	13	58	(6)

NOTES

1) In the 19th Century those employed in the Boot and Shoe trade were essentially bootmakers. Today they are repairers.
2) Metal and Wood trades have increased and still provide the greatest opportunities for individual skills.
3) Due largely to industrial changes in agriculture.
4) The greatest loss to the deaf was the discontinuation of this trade training which ceased during Howard's time (end of 19th Century).
5) Due to industrial changes and to the fact that this training was also discontinued.
6) Now a considerable number of boys are engaged in new industries (motor and new light factory industries).

One could not help noticing an article written by Mr Bisell, the teacher of shoemaking in the School Magazine in 1957:

"Days may come and days may go but shoe repairs go on for evermore."

This quotation was based on the fact that in the six years before 1957, Mr Bisell and the boys had repaired 14,000 pairs of shoes in YRSD. By 1960 the shoe repairing trade was rapidly declining as a safe occupation for the deaf boys due to changes in social habits and the mass production of cheap goods.

GIRLS	1870	1946-1960	Notes
Domestic (at home)	50	4	(1)
Clothing and allied trade	61	57	(2)
Factory workers	29	38	(3)
Domestic servants	22	8	(4)
Miscellaneous	8	26	(5)

NOTES

1) Figures for 1946-1960 reflected a social change in the life of women.
2) Here again a traditional trade has been maintained although the figures (1946-1960) represented a greater proportion of clothing factory workers rather than dressmakers and milliners.
3) The changes at (1) is reflected in (3).
4) Another social change.
5) Figures of 1946-1960 reflect the much wider range of occupation for girls today.

It will be noted that the figures of 1870 did not include the high number of "unemployed" deaf women. Most deaf girls appeared to be usefully employed in factories, since many of them anticipated marriage within some years after leaving school, such work might be regarded in many ways as satisfactory. Greenaway concluded here that one of the basic needs in the training of the Senior girls was a general education and a sound training in Housecraft.

In the majority of occupations no great demands were placed on speech as a means of communication. Knowledge and the ability to use good plain language in reading and writing were much more important factors.

The relationship between the School leavers and the local Youth Employment Officer was and is still regarded as essential. Parents often asked themselves *"Who will find my child a job?"* when it was time for their children to leave School. Seniors had already made useful visits to a number of local industries in connection with their general preparation for after-school life.

About three months before leaving school, the would-be school leavers were interviewed by Mr. L. Smith, the Doncaster YEO, with the help of the teacher of the deaf. Notes were taken of their educational attainments, general ability and special aptitudes. Then he would contact the YEO in the school leaver's home area who would have a very detailed knowledge of all the employment possibilities in that area. The YEO would then call on parents in order to find out their wishes and arrange interviews for school leavers and parents to attend the local YEO. After this it was not unusual for most of the school leavers to tell their friends, teachers and classmates what job they would have.

Financially and inevitably the rise in costs always resulted in the raising of the fee charges. Since YRSD was not permitted to make profits the fees charged accurately reflected the costs of maintenance. Over the years from 1941 to 1969, the rate of increase of fees averaged 4.5% i.e. only 0.1% less in proportion to total costs in spite of a reduction in the numbers per class and a consequent increase in the number of teachers in the school. The amount spent on electronic equipment and its maintenance came to about £8,000.

In the autumn of 1957 Mr. and Mrs. Greenaway, at the invitation of Canadian and United States Associations for the Deaf, visited schools for the deaf in North America. They studied methods of education for deaf children and saw something of the status and achievements of the products of those schools. They found that educational opportunities were greater since the leaving age there was from 18 to 21 years of age. This made possible a higher standard of education for all deaf with facilities for realistic preparation for adult life including trade training geared to industrial conditions. They also found that the use of a Combined method of communication, that is, in addition to the oral knowledge, much easier for those who had little or no hearing. Greenaway felt that the education of the deaf in England had achieved much but there was the need for further education for the deaf including better training for industry.

While Greenaway was in America, Gallaudet College, in recognition of his services to the deaf, bestowed an honorary degree of Doctorate in Literature upon him. As a result of his visit to North America, the school has had many close contacts with Schools for the Deaf in North America. In the Summer of 1958 Dr. Marshall S. Hester, Superintendent of the New Mexico school for the deaf presented the prizes on Sports Day and a few weeks later, two members of the Teaching Staff, Miss Cooke and Miss Barber, went on an exchange of service to schools for the deaf in Canada and the school had in their places for a year Mr. Charles Dakin, from Vancouver, and Miss M. Miller, from Alberta. Greenaway was frequently asked to recommend or suggest teachers for service in America and teachers from YRSD were in special demand in USA - indicating the high opinion held of YRSD abroad.

Finally, it is interesting to note Mr. Dakin's impressions of YRSD whilst he taught for a year at school.

"As the taxi brought me to my destination in Grandstand Road, Doncaster, I caught my first glimpse of this huge school where I am spending a year. The brown, brick building with its extremely long frontage and sides and its large iron gates, struck me as being austere and very old. This is marked contrast to the Schools of Western Canada and America, the majority of which are the acmes of modernity. Within the walls of the school, though, genuine friendliness and warm hospitality on part of the Staff were at once manifest. It takes a newcomer (of average intelligence) a week to find his way through the maze of corridors.

Sports Day, on the day after my arrival, turned out to be a grand affair. Boys and girls from all departments, clad in their sports costumes and navy jackets, marched in houses under their respective prefects to the spacious boys' field. The events, 39 in all, and consisting of an interesting and varied programme, were smoothly and efficiently run within a space of two hours. Nearly every boy and girl was exceptionally keen in the games.

