A SURVEY OF IDENTIFICATION AND PLACEMENT PROCEDURES, TEACHER QUALIFICATIONS, FACILITIES, INSTRUCTIONAL PROGRAMS, AND FINANCING OF SCHOOLS FOR THE TRAINABLE MENTALLY RETARDED AND OF OPPORTUNITY CLASSES IN THE SCHOOLS OF NEWFOUNDLAND

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BY

FRED G. MARTIN

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The undersigned certify that they have read, and recommend for acceptance, a thesis entitled A SURVEY OF IDENTIFICATION AND PLACEMENT PROCEDURES, TEACHER QUALIFICATIONS, FACILITIES, INSTRUCTIONAL PROGRAMS, AND FINANCING OF SCHOOLS FOR THE TRAINABLE MENTALLY RETARDED AND OF OPPORTUNITY CLASSES IN THE SCHOOLS OF NEWFOUNDLAND submitted by Fred G. Martin in partial fulfilment of the requirements for the degree of Master of Education.

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Date_____

ABSTRACT

This investigation presents a survey of the provision of educational services for the trainable and the educable mentally retarded in Newfoundland. The areas investigated were identification and placement procedures, teacher qualifications, facilities, instructional programs, and the financing of special schools and of opportunity classes in public schools.

In the conduct of the study the investigator visited all schools operated by the Newfoundland Association for the Help of Retarded Children and all Opportunity Classes in the public schools of the Province. Data were obtained through questionnaires completed by (i) an official of each local Association of the Newfoundland Association for the Help of Retarded Children; (ii) teachers in schools for the trainable retarded, and in opportunity classes for the educable retarded; (iii) principals of schools in which opportunity classes were in operation. The information obtained through questionnaires was further supplemented through interviews with respondents who had completed them, and by the collection of information on a pupil sample during the visit of the investigator to the schools and classes which comprised the study. The instrument was developed from publications of the Department of Education in the State of

California and adapted for purposes of this study through consultation with Newfoundland educators working in this area of special education.

With reference to the services provided by the Newfoundland Association for the Help of Retarded Children, the investigator applauds the excellent service which the Association is rendering but feels that the task of providing educational service for ALL trainable retarded children in the Province is too onerous to be the sole responsibility of a voluntary organization.

With reference to the opportunity classes in the public schools of the Province, the investigator is of the opinion that classes are being too hastily established without sufficient curriculum guidelines from the Department of Education and without sufficient supervision of identification and placement procedures. The Province also lacks a supply of teachers with a background of special education training.

The most important recommendations arising from the study are:

(1) The provision of educational services for the trainable mentally retarded should be integrated into the educational system of the Province and financed by the Provincial Government.

(2) Sheltered workshops should be established for

those of the trainable retarded who are capable of semi-independence in adult life.

(3) Because present opportunity class placement within the Province leads to a dead-end street and for many individuals has a demoralizing effect, efforts should be made to change the present educational emphasis upon academic achievement by the development of programs at the junior and senior high school levels which will provide sufficient upgrading to ensure admission of the opportunity class pupil into some type of vocational program.

(4) A pre-vocational program should be developed at the senior high school level, and where geographical location permits, this program should be integrated with existing vocational school services. This would permit students of sixteen years and over to attend vocational school on a part-time basis while continuing their academic upgrading at the senior high school.

(5) Identification and placement procedures should be carefully determined and strictly regulated by the Department of Education.

(6) More courses in special education should be offered by the Memorial University of Newfoundland.

ACKNOWLEDGEMENTS

The writer wishes to express his sincerest appreciation to Dr. P.J. Warren and to Dr. S. Sodhi for the advice, assistance, and encouragement which they freely gave throughout the whole course of the study. Appreciation is also expressed to Mrs. Vera Perlin and to Mr. James Smith for their early and continued interest in the study.

Appreciation is also expressed to the many kind people who assisted in the preparation for and the conduct of the study: various members of the Faculty of Education, school principals, teachers, and various officials of the Newfoundland Association for the Help of Retarded Children.

The writer's sincere appreciation must also be recorded for his children, Leonard, Sylvia and David, whose social life and recreational plans were frequently subjected to change. The writer is grateful for their ready acceptance of frequent cancellations or change of plans and cannot express the degree to which it provided the inspiration necessary to complete the work.

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CHAPTER I

INTRODUCTION

Research into the incidence of mental retardation has been inconclusive with estimates ranging from .5 per cent to 10 per cent or more. The most widely accepted figure approximates 3 per cent. Frampton and Gall[1] suggest that .6 per cent of all children can be classified as "trainable" mentally retarded and that 2.25 per cent can be classified as " educable" mentally retarded. If this percentage is applied to the Canadian school population of 5,701,360[2], it would suggest that there are in Canada about 34,200 trainable and about 128,300 educable retarded children. Applied to the Newfoundland school population of 159,235[3], it would indicate that there are in Newfoundland approximately 1,000 trainable and about 3,600 educable mentally retarded children.

In 1954, the Newfoundland Association for the Help of Retarded Children opened its first school for retarded children.

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1 M.E. Frampton and E.D. Gall (Eds.) Special Education for the Exceptional, III (Massachusetts: Porter Sargent,1960) pp. 440-441.

2 Dominion Bureau of Statistics, Advance Statistics of Education: 1969-70 (Ottawa: Queen's Printer, August,1969) p.3.

3 Ibid.

A list obtained from the president of the Association indicates that in 1969 the Association operated eight schools throughout the Province. Some one hundred fifty students were attending these schools.

In 1967, the Government of Newfoundland and Labrador passed legislation stating the conditions under which a special salary unit would be paid to a teacher assigned solely to teaching students classified as educable mentally retarded. Since that time a number of school boards have established special classes for these children. In 1969, the number of these classes had risen to thirty-two with a total enrolment of some four hundred students and with a province-wide distribution within nineteen schools.

I. THE PROBLEM

This study concerns itself with a survey of services provided for the trainable retarded through schools operated by the Newfoundland Association for the Help of Retarded Children, and with a survey of services provided in the public schools of the Province for the educable mentally retarded. More specifically, it attempts to determine:

(a) the practices used in identifying and placing students in these classes;

(b) the facilities available and programs offered;

(c) the special qualifications of teachers of these

classes;

(d) the financial assistance, including government grants, available to these classes.

II. NEED FOR THE STUDY

The investigator was motivated to undertake this study by the fact that the Department of Education and Newfoundland educators in general are becoming more active in the consideration and promotion of special education for the trainable and educable retarded. This has been greatly stimulated by the work of the Newfoundland Association for the Help of Retarded Children and by a growing belief that all children, irrespective of their ability, should be given the opportunity to develop to their fullest potential. A "Special Education Council" of the Newfoundland Teachers' Association has been established, and the reorganization of the Department of Education has created the position of Director of Special Services and Pupil Personnel. Therefore, it is anticipated that provincial guidelines for the education of the trainable and educable mentally retarded student will shortly evolve. It seemed appropriate to the investigator to undertake a survey of what has been done, in the hope that the findings will prove of some value to those upon whom will rest the responsibility for development of these guidelines.

In an era when individual differences receive such prominence in all learning theory, educators may well ask whether the provision of special classes for the mentally retarded is the right approach to the problem. The controversy which surrounds the utility of special education classes is one which warrants careful consideration. Initial readings related to this controversy further motivated the investigator to undertake the study.

III. RESEARCH PROCEDURE

Early in the planning of this study the investigator visited the principal of a school where seven special classes for the educable mentally retarded were in operation. His co-operation was obtained, as was also the co-operation of the president of the Newfoundland Association for the Help of Retarded Children. The investigator was invited to visit the largest school operated by the Association.

During the development of the questionnaire the investigator visited both schools on several occasions. The initial firsthand knowledge gained by these visits to the largest and most extensive facilities offered both to the trainable and the educable retarded in Newfoundland greatly influenced development of the questionnaire. Other questions were suggested by extensive reading of related literature and particularly by the reading of two publications of the

California State Department of Education[4]. The remaining questions used were suggested from surveys conducted by Horowitz[5], Butler[6], Hepburn[7], and MacKillop[8].

Copies of the first draft of the instrument were given to the research supervisor, another staff member from the Faculty of Education especially interested in the education of the mentally retarded, a staff member from the Department of Psychology at Memorial University of Newfoundland, the President of the Newfoundland Association for the Help of Retarded Children, the school principal whose school had seven special classes for the educable retarded, and a practicing guidance counsellor. From the comments received the

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4 Fred M. Hanson et al., Programs For the Trainable Mentally Retarded in California Public Schools, 1966, and Programs for the Educable Mentally Retarded in California Public Schools; (State Department of Education, Sacramento, March, 1965.).

5 Myer Horowitz, A Survey of Administrative Practices In Schools for the Mentally Retarded (Unpublished Master's thesis, The University of Alberta, Edmonton, Alberta, 1959.)

6 Susan Ruth Butler, A Comparative Study of the Identification, Treatment and Training of the Mentally Retarded Child, Toronto: Canadian Association for Retarded Children, 1964).

7 Donald Walter Hepburn, An Investigation of Teachers' Judgments of Educable Mentally Handicapped and Other Weak Students in Elementary Classes (Unpublished Master's thesis, The University of Alberta, Edmonton,1964).