The teaching methods here are the same as in Canada and the USA but I find the school is not elaborately equipped in the way of teaching materials as in our schools. Consequently the teachers must sacrifice extra time daily after school hours in compiling their own subject matter as well as in preparing the day's work. They are unstintingly doing a fine job in keeping the children's education up to a good standard. What has kept me pondering from time to time is the fact that, according to English Law, children here must leave School at the tender age of 16. Their attainments at that age rarely equal those of their hearing contemporaries. Among the large group of boys here are many who could progress much farther with a special extension of educational provision for the deaf schools. I dread the thought of where I myself might have been now had I been compelled to leave School at 16 instead of 22.

The teachers here perform quite a lot of day and evening duties, and in that way manage to keep in closer contact with the children. This enables them to intensify the children's training. On first observation the hours seemed very long, but since I have been put into the task, the time has flown away quickly and before I know it, I am going to find myself back in my old classrooms at Jericho Hill School in Vancouver."

Mr. C. Dakin was a remarkable man - a totally deaf teacher of the deaf. His competence as a teacher was much to be admired and his warm friendliness won him many friends at YRSD. Greenaway realised that during the 1950's, there was nothing to compare with the great strides made in education for the mass of normal children as that for deaf children, and after his tour of North America, he said,

"We are not yet giving our own children the fullest chance to develop their natural abilities and skills. Except for a special few the deaf in this country have to be content with a very elementary education. We must believe in the ability of our own children and give them full opportunity in all aspects of education."

The work of Mr. C. Dakin convinced Greenaway that there was a place for deaf teachers in this country. He said:

> *"We must get rid of that old prejudice held in high places that the deaf are not capable of helping the deaf. The deaf can be excellent teachers of the deaf and they are needed in our schools as teachers and examples. When we get their opportunities in education, and when we can pour out each year a steady stream of well-educated deaf people, then the deaf in this country will become a proud, successful and independent body of people."*

In 1959 the Eastfield House, the old school, was demolished and Greenaway wrote:

> *"Although its departure is a matter for some regret it is a matter for rejoicing that it has left a worthy successor in the present school to carry on its work for deaf children of Yorkshire. All good institutions must develop and progress demands the elimination of the old and the building of the new. Thus we must look upon the passing of our 'old home' as a reminder that we yet have work to do and further progress to make."*

CHAPTER 19

Greenaway's Last Years

UNFORESEEN and unpredictable changes in the policy and theory of the education of the deaf took place in the late 1950's. It meant that YRSD had reached a critical point not only in the history of the school but in the development of the education of the deaf. The year 1958 saw an upsurge of interest in the problems of the welfare of the deaf coming from such varied sources as the National Institute for the Deaf (general welfare of the adult deaf), the North Regional Association for the Deaf (further education, employment and technical training), the National Deaf Children's Society (general welfare of deaf children), and the Ministry of Education (school organisation, teaching techniques, etc.)

Also there was a marked interest shown by the medical profession in the problems of diagnosis, residual hearing and auditory training and a steady advance from such sources of experiments in the training of very young deaf children through the services of a rapidly increasing number of Audiology Centres.

YRSD had emphasised the importance of the early ascertainment of deafness and the establishment of Audiology Centres. Now there were signs that since these services originated from the new Audiology Centres controlled by medical and welfare personnel outside Yorkshire, the direction of the education of the deaf was gradually passing from the experienced educators into the hands of well-meaning but uninformed persons. The Experimental Centre for the educational assessment of children suffering from hearing defects and for the guidance of parents for deaf children of pre-school age had developed steadily under the capable management of Miss Taylor aided by Mr. Hockenhull. Now an increasing number of parents spent days at School to observe how their children could be helped at home during the period before admission. The Assessment Service was being used by more and more local authorities in Yorkshire. With the excellent support of the West Riding Education Authority, the School was able to expand this work and in 1960, the new Assessment Centre was established with the following functions:

a) Testing children for deafness.

b) Child guidance and Parent training for deaf children before school age. This is done by visits to the school and by the services of an experienced teacher of the deaf visiting the children's home.

c) The supervision of deaf and partially hearing children integrated into normal schools.

With the full co-operation of the West Riding E.A., the school assumed the role of a co-operative agent with the LEA's. A psychologist, an audiologist, peripatetic teachers and an ENT specialist all met the staffing needs of the Assessment Centre. This has continued to give excellent service to the School and the LEA's.

In 1958, there was a large-scale movement initiated by Miss Edith Whetnall, to end the problem of the education of the deaf. She said with respect to children with all degrees of hearing loss:

> *"A child under the age of 5 should not be put in a nursery in which there are only other deaf children who do not talk. By the age of 3 or 3 and a half, these children should be put into an ordinary day nursery where there is a teacher fully trained in the auditory method... By the age of 5 the child should be ready to continue his education in an ordinary school."*

Greenaway, nettled by this thoughtless statement, sat up all through the night for weeks in his office at school and as a result of his labours, produced his finest paper yet published "Deafness shall be NO MORE or the Great Illusion" in 1959. He pointed out that if the programme suggested by Miss Whetnall was practicable, then the end of all schools for the deaf was in sight.