8 Angus George MacKillop, Facilities Which are Available for the Educable and Trainable Retarded Pupils within the Province of Nova Scotia (Unpublished M.Ed. thesis, St.Francis Xavier University, Antigonish, Nova Scotia, 1963).

questionnaire was restructured by the addition of relevant items suggested and by deletion of others.

To determine the adequacy of the instrument, it was decided to administer the questionnaire to four principals of schools in which programs were in operation for educable retarded children and to five teachers of the classes. All questionnaires were promptly returned and, following the examination of responses, the instrument was further revised and the final draft accepted by the research committee.

The final draft of the instrument (Appendices A, B, C) was divided as follows:-

1. a teacher questionnaire consisting of sixty-nine items to be completed by all teachers of the trainable and educable retarded;

2. a questionnaire consisting of thirty items to be completed by principals of schools with special classes for the educable mentally retarded;

3. an interview checklist consisting of eighteen items to be completed through an interview with an official of each local association of the Newfoundland Association for the Help of Retarded Children in areas where a school for the trainable retarded is operated.

4. a checklist to provide specific information on a sample of individual pupils in both the schools for the trainable retarded and in classes for the educable retarded.

The initial step in compiling a mailing list was the obtaining of a list of schools for the trainable retarded from the President of the Newfoundland Association for the Help of Retarded Children, and the obtaining of a list of opportunity classes from the Department of Education. The Newfoundland Association for the Help of Retarded Children operates schools at St. John's, Bay Roberts, Gander, Grand Falls, Deer Lake, Corner Brook and Stephenville. Opportunity classes were reported in operation at St. John's, Mount Pearl, Brigus, Shearstown, Upper Island Cove, Grand Falls, Windsor and Corner Brook. All these schools and classes were included in the sample. All principals were then contacted by mail and each was asked to supply the name and mailing address of all teachers of the mentally retarded within their school, and also to indicate the number of pupils registered in each class.

Replies were received from all principals and the exact number of pupils in each class was obtained. This enabled the investigator to select a pupil sample. In the sample it was decided to include thirty pupils from schools operated by the Newfoundland Association for the Help of

Retarded Children, and seventy pupils from classes for the educable mentally retarded. This represented about twenty per cent of the total population.

A code number was assigned to each pupil to determine specifically which pupils would be included in the sample. Cards were correspondingly numbered and a random sample was drawn. To maintain equal probability of selection each card was replaced before the next drawing was made. After the draw had been completed, the cards were matched with class lists. Thus, for example, the investigator knew that when he visited a designated school in Central Newfoundland specific information would be sought on pupils listed second, ninth and tenth on the class register. Likewise, when the level one group in a specified city school was visited, information would be sought on the pupil listed eleventh on the class register.

The questionnaires to principals and to teachers were then mailed. Respondents were requested to complete the questionnaire but to retain it until the investigator visited the school. During the months of May and June the investigator visited all schools included in the sample and spent approximately half a day in each classroom. These visits enabled the investigator to obtain additional information not always indicated by merely checking the items of the questionnaire. Specific information pertaining to

the pupil sample was also obtained during these classroom visits. An official of each local association of the Newfoundland Association for the Help of Retarded Children was also contacted and an interview checklist was completed. This checklist and other instruments used in the survey are contained in the appendices to this study.

IV. DEFINITION OF TERMS

For the purposes of this study, terms are defined as follows:

Schools for the TRAINABLE MENTALLY RETARDED are those schools operated by the Newfoundland Association for the Help of Retarded Children. A TRAINABLE MENTALLY RETARDED child is not educable in the academic sense and is unable to profit academically from participation in either the regular public school programs, or in special classes designed for the educable mentally retarded. Dunn states that:

> the trainable mentally retarded do have sufficient ability (1) to develop self-care skills in dressing, toileting, and eating; (2) to learn to talk and carry on a simple conversation though they will have little verbal communicative skills during preschool years; (3) to guard themselves against common dangers in a protective environment or in familiar community settings; and (4) to perform simple chores in a sheltered environment in the home or community. As adults they will seldom be independent, socially or economically.[9]

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[9] Lloyd M. Dunn (Ed.), Exceptional Children in the

Classified on a scale of mental intelligence such an individual usually rates between 25 and 50.

OPPORTUNITY CLASS is the term officially used in Newfoundland to refer to special classes for the EDUCABLE MENTALLY RETARDED. Although such classes are distinct from regular classes, they are established in the regular public schools of the Province.

An EDUCABLE MENTALLY RETARDED child is considered to be an individual who is capable of developing skills through which the ability to achieve total independence in adult society can be realized. Classified on a scale of mental intelligence such an individual usually rates between 50 and 80.

V. LIMITATIONS OF THE STUDY

This survey is limited to a study of schools operated by the Newfoundland Association for the Help of Retarded Children, and to a study of opportunity classes reported by the Newfoundland Department of Education to be established within the Province in 1968. No attempt was made to determine what other institutions or schools within the

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Schools (New York: Holt, Rinehart and Winston, Inc., 1963), pp. 130-131.

Province are attempting to provide care or educational services for children with greater degrees of retardation. Likewise, no attempt was made to determine the extent to which opportunity classes increased in number during the 1968-69 school year.

VI. OUTLINE OF THE STUDY

Chapter II examines Canadian trends in the provision of educational services for the mentally retarded child. The analysis of data, relating to schools for the trainable retarded, is given in Chapter III. The analysis of data, continued in Chapter IV, reports upon the educational services provided through opportunity classes for the educable mentally retarded. The final Chapter summarizes the conclusion reached as a result of the study and includes recommendations which the investigator feels have merit for the improvement of educational services for mentally retarded children in Newfoundland.

CHAPTER II

RELATED READINGS

While research undertaken to investigate the extent to which educational services are being provided for the mentally retarded child in Canada have been few, there has been such a proliferation of writings relative to what ought to be that it is futile to attempt a summary. Since the provision of such services, particularly for the educable retarded, is comparatively recent and is rapidly expanding in the Province of Newfoundland and Labrador, it is appropriate in this study to make some reference to the controversy that surrounds the provision of such services throughout North America. This done, it is sufficient for this study to examine the trends which are developing in some of the provinces of Canada. The analysis of data in Chapters III and IV may then be viewed in the perspective of Canadian trends.

I. THE CONTROVERSY SURROUNDING SPECIAL EDUCATION

The traditional approach to providing educational opprtunity for the mentally retarded, both at the trainable and educable level of retardation, has been the provision

of special schools and of special classes. Diller[10], Stotland and Zander[11], Gelfand[12], and Rosenbaum, Horne and Chalmers[13] have indicated a relationship between success or failure experiences and self-concepts. When relating these experiences to mentally handicapped children, Goldstein and Seigle[14] theorize that a characteristic of mentally handicapped children is a proneness to self-devaluation which is due, in part, to the failures to which they are exposed. They suggest that the special class, geared to the needs and abilities of retarded children, will present standards which result in success experiences, thereby contributing to the development of positive self-concepts. The study further suggests that the subjects under study in special classes developed self-concepts which favourably compare with those of normal children.

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[10] L. Diller, "Conscious and Unconscious Self-attitudes after Success and Failure," Journal of Personality, XXIII (1954), p. 1.

[11] E. Stotland and A. Zander, "Effects of Public and Private Failure on Self-evaluation", LVI, Journal of Abnormal and Social Psychology, LVI (1958), p. 223.

[12] Donna Gelfands, "The Influence of Self-esteem on Verbal Conditioning and Social Matching Behaviour", Journal of Abnormal and Social Psychology, LXV (1962), P. 259.

[13] M. E. Rosenbaum, W. C. Horne and D. K. Chalmers, "Levels of Self-esteem and the Learning of Imitation and Non-imitation', Journal of Personality, XXX (1962), p. 147.

[14] H. Goldstein, and Dorothy Seigle, "Charasteristics

Many researchers have, however, challenged this approach to the provision of educational services for the mentally retarded. Bennett[15], Cassidy and Stanton[16], Johnson[17], and Pertsch[18], have not indicated that "the educable mentally retarded perform any higher in special classes, theoretically designed in consideration of their characteristics, and needs, than they do in regular grades."[19]

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of Educable Mentally Handicapped Children", Mental Retardation, (October, 1961), p. 6.

[15]Anette Bennett, A Comparative Study of the Subnormal Children in the Elementary Grades (New York: Teachers College, Columbia University, 1932).

[16]Viola M. Cassidy and J. E. Stanton, An Investigation of Factors Involved in the Educational Placement of Mentally Retarded Children (Ohio State University, 1959).

[17]G. Orville Johnson, A Comparative Study of the Personal and Social Adjustment of Mentally Handicapped Children Placed in Special Classes with Mentally Handicapped Children Who Remain in Regular Classes (Syracuse: Syracuse Research Institute, 1961).

[18]C. Frederick Pertsch, A Comparative Study of the Progress of Subnormal Pupils in the Grades and in Special Classes (Doctoral Dissertation, Teachers College, Columbia University, 1963).

[19]William M. Cruikshank and G. Orville Johnson, Education of Exceptional Children and Youth (Englewood Cliffs: New Jersey, 1967), p. 452.

More recently, Dunn[20], an individual who spent twenty years promoting special education classes for the educable mentally retarded, concluded that much of the time so spent was wasted since the tendency of general educators is to refer their problem children to special educators who have been generally ill-prepared and ineffective in educating these children.