> *"Such a policy of Integration is fraught with many real dangers to the deaf children. For the children with good residual hearing, the benefits are large and obvious and can be taught in a normal school or in a unit attached to such a school. But with DEAF children, there is a very obvious danger that where such experiments are tried, they may be frustrated, and finally have to be withdrawn and sent to a school for the deaf as failures. With deaf children (as distinct from the partially hearing) integration should ever be a real policy but should take place on a basis of proved success from a school for the deaf to the normal school.*
>
> *The idea of units in a normal school is good. Units are readily established and avoid the sending of a child away from its home. The only danger here is that the existence of a unit would tempt an Authority to place within it that difficult case of the deaf child especially where there is parental opposition to the child leaving home."*

Thus by the setting up of a new Assessment Centre, YRSD again safeguarded the future of young deaf children by sharing the responsibility with the LEA's in their educational treatment of young deaf children.

The traditional residential schools for the deaf were now being criticised. Mr J B Perry Robinson in his 1958 report "The Care of the Deaf" said,

> *"Again, the energy which created the specialised and segregated education of the deaf - giving them a means of self advancement denied to all their forebears - has littered the country with large institutions ill-adapted to change and many of them inappropriate in their structure and traditions to what are now seen to be the educational needs of the deaf child. The very care and kindness which inspired the best of these schools, cushioning their pupils from an unsympathetic world, are now seen to be swaddling bands which often disable a deaf child from ever leading a normal life."*

Thus YRSD now stood at a critical point in its history when a decision would have to be made as to its future. There were two alternatives:

a) The School should remain aloof and await what might result from the changes being made.

b) The School should plan boldly in the light of what it conceived to be the needs of the deaf.

Of course, if the school remained passive, then it would be the end of YRSD.

At the same time the age of school-leaving for the hearing child had already been raised by one year and an additional year was being considered. This meant that the opportunities for the hearing were increasing especially when one considered many optional opportunities available in Further Education and the rapid developments of grammar and technical schools. It seemed reasonable to expect for the deaf a compulsory upper limit of

18 years with the possibility of optional extensions. There was the question of Technical Training. Training for modern industry is a highly technical matter requiring expensive equipment. It was thought that if arrangements were made whereby deaf students, who would eventually be placed in modern industry, could be trained with modern equipment and alongside normal hearing students, they would more readily profit by the process of integration into normal hearing life. This meant working with the Doncaster Technical College. The School would then be responsible for bringing students to the required educational level so that they could undertake training at the college with normal students. Certain elementary subjects of a technical nature could be taught in YRSD but where advanced training would be needed, it would be at the Technical College.

During the 1950's the Doncaster Education Authority were most helpful in experiments of an educational and technical nature. The Senior girls under the tuition of Mrs. Vickers, the school clerk, took courses in Typing and some courses in Art at the Technical College. These proved successful. Now there was a need for increasing the educational opportunities for the deaf by providing realistic Industrial Training geared to modern industrial conditions and by the provision of educational and technical assistance after leaving school.

This was another instance of where the breakdown of the old isolation of the School was needed and where combined action with LEA's was desirable. Only by such co-operation would the modern school for the deaf be able to play its full part.

MARTIN DUTTON,
MASTER CARVER
KNOWN AS
"THE LIZARD MAN"

(Photographic collection of the School)

So the second alternative, with the need to expand, was adopted and the School began to prepare its Expansion Scheme costing in the region of £250,000.

In 1961, plans for expansion were discussed with the Ministry of Education Officials and these were approved. The major building programme started in May 1963.

Meanwhile, the moral and spiritual training of deaf children was considered. In 1950, Greenaway pointed out the great benefit which the children would derive from having a School Chapel. So a fund for the building of the chapel was started. In 1960, there was the first ever appointment of the School Chaplain, the Rev. N.M. Harrison. He now conducted regular Sunday services for the Seniors and also prepared them for Confirmation. He and his wife were responsible for the welfare side of the children as well as taking up their teaching duties. They introduced the Duke of Edinburgh's Award Scheme in 1964 and this scheme has been continued ever since. They were also responsible for widening the range of out-of-School activities. The voluntary services of the Teaching and Child Care Staff continued to ***"keep the children busy and happy."***

SCHOOL MORNING ASSEMBLY 1965

In 1962, the first ever trip abroad was organised. A party of four deaf children under the care of Mr and Mrs Hockenhull left Doncaster and travelled overnight to Greenock to join 13 other deaf children on a cruise to Portugal and Spain. This cruise was planned by the British Deaf and Dumb Association's Further Education Officer, Mrs M Sheavyn. There were many other hearing children on the boat too. On board they had meals in a self service cafeteria and they were well looked after by the medical staff. A director of studies and his staff attended to the educational and recreational needs of the children. The cruise was a high success and what impressed both Mr and Mrs Hockenhull most, apart from the educational value of the cruise, was the way in which hearing and deaf children mixed together for all their activities in the most natural manner. They danced together, played games together and respected one another as equals.

It was not long before Mr and Mrs Hockenhull were appointed Headmaster and Matron of the Northern Counties School for the Deaf in Newcastle. They had been in School for 10 years and had been a real part of the School Life.

The School continued quietly and happily in the early nineteen sixties whilst the building programme was in progress. Towards the end of 1964, new residential blocks for seniors were completed and occupied, thus removing one of the major defects of the School planned by Craig. Now the Seniors were housed separately with adequate and appropriate amenities. They were able to develop their individual personalities in terms of dormitory arrangements and recreational facilities for the primary children. The Old School (1901) previously used as trade workshops was now converted into a Youth Club Centre. Educationally, the Primary and Secondary Departments within the School were reorganised by improving classroom facilities, adding new trade workshops for basic training and a new library.