In the capacity of seminar leader at a conference in Toronto on voluntary organization roles in special education for the mentally retarded, Dr. Dunn indicated that research has consistently pointed out that overall the trainable retarded make every bit as much progress at home as in school. He stated that, in his opinion, the only justification for special classes is "to take the pressure off the mother and the home."[21]

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[20] Lloyd M. Dunn; "Special Education for the Mildly Retarded" - Is much of it Justifiable?" Exceptional Children (September, 1968), p.3.

[21] The Canadian Association for Retarded Children, Voluntary Organization Roles in Special Education of the Mentally Retarded (Toronto: Ontario Institute for Studies in Education, 1968), p.3.

II CANADIAN TRENDS

Despite this controversy, the demand in Canada for special schools and special classes for the mentally retarded child continues to increase. Statistics indicate annually that more and more Canadian children are receiving instruction in such classes. One by one the provincial governments are assuming the responsibility for educating the trainable retarded child and proportionally the responsibility formerly assumed by the Associations for the Help of Retarded Children is on the decline. Curriculum divisions of provincial Departments of Education are developing programs both for the trainable and the educable retarded child. It thus appears that shortly throughout Canada the right of all children to an education may become a reality.

British Columbia

British Columbia now offers instruction for the trainable mentally retarded in both schools and classes operated by school districts and schools operated by the local chapters of the Association for Retarded Children of British Columbia. There is no standard requirement concerning facilities which range from specially designed schools to classrooms in regular schools. The Department of Education offers financial support to enable the

employment of instructors on the general ratio of one instructor for each 10 to 12 trainable mentally retarded children and for each 12 to 15 educable mentally retarded.[22] While identification and placement procedures are generally established by school districts themselves, trainable mentally retarded children placed in schools operated by the Association for Retarded Children of British Columbia must meet the following requirements of Section 14.01 of the Rules of the Council of Public Instruction:

> 14.01 Conditions of Payment of Moneys by Boards in Aid of the Costs of Education and Training of Mentally Retarded Children.
>
> A Board of School Trustees shall not authorize the payment of any money to the Association for Retarded Children of British Columbia toward the cost of education and training of a child, unless
> (a) the child ordinarily resides in the school district within which the board has jurisdiction;
> (b) the certificate of a screening committee has been received and filed and sets forth that
> (i) the child is of school age, or is attending a kindergarten class for retarded children and is not more than one year younger than school age;
> (ii) the child has a mental capacity incapable of development beyond that of a child of normal capacity at 8 years of age; and
> (iii) the child is recommended for training.[23]

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22 J.L. Canty, Director of Special Education for British Columbia, Correspondence dated November, 1969.

23 British Columbia Department of Education, Rules of the Council of Public Instruction (Victoria: 1968).

Two special curriculum handbooks have been developed for the guidance of teachers of educable mentally retarded children.[24] These handbooks are particularly adapted to the intermediate educational level and assume that pupils will move into the intermediate classes from previously selected primary classes. In addition to providing teachers with a workable curriculum outline, the initial handbook sets forth the philosophy of special education classes for retarded children and slow learners and suggests the manner in which identification and placement must be conducted. By and large, pupils under the chronological age of eleven years are placed into primary classes, those between eleven and fourteen years of age into intermediate classes, and those over fourteen years of age into junior and senior work-orientated classes. To this end the British Columbia Department of Education has issued a curriculum guide titled Secondary School Occupational Programme.[25] Thus, in British Columbia, the responsibility for educating the trainable and educable retarded child

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[24] Province of British Columbia, Department of Education, Division of Curriculum, Educable Mentally Retarded Bulletin I and II and Educable Mentally Retarded Bulletin III and IV (Victoria: 1968).

[25] Province of British Columbia, Department of Education Division of Curriculum, Secondary School Occupational Programme (Victoria: 1964).

is now fully recognized as that of the Provincial Department of Education, and a well-planned program of instruction has been suggested to guide the child from early admission to the regular school leaving age. Most important of all is the fact that the special education of the educable retarded child culminates with a program which assures the child of a chance of being competitive in the adult labour force.

Saskatchewan

Saskatchewan has made the provision of educational facilities for the trainable retarded a mandatory responsibility of the Department of Education. In the school year 1967-68, classes for the trainable retarded were operated in twenty-two communities, fifty-seven teachers were employed and four hundred eighty-five children received instruction.[26] Eleven of these communities had populations of less than two thousand. Likewise, forty schools had established classes for the educable mentally retarded, ninety-eight teachers were employed and pupil registration was one thousand one hundred eleven.[27]

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[26] Province of Saskatchewan, Department of Education, Sixty-third Annual Report, 1967-68 (Regina: 1968), pp. 55-56.

[27] Province of Saskatchewan, op. cit., pp. 53-54.