In 1965, the School Chapel was at last built. It is an extension of the School Hall and the folding partition is used to separate the Chapel from the Hall. The Chapel itself is used for special purposes when only a small number of people are present, but when opened up into the body of the Hall itself it accommodates several hundred people.

The year 1965 saw the completion of the comprehensive building scheme envisaged by Greenaway in his early years. Dr and Mrs Greenaway then announced their retirement after 25 years of service to YRSD. Throughout their years at school, they never forgot the principles laid down by the Founders of the School in 1829 when they stated that the school had to take into account the educational, occupational and spiritual needs of the Founders. It was no design of the Founders that the School should be other than "a school for the deaf" and thus Greenaway found much satisfaction when in the 1950's children with useful hearing were no longer admitted. This was his greatest achievement, and among his many achievements, the Nursery school, the Assessment Centre, the emphasis on the important process of vocational training and the School Chapel are rated the best. In spite of the many changes which took place during Greenaway's years at YRSD, he made sure that the School was a happy home for deaf children both educationally and socially. Mrs Greenaway, the Matron was quietly responsible for the smooth running of the welfare of the deaf children and yet had the time to partake her duties as Justice of the Peace locally.

K. NUTTALL
GIVES A READING
IN SIGN LANGUAGE
IN THE NEW
SCHOOL CHAPEL
1966

(Photographic collection of the School)

Greenaway was an international figure in the field of education of the deaf and his writings have been acclaimed in many countries. He had been the chairman of the National College of Teachers of the Deaf and officiated at a most outstanding conference at Blackpool in 1955. He was the Editor of "The Teacher of the Deaf" for many years and the value of the articles and contributions which he made, greatly enhanced the reputation of the journal throughout the world. Dr. Greenaway was awarded the OBE for his services to the education by the American Schools for the Deaf. Before retiring to Wiltshire, Greenaway heard the good news that the Variety Club of Great Britain presented a new minibus to the School - *"a practical aid to integration since in it the deaf children could be taken out and about into the hearing world."*

Finally, Miss N. Hudson who taught at YRSD during the first World War under Greenslade paid a visit to the school and wrote:

> *"Before I go I would like to thank you for your kindness in allowing me to go round the school so freely. Remembering, as I do, the disabilities of the old building of 1914-18, it seemed a wonderful place. The children are fortunate indeed. I was much impressed as a professional teacher by the tone of the school and the remarkable feeling of happiness and harmony that prevails in it. I have taught for 28 years since leaving Doncaster in a High School in Johannesburg and have become very sensitive to the "soul" of the schools I visit. It was a very great joy to come back to Doncaster and I felt that there could be no better School for the Deaf anywhere."*

So Greenaway, a master in his profession, had continued a noble tradition and added his own considerable contribution to the development of YRSD.

In January 1966, Mr and Mrs Hockenhull were appointed Headmaster and Matron of YRSD.

FRANK AND MONICA HOCKENHULL, HEADMASTER AND MATRON 1966-1981
(From Photographic collection of the School)

CHAPTER 20

The Hockenhull Years 1966-1981

THE new extensions costing a quarter of a million pounds were completed in 1966. The objects were to divide the seniors from the juniors in living and teaching accommodation, to increase the size of the existing classrooms, to improve the facilities of specialist subjects such as the domestic science room and to provide a chapel, a youth centre, a Library, a new garden and separate residential blocks for senior children. The main kitchen was modernised, the old coal-burning ovens and ranges being replaced by new gas-filled ovens, cookers, friers and boiling pans. At the same time, the layout of the working areas was rationalised and improvements were made to increase efficiency and convenience.

Greatly helped by the experience gained as Headmaster of the Northern Counties School for the Deaf at Newcastle, Mr Frank Hockenhull with full support from Mrs Monica Hockenhull, faced the first four years which were mainly of a consolidating and exploratory nature. During these years, there were many changes in the Teaching Staff. Mr I Sage retired after 21 years at YRSD and Mr C D Bingle took his place as the new Deputy Head. The Rev. N M Harrison and Mrs Harrison left and took senior positions at the Maud Maxfield School for the Deaf in Sheffield. Mrs Bancroft and Miss M Bell retired having taught for 35 and 42 years respectively.

"Their loyalty is in keeping with the best traditions of the older residential schools."

Now the school was undergoing a major educational change.

At that time, Mr and Mrs Hockenhull working as a team made the gradual changes and encouraged the pupils, the Teaching Staff, the Child Care Staff (replacing the old welfare staff) and the Domestic Staff to contribute their ideas towards the development of the curriculum and the out-of-school activities programme.

There was a noticeable and gradual change which took place over the last few years during Greenaway's headship and this was the quality of admissions of deaf children. At one time, most of the children admitted were straightforward cases of hearing loss from "normal" homes. There were some more complex cases but these were in the minority. Now the situation was reversed.

Although in many cases, parents had been able to play a highly successful process, and in spite of the welfare state and the so called affluent society, there was a steady deterioration in "home and parent" conditions. Reasons for this were that advances in medical science resulted in increasing number of infants surviving but with multiple handicaps. Changes in moral standards resulting in an alarming increase in "broken" homes, changes in social values, particularly the decline in parental responsibility, tended to create "poor homes", changes in social conditions including the rapid growth of urban life impoverished the home environment and led to "behaviour problems", changes in industrial conditions encouraged both parents to work and thus weakened the parental influence. The changes of educational policy favoured integration, often resulted in "retardation" and also led to behaviour problems.