The Province also employed nineteen itinerant remedial teachers who provided remedial help for eight hundred thirteen pupils and a further permanently assigned forty-six teachers provided remedial help to some twelve hundred students.[28]

Extensive curriculum guides have also been provided at both the trainable and educable levels and the comprehensive program culminates with the co-operative School-Work Training Program. The foreword to the Co-operative School-Work Training Program emphasizes the importance of a program for those whom the rigidity of an academic program would mean an early drop-out from school It states:

> It may be questionable to call it a program except for convenience. It is more of an idea- an idea that work training facilities and opportunities exist in each community and that school-community co-operation can result in the provision of valuable training. The idea is intended to be flexible and the program adaptable. It embraces the concept of articulation with job training programs offered by vocational schools in larger centers and with provincial or federal-provincial occupational programs.[29]

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28 Province of Saskatchewan, op. cit., pp. 54-55.

29 Province of Saskatchewan, Department of Education, Curriculum Resource for Youths in the Co-operative School-Work Training Program, (Preliminary draft) (Regina: September, 1966), p.1.

Manitoba

In 1967, the Government of Manitoba legislated that the education and training of ALL mentally handicapped school-aged children should be mandatory upon public school division boards. The curriculum guide developed to assist teachers of the trainable retarded devotes some twenty-five pages to identification, placement, facilities and related legislation as it applies to the education of the trainable retarded child. The theme of the legislation is that of total integration of services. The curriculum guide states that:

> Manitoba has accepted trainable mentally retarded pupils as a responsibility of the public schools. Therefore, the program should become a part of the total school program beginning with the location of facilities. The facilities should be located on or adjacent to a regular school campus. Members of the regular school staff and the regular student body must develop an understanding of and an acceptance for these handicapped pupils; they must have the opportunity to become accustomed to having these handicapped pupils come to school.[30]

Responsibility for the education of the trainable retarded had previously been assumed by the Association for Retarded Children. Several interim measures were legislated to permit those teachers who had been employed by the Association for Retarded Children to obtain acceptable

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[30] Province of Manitoba, Department of Youth and Education, Curriculum Guide for Trainable Retarded Children, (Winnipeg: 1969), p.14.

Manitoba teaching certificates, and up-grading regulations were relaxed. In addition, provision was made whereby those who could not receive proper certificates could continue to teach on a letter of authority from the Minister of Education.

For the educable mentally retarded, the Province of Manitoba has also developed an extensive program. The Initial Skills Development Program has been prepared to meet the needs of the young, educable mentally handicapped child from ages 6 to 10 years. The objective of the program is the development of school readiness. The curriculum guide states that:

> The educator cannot afford to wait passively for maturation to occur, nor should he expose the child to instruction that is inappropriate to his particular stage of growth. The teaching program and the methods of teaching have to match the child's specific developmental need.[31]

The continuity of the program is maintained by a Basic Skills Developmental Progam[32] throughout the inter-

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[31] Province of Manitoba, Deparment of Education, Initial Skills Division of the Developmental Education Course, (Winnipeg: 1967), p.3.

[32] Province of Manitoba, Department of Education, Basic Skills Division of the Developmental Education Course, (Winnipeg: 1968).

mediate years and by the High School Program of Occupational Skills.[33] The Occupational Skills Program is designed to assist those who have advanced through school in a limited academic program to become employable. The program has six developmental areas:[34]

1. Work Habits.
2. Attitude to Self.
3. Attitude to Others.
4. Economic Independence.
5. Self Expression.
6. Physical Fitness.

The six developmental areas include seventy-eight units of which the curriculum guide recommends thirty-three as essential. The program is designed as a four-year program and to operate as a continuum of skill development.

Ontario

A departmental organization for special education in Ontario was announced in August, 1968. The Schools for

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[33] Province of Manitoba, Department of Education, Occupational Skills Division of the Developmental Education Course (Winnipeg: 1969).

[34] Province of Manitoba (1969), op. cit., p. 1.

Retarded Children Section was dissolved and the staff integrated into the Supervision Section. Four additional supervisors of special education were appointed, bringing the total to seven specialists in the areas of education for the emotionally disturbed, neurologically impaired, perceptually handicapped, educationally retarded, physically handicapped, and trainable retarded.[35]

Effective January 1, 1969, the operation of schools for the trainable retarded in Ontario became the responsibility of the Boards of Education. With this step, programs for trainable retarded children were included as an integral part of the education system of Ontario. To retain the interest and guidance of the Associations for Retarded Children the Ontario Legislation (Bill 120) made provision for an Advisory Committee for Trainable Retarded Children. Three members of the six-member committee are to be appointed by the local association or associations in each area where there is a divisional school board.