It meant that Mr and Mrs Hockenhull had to do something about the increasing number of deaf children from such "home" conditions. So they decided to devote much time to the social training of deaf children in the nineteen-seventies. Having had ten years' experience as resident teachers at school, they did not like the idea of the Child Care Staff being employed in a purely supervisory role and under the direction of resident teachers. In 1970, Mr Hockenhull wrote:

SENIOR BOYS ON THE WAY TO THE DONCASTER TECHNICAL COLLEGE 1965

SENIOR GIRLS ATTENDING A COMMERCE COURSE AT THE DONCASTER TECHNICAL COLLEGE 1965

AUDITORY TRAINING 1968

(Photographic collection of the school)

"At a time when we seek to minimise the division between activities taking place in school hours in a classroom setting and those which are available after school, the contribution which Child Care Staff can offer towards the enrichment of the intellectual and recreational life of the children is becoming increasingly apparent. Their concern with the physical needs of the children continues but, together with the teachers, the Child Care Staff are providing children with opportunities to extend their interests and their experience of life in general."

There followed the setting up of an in-service training course in Child Care of a years' duration. This course continued for three years in an exploratory way but in 1974 the course of training for Child Care Staff was taken over by the Association of Non-Maintained Schools for the Deaf and it has continued since then to help members of the Child Care Staff in our school to understand the problems of deaf children more fully and to equip them to deal with the children with a greater degree of understanding and a more intimate involvement with their education.

Mr and Mrs Hockenhull played a major role in promoting such a scheme and gradually nearly all resident teachers moved out to prepare and to pave the way for many more Child Care Staff to be recruited. Miss S Musson was the first of the Child Care Staff to be awarded the nationally recognised certificate, presented by Dr E E Simpson of the Department of Education and Science in 1975. Two years later, the course had attracted international interest.

In the late 1960's, Mr Hockenhull gave several talks to the Teaching Staff on the ways in which both teaching and Child Care Staff could seek to enrich the lives of the children in the School. He said:

"Academic success used to be the criterion of a School's worth. It meant that many excellent young people who lacked the gift of easy verbal expression or of a numerical brilliance were considered failures. Teachers and parents knew otherwise. The scholastically bright did not always enjoy the most successful and satisfying lives; the average and below average scholars very often proved to be competent and prosperous adults. What is learned outside the classroom is equally important. We should strive to help our pupils to be well-rounded personalities, able to accept life's knocks as well as its rewards."

The impression of what Mr. Hockenhull saw in the nineteen fifties and sixties was that in the classroom, a teacher of the deaf, armed with chalk and handily near the blackboard, stood ready to impart instruction. The child whose attention wandered was in danger of a swift reprimand. *"Watch me. Put down that ruler."* The unfortunate child who failed to learn or retain the information given was chided and encouraged to do better. The teacher WORKED hard but the children? They were often bored stiff.

Mr Hockenhull had stressed all along that the fundamental education problem was and is that many deaf children have NO satisfactory way of acquiring language.

"Unlike the normal child, who through his hearing, effortlessly develops the ability to comprehend language and to use it himself in his expression and internal communication, a deaf child with the means at his disposal, falters and stumbles in his comprehension and expression and is crippled in his thinking."

He believed that the majority of severely, profoundly and totally deaf children would always find oral methods difficult and tedious. He asked the teachers that the material presented to deaf children in and out of the classrooms should appear relevant to the time when they would take their places in the larger community outside school, and that the moral attitudes and social conventions the teachers wished to inculcate should be justified to questioning minds. He felt that an authoritarian approach was not the only answer and that example and personal experience were more convincing.

The year 1968 saw some discussions on increased educational opportunities for normal school children when the raising of school leaving age to 16 was being debated nationwide. It meant that there was the need to match some improvements in general attainments as compared to that in normal schools. The school was not involved with the Certificate of Secondary Education examinations. As a result of Mr Hockenhull's quiet influence on the Staff, educational methods were slowly changing throughout the school. Children were now working in small groups, communicating with each other, moving about and being occupied with a varied selection of materials. The teacher of the deaf was either hovering in the background or dealing with the individual child amidst all the 'chaos'. Relevance, discovery and involvement are now part of today's educational practice.

Mr Hockenhull's views on the means of communication for deaf children were outlined in his memorandum submitted to the Lewis Committee which was in 1964 considering the place, if any, of fingerspelling and signing in the education of the deaf. In it he attempted to discuss the pros and cons of the cases of communication for the deaf put forward by the "pure oralists" and the advocates of the "combined system" in the light of his own experience and observations.

He favoured the combined system as he believed that signing could serve a purpose, though perhaps not a strictly educational one with the average deaf child. He pointed out that hearing people could express their emotions by the tone of voice they used. Finger spelling, like writing, restricted the expression of emotion. A sign, however or a gesture, could indicate feelings very graphically.

Mr Hockenhull added later that *"social contact requires communication. If communication between a child and his parents is bad, then their relationship is weakened. Every parent wishes his deaf child to achieve a satisfactory standard of speech and lipreading but I believe that, without in any way modifying that ambition, parents should also try to understand - and if speech fails - use the methods of communication the child best comprehends. In the family situation good communication between parent and child is essential and more important than the means by which it is carried out."* He followed this up by the introduction of optional five day boarding in 1972. This proved to be a popular move for both parents and pupils.

In 1967, Mr Hockenhull wrote:

> *"To issue a very young severely or profoundly deaf child with a hearing aid is only the first step in his treatment. His parents must be shown that in itself the hearing aid is not enough; that he will not learn to understand them and to speak himself merely through its use. Furthermore, they need to know that special efforts must be made to provide him with information, the social understanding, and the principles by which he must live, and that, unlike his hearing brother, he cannot acquire his knowledge in an easy, natural way. Instead, he must be taught by methods appropriate to his handicap methods best employed in a School catering especially for young deaf children."*

In 1967, Miss Taylor, who was with the Assessment Centre from its initiation and who did much with her expert knowledge to make it a success, left to take up an even more challenging post investigating suitable educational procedures for children who, though not necessarily deaf, are classified as non-communicating.

The work of the Assessment Centre had been going from strength to strength under Dr Ferguson and with the co-operation of the West Riding staff. The School was provided with a new diagnostic machine which would help in the discovery of children with hearing losses capable of improvement by medical or surgical techniques but its use was confined to hearing handicapped children in ordinary schools. The additional development of a peripatetic teaching service showed the School's policy of co-operating with Local Authorities in providing for children suffering from every degree of deafness on a regional basis.

The activities of the Assessment Centre continued until 1972 when the Doncaster Education Authority decided to set up, in conjunction with the School, a peripatetic service for partially hearing children in Doncaster. Also an audiometrician was employed for the first time by the school.

In 1975, the Government made it possible for deaf children to be fitted with commercial aids free of charge if it could be shown that the National Health Medresco aid was suitable for their needs.

In 1977, the school bought a set of phonic ears. A phonic ear is a hearing aid with the added facility of operating as a radio receiver tuned to the same frequency as a microphone used by the teacher. It profited children with useful residual hearing more than it did those with a profounder loss.

In 1979, the programme of replacing hearing aids with more powerful commercial aids was completed.

The school had another important duty to inform the general public about the problems of deafness and in particular the difficulties imposed upon deaf children by their handicap. In consequence, Mr Hockenhull spent many hours each year talking to groups and individuals who showed an interest in the School's work. By providing such information about deaf children to as many people as the School could, the understanding of the general public increased.

"There is a great deal of ignorance about deafness and its consequences..."

Mr Hockenhull's views on integration are worthy of note:

"For some years there have been people - some of them very influential - who have argued that the best way to prepare deaf children to live in a hearing world is not to send them to school for deaf children but to keep them in ordinary schools. They advocate a policy of integration. There are many interpretations of integration.

For example, some recommend that the child with a hearing defect should attend an ordinary school with additional help from a specialist teacher spending his day in the ordinary classroom with occasional individual tuition. For the hard of hearing boy or girl, who can make use of a hearing aid, this may, indeed, be a satisfactory arrangement. For a severely or profoundly deaf child who needs to depend on lipreading as well as aided hearing this type of provision is questionable. The deaf child may only understand between 5% to 20% of what his teacher says and will find it

virtually impossible to keep up with his classmates. Physical presence in the classroom does not, in that kind of situation, mean that he is truly part of the class. Rather than being integrated, he is isolated.

Others consider that children with a hearing handicap should be taught in special classes attached to ordinary schools and that they should join their hearing peers for certain lessons. Very good work is done in these "units" for those children who can make effective use of hearing aids and can join the regular classes for a fair proportion of the time. But if "integration" is limited to lunchtimes and playtimes, as it may be for the deafer children, it can hardly be claimed that such children are mixing in meaningful social or educational way with hearing children. Furthermore, if a child is unable to join the ordinary classes in the Secondary school, he is being denied an effective secondary education.

In such cases the benefits of "integration" are largely an illusion. Parents are, nevertheless, often attracted by provisions made for children with useful hearing in their local schools and are tempted to send their deaf children along. They hope for success and are pleased to have their child at home rather than at a residential school. Because the deaf child is at home, however, it does not automatically, mean that he is "integrated". Unless parents and siblings, neighbours and friends are prepared to involve the deaf child in their conversations and to explain family discussions and decisions, he will be isolated in the family, forced to take a back seat and to feel ignored and aggrieved. In the midst of his family he will feel a lonely stranger. Having a deaf child at home is paying lip-service to "integration" unless a real effort is made to involve him.

We, at school, would argue that we are working towards "integration" too. We are fully aware that one day our pupils will leave us to enter the hearing world to make their own way and to achieve independence. Instead of throwing the deaf child into the hearing world to sink or swim, we see our function as preparing him and training him for the problems and challenges ahead. Communication skills must be fostered and developed, educational standards must be the best attainable, maturity and social competence must be stressed and as wide an understanding as possible of the world of work and leisure must be incorporated in all we do.

We have the facilities in terms of plant and equipment to provide the right environment for this task: we have the skilled and qualified staff to teach, guide and encourage the pupils. We need, and seek, the co-operation and involvement of parents. The school is not a closed community designed to protect deaf children from the world. Rather it is the means to introduce them to it and to prepare them for independence in society as respectable and self-respecting citizens. The record of recent school leavers proves that we achieve a high degree of success in our ambitions for the children we teach."

By 1966 there was a growing number of senior persons who wanted to stay on at school after they had attained the age of sixteen. They wanted to improve their chances of

apprenticeships. At that time, there was full employment and there was little difficulty in finding jobs. So their ambitions were highly commendable. They continued to take part time courses at the Doncaster Technical College and were given the support from their teachers at school.

There were some who left school, and, wishing to complete their studies, had to attend their local College by day release or evening classes. They did so without the support of a teacher of the deaf, with lecturers who did not always appreciate their difficulties and often in isolation from one another. The School was now preparing to find a way to overcome these problems.