Ontario has for many years had legislation permitting the establishment of one opportunity unit in each school. These units are supported by generous provincial grants and with financial provision for payment of such supportive

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[35] Theresa M. Forman, Provincial Supervisor of Special Education in Ontario, Correspondence dated November 20, 1969.

personnel as a psychiatrist, psychologist, school social worker, and a special education supervisor, other than a municipal inspector.[36]

The composite school has also been an integral part of the Ontario school system. Consequently, the education of the educable retarded child, particularly at the secondary school level has been one of total integration culminating in a diversified occupational program. This diversified program is basically a two-year program for pupils over fifteen years of age and who have not been regularly promoted to a secondary school. During the first year fifteen periods per week are devoted to academic study, four to physical and health education, one to group guidance and the remaining twenty to practical work. During the second year the academic program is increased to eighteen periods and the practical work period to twenty-three periods. In all instances it is expected that the classroom and shop instruction will be supplemented by a work experience program in actual employment situations.[37]

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[36] Province of Ontario, Regulation-General Legislative Grants, 1968, (Ontario Regulation 43/68 Sections 25-27), p.10.

[37] Province of Ontario, Department of Education, The Diversified Occupational Program, 1962, p.3.

New Brunswick

Initial legislation in New Brunswick pertaining to special education was passed in 1957. Under this legislation, approved societies, such as the Association for the Help of Retarded Children, were permitted to operate schools for the trainable retarded. Some financial assistance was also provided from the consolidated fund of the Province. In April, 1969, the Auxiliary Classes Act received its first major revision. Effective July, 1969, the Provincial Government assumed responsibility for the major portion of financing such auxiliary schools. The schools remain under the control of the approved society which operates them but a series of controlling regulations have been legislated. For example, no person shall be a member of an auxiliary class until he has been examined by a duly qualified medical practitioner.[38] Regulation 9 states that "no money shall be paid to an approved society by the Minister of Education for a pupil who has not been recommended by the Minister of Education for inclusion in the class".[39] Also regulated were the

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[38] Province of New Brunswick, Regulations 69-316 (April 2, 1969).

[39] Ibid.

minimum number (five) of pupils for which a class would be established, and the number of teachers which will be paid from the consolidated fund of the Province. An association may employ other personnel but will be solely responsible for payment of any remuneration.

Since 1967, the principle of continuous progress has been accepted by the Department of Education for elementary schools of New Brunswick. The program designed is one of six years duration with the possibility of the above average completing it in five years and of some pupils requiring seven years. This is followed by a three year junior high school programm Paralleling both the elementary and the junior high school program is the opportunity class. Pupils are advanced with their social peers and are prepared throughout their elementary and junior high schooling for the division of high school designated as the "Practical Program".[40] The stated aim of the program is to provide educational opportunities for all educable children so that each may develop to the limit of his capacity and special abilities.

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[40]Province of New Brunswick, The Organization of Instruction for New Brunswick Public Schools and Other Related Information (Fredericton: April, 1968), p.10.

Nova Scotia

In 1966, educational authorities in Nova Scotia developed a "Comprehensive School Program for Nova Scotia."[41] An integral part of this program is the provision of educational opportunity for the slow learner and the mentally retarded. The regular school program is supplemented by the provision of auxiliary classes for the educable retarded at the elementary level and continuing throughout high school. At elementary school age, the child may be placed into a purely academic stream of work, an auxiliary class, or into a special class for the trainable retarded. Senior auxiliary programs attempt to relate to entrance requirements of the regional vocational schools. Efforts are being made to develop sheltered workshops for those of the trainable retarded who are capable of some employment.

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[41] Province of Nova Scotia, Department of Education, A Comprehensive School Program for Nova Scotia (Halifax: 1966).

III. SUMMARY

In Canada, the trend toward governmental responsibility for the education of the mentally retarded began and increased in momentum throughout the decade of the sixties. As the decade of the seventies begins the following trends are apparent:

1. most provincial governments are assuming full responsibility for the education of the trainable retarded child;

2. reorganization of provincial departments of education is, in many provinces, providing personnel whose prime concern is in the area of special education for the mentally retarded;

3. some provinces, for example Manitoba, have accepted the principle of full integration of the trainable retarded child into the public school system, even to the extent of shared plant facilities;

4. the effort to provide useful training and education both for the trainable and the educable mentally retarded is forcing educators to examine all phases of the school curriculum;

5. where curriculum guidelines and programs have been developed for the educable retarded child, there has, in many provinces, been a concerted effort to provide a

vertical continuity of program which will eventually lead to skill or vocational training and make the individual competitive in the labour market.

Newfoundland has moved with less momentum. What has been attempted in the area of special education for the trainable and educable mentally retarded will be reported in Chapters III and IV. The analysis of data of Chapter III will relate to the schools for the trainable retarded. Chapter IV will continue the analysis of data as they pertain to the opportunity classes provided for the educable mentally retarded.