Mr. Hockenhull stressed the need to provide educational facilities for school leavers. In his 1969 Report, he said:

> *"Opportunities in further education for deaf people should be created not only as a matter of social justice, but for the very practical reason that they are needed now and will be essential in the future. It is fair to say that we are living through a second industrial revolution. The first industrial revolution transformed Britain from a basically agricultural nation into the manufacturing country familiar to us all. Our success as an industrial nation has been based upon a large force of skilled workers, trained in jobs which lasted them for life.*
>
> *Now we are in the era of mass-production, automation, computerisation and the introduction of new raw materials demanding different skills in their fashioning. The pace of change is accelerating. Within the lifetime of boys and girls now leaving School it is likely that the complexion of whole industries and trades will be radically altered. A man will have to accept that the job he chooses to take may disappear within a few years rather than in a lifetime, and that retraining for a new job will be a normal procedure in a working life. Such re-training will be carried out in some kind of educational establishment.*
>
> *Leisure time is increasing and is likely to increase still further. Opportunities must exist for it to be used profitably. Already local education authorities are providing - in evening schools and technical colleges - courses of study to help people employ their leisure time in interesting ways. Many of these courses are frankly recreational - nearly all are well-subscribed.*
>
> *It seems as if the State is making provision for the future as far as the general population is concerned with the facilities now available and projected for re-training and further education. If deaf people were able to share these opportunities and to profit equally by them there would be no problem about maintaining and improving their position in society. Unfortunately, experience has provided that deaf people need special provision to profit from further education and training. Such special provision is woefully inadequate. Those of us who are concerned with deaf children and adults should be pressing for improvements in existing arrangements. We should also be consulting and debating with deaf people themselves how best they can be served and what new initiatives would be most likely to achieve parity of provision with those who can hear.*

The development of what would be virtually a new educational framework for deaf people would be a costly business. The expense of general education already seems to many to be astronomical and a niggardly eye is turned upon any new suggestion likely, if implemented, to increase the cost still further. But some initiative in further education for the deaf is inevitable and is overdue. Money must be found and deaf people must be given the chances so freely available to those who can hear. To use a slogan lately adopted by teachers and which still sounds strange on their lips. 'On this there can be no compromise".

In 1972 senior children enrolled on a 'link' course. This course gave them the opportunity to try various trades from catering to concreting and from decoration to brickwork. The response was good and encouraging. Meanwhile, the Careers preparation given to the pupils in the Secondary Department together with the Careers meetings with parents and Career officers helped children to make an informed choice whilst at school.

1973 was the year of the 'Raising of the School Leaving Age' and this meant that the minimum age for school leaving was to be 16. An advantage of this was that deaf school leavers at the age of 16 would no longer find competition for employment from hearing school leavers at the age of 15, but the disadvantage was that the concession of allowing deaf children to stay on at School for one year was now removed.

In 1975, a new venture, the work-experience scheme, was tried out and organised for School leavers after the CSE examinations were over. It introduced them to the complexities of job applications, different methods of payment for work, income tax and national insurance contributions. It was a success and is now an integral part of the School curriculum.

In 1975, the School began to specialise and extend its facilities in Further Education, providing close links with the local Colleges of Technology and Art, special student accommodation and skilled support from the teaching staff. A pilot scheme was started with two students taking Catering Courses at the College of Technology and two students taking Fashion Courses at the College of Art and receiving the support of teachers from the YRSD. These four students lived in a large flat thus enjoying a more independent status than the pupils of the school. Miss Glenville, who had seen the effects of the lack of post 16 Education and training in the lives of young deaf school leavers, found that many were under-achievers and had not reached their potential.

Many of them had drifted into unskilled or semi-skilled jobs. So she carried out a survey of deaf school leavers in the North of England with the aid of the Mary Grace Wilkins Scholarship awarded by the British Association of Teachers of the Deaf. A report entitled "Transition from school to work" was produced and the conclusions confirmed her views. Furthermore, an increasing number of deaf sixteen year olds leaving units attached to the schools for hearing pupils were also under-achievers.

Two years later, as a result of working closely with the Doncaster Metropolitan Institute of Higher Education (formed in 1976 by a merger of all Doncaster Colleges) and setting up new further education courses, a part of the old redundant nursery school was used as a separate F.E. department and Miss Glenville took charge of this. From this centre there was a rapid expansion of students in the next few years showing the need and demand for the further education provisions. Work Preparation courses in conjunction with the D.M.I.H.E. were specially designed for deaf students known as discrete courses. The practical modules taken at D.M.I.H.E. were bricklaying, catering, floristry and plastering whilst the basic education such as numeracy and literacy was taken in the F.E. department

of the school. The main benefit of these courses was the acquisition of the practical skills for employment and these courses were successful as more students obtained jobs. Some students were able to return to colleges in their own area with sufficient skills to take part in day release or block courses as apprentices. A significant factor which attracted Local Authorities to send students to Doncaster for training was the evident maturing of students. Counselling in social and life skills as well as opportunities to live independently travelling to and from homes - however far away - by themselves contributed to more mature and self reliant deaf students.

New entrants come and school leavers go but reminders of old pupils keep coming in by way of letters, visits and even wills. The School received a surprise gift of £1,000 from Mrs. Watson whose son left school in 1927. Ronald Watson was admitted to school at the age of 9 in 1920. His deafness had been recognised six years before when he was three years old but such was the provision in those days his parents had received no help and no effort had previously been made to obtain suitable educational treatment for him. Once at school he showed that, even though high academic success was out of his reach his character was strong and sound. He enjoyed his school life, especially the physical training, winning several medals for swimming, athletics and games. He left school and took up work in the building trade in Barnsley. He remained with the same firm for the rest of his life until at the age of sixty he fell ill and died. His mother remembered his youth and the pleasure and profit he had received from his School and happily subscribed the money from Ronald's savings which had accumulated for his retirement but which he failed to enjoy. The money was used to purchase a new group hearing aid for the Primary class.

The outstanding visit of the 1970's was surely that of Mr. Fred Butterfield from Wakefield. He had made a special journey to his old School as his 80th birthday treat. Many children fired questions at Fred. *"Was your bed comfortable?"* (Hard beds) *"What do you think of our school clothes?"* (Marvellous. Let me tell you about mine). *"Were you punished?"* (I'll tell you about the teacher who hid the cane up his sleeve). *"Did you watch the horse-racing?"* There followed a list of hiding places to conceal pennies charitably offered by race-goers.

MR. FRED BUTTERFIELD AN EX-PUPIL IN LATE 1890'S
TALKING TO THE SCHOOL ON HIS PAST EXPERIENCES

CELEBRATION OF 100 YEARS OF CLOSE RELATIONSHIP
BETWEEN THE YRSD AND DONCASTER ROVERS F.C.
BILLY BREMNER, MANAGER OF DONCASTER ROVERS
RECEIVES THE PLAQUE
(Photographic collection of the School)

In 1973, the governors looked at their Constitution and methods of working with a view to bringing them up to date. It needed revision as it was last written in 1948. After the re-organisation of Local Government in 1974, the new Authorities appointed new Representative Governors. After three years of devising a new Scheme of Management, which was then approved by both the Charity Commissioners and the Department of Education and Science, the new Board of Governors had their first Meeting in October 1976. In addition to the usual Foundation Governors, the Board now included the Representative Governors from Councils from the Humberside, Lincolnshire and Nottingham areas as well as Doncaster, Leeds, Rotherham and Wakefield. There is a Governor nominated to represent the School Staff and two from the recently formed Parents' Association. In other words, the Board now represents all the many groups that go to make up the School and offers a wealth of experience in local affairs at all levels and in all professions. In addition, the Board revised the duties of their House and Finance Committee, bringing in a system of a planned visit once a term. The House Committee deals with many day-to-day and housekeeping problems referred to it by the Headmaster or Matron. The Board delegate many responsibilities to the House Committee which meets more frequently and is in a better position to investigate problems and make recommendations.

Back in 1973 the Secretary of State for Education and Science, together with colleagues from other Ministries, had agreed to set up a Committee

> *"to review educational provision in England, Scotland and Wales for children and young people handicapped by disabilities of body or mind, taking into account of the medical aspects of their needs, together with*

arrangements to prepare them for entry into employment;
to consider the most effective use of resources for these purposes;
and to make recommendations".

Finally in 1978, the Report, prepared by the Committee chaired by Mrs. Mary Warnock, was published and received government support.

There were many recommendations in the Warnock Report which had been standard practice for a long time and some had already been anticipated and put into practice. The Report stressed the importance of helping pupils in all schools to achieve a greater competence in social relationships and more awareness of vocational opportunities, the importance of providing careers preparation and further education provision. Mr. Hockenhull felt very gratified to hear that the policies which he and Mrs. Hockenhull had initiated and operated since 1965 were obviously widely approved of.

The year 1979 was the 150th Anniversary of the Foundation of the School. The year's celebrations commenced auspiciously with the visit by Her Royal Highness the Duchess of Gloucester on 3rd April, which was a great success. The exhibits and displays were the highlight of the day. The Duchess wrote afterwards to say how much she had enjoyed herself. The celebrations continued throughout the year with Open Days, displays of School work in public and sales of Commemorative China, and the School Coat of Arms was depicted in flowers in Elmfield Park kindly arranged by the Doncaster Local Authority. The celebrations culminated with the Prize Day in the Mansion House in Doncaster on November 1st.

Local education authorities in recent years have organised their own facilities in terms of schools, units and peripatetic services. The provision by the State of hearing aids, whose efficiency has improved enormously over the years, has meant that many boys and girls with hearing impairment have been able to attend ordinary schools with success.

The numbers of children requiring the kind of education provided by the Yorkshire Residential School has dwindled since and this diminution of scholars being entered has been compounded by medical success in the prevention of deafness in young children and by a decline in the birth rate.

If the number of deaf children is being reduced and if alternative methods of educating those who fail to find their way into a School like YRSD are successful, then society must congratulate itself. Many of us however, who are deeply involved with deaf children have serious doubts. Are all the children who require the specialist education we provide finding their way into Schools like our own? Or is social prejudice together with economic constraints keeping them in unsuitable educational environments? We cannot tell, but certainly, by the experience we have of applicants for the Further Education Department of the School, can have legitimate doubts. Many of them would have been happier and more successful had they had the opportunity of entering the School at a much earlier age.

The School looks forward to the next hundred and fifty years with equal confidence. It is determined to keep up with the challenges and the new technology of the years ahead. It will play its full part in deaf education as long as there is a requirement.

"Hats off to the past; Coats off to the future".

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LIST OF ILLUSTRATIONS

Front cover: An engraving of the Eastfield House
(Reproduced from the Annual Report of YIDD 1833, lodged in the Doncaster Archives)

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A.J.B.

1.5.96

Abbreviations used in the text

YIDD Yorkshire Institution for the Deaf and Dumb (1829-1904)

YID Yorkshire Institute for the Deaf (1904-1941)

YRSD Yorkshire Residential School for the Deaf (1941-to date)