CHAPTER III

ANALYSIS OF DATA

SCHOOLS FOR THE TRAINABLE RETARDED

The questionnaires used (see appendices) were designed to provide data on

(i) the identification and placement of the trainable and educable mentally retarded,

(ii) the special qualifications of teachers of the mentally retarded,

(iii) the facilities found in schools for the trainable and in opportunity classes,

(iv) the program of instruction in schools for the trainable and in opportunity classes,

(v) the means by which special education for the mentally retarded is financed,

(vi) a specific sample of thirty pupils in schools for trainable retarded and of seventy pupils in opportunity classes.

I. IDENTIFICATION AND PLACEMENT

To obtain information on identification and placement procedures for schools for retarded children, an interview was arranged with the president of the Newfoundland Association for the Help of Retarded Children. During the period of school visitation, this was further discussed with representatives of local branches of the Association. Since these schools are operated to provide educational services for children who are unable to gain admission to or profit from attendance at the public schools of the Province, as presently constituted, the need to conduct intelligence testing at schools operated by the Association is of little significance or value. Referral, almost without exception, is by the parent. A standard application form is used and, dependent only upon the availability of accomodation, the applicant is assured admission if the parent or guardian agrees to the condition of the application.

When making application (see Appendix D) for admission of a child, the parent is aware that "enrollment is on a trial basis" and that the school committee will have access to the child's medical record. The parent is asked to certify that the child "is able to look after his physical needs" and also to indicate the extent to which his physical education program may need to be limited. Thus, the most

important factor which directs a child into a school for the trainable retarded is a medical report indicating that the child is an unsuitable applicant for attendance at regular classes in the public schools of the Province.

The interview checklist (Appendix A) was used during the visit of the investigator to each of the eight schools operated by the Association. No school has any regulation establishing a minimum or maximum age for admission. All schools require applicants to be toilet trained. As indicated on the offical application form, all schools accept children for a trial period. There is, however, no set period for the trial period. Each case requires individual evaluation and the period of adjustment for some children is considerably longer than for others. By and large, once accepted into a school, the child will continue to attend unless the problems created by his attendance become such that the school personnel are unable to cope with the situation. The final decision to accept or remove a child from school is the responsibility of the executive of the local Association.

Five Associations indicated that there is no person in the community fully qualified to diagnose suspected cases of mental retardation. Positive replies to this question were received only in St. John's and Corner Brook. Three schools have a waiting list, but accurate

figures were not available since the problem of non-attendance was associated with transportation difficulties. For example, the school at Bay Roberts receives enquiries from parents residing in Trinity Bay or in the northern extremities of Conception Bay. Obviously, with a limited budget, the local association is unable to solve the transportation problem. By and large, those who have been brought to the attention of the association and reside within a reasonable distance of the established school are in attendance.

II. TEACHER QUALIFICATIONS

Eighteen teachers are employed in schools operated by the Newfoundland Association for the Help of Retarded Children. Questionnaires were forwarded to all and fifteen were returned. Part I of the questionnaire was designed to provide personal data on teachers and particularly upon their special qualifications. All fifteen, who returned questionnaires, were female. The investigator interviewed the three who did not return the questionnaire. Therefore, he can state that all eighteen teachers employed are female. Of the fifteen who returned questionnaires, eleven indicated that they are married. Thus, one hundred per cent of those employed are females and seventy-four per cent are married.

As indicated in Table I, teaching the trainable mentally retarded appeals most to those of mature years. Table II indicates that most of these teachers have a teaching certificate issued by the Department of Education. In many instances, recruitment is from personnel who, before marriage, had trained and had been employed as teachers in the public schools of the Province. This accounts, in part, for the fact that all are over twenty years of age and that most have valid teaching certificates within the Province.

TABLE I

AGE OF TEACHERS IN SCHOOLS
FOR THE TRAINABLE RETARDED

AGE RANGE	NUMBER
Under 20 years	0
20-24 "	2
25-29 "	1
30-34 "	2
35-39 "	2
40-44 "	0
45-49 "	2
50-54 "	1
55 years and over	5
Questionnaires not returned	3
Total	18

As can be seen from Table II, none of the respondents possessed a teaching certificate higher than Grade II. Most indicated that they had acquired a teaching certificate equivalent to one year at university. One respondent indicated that she was a graduate of a two year course from the State of Maine Normal Teaching School.

TABLE II

QUALIFICATIONS OF TEACHERS
OF THE TRAINABLE RETARDED

CLASSIFICATION	NUMBER	PER CENT OF RESPONDENTS
Below A Licence	3	20.
A Licence	1	6.7
Grade One	7	46.7
Grade Two	2	13.3
Grade Three or Higher	0	
Not Indicated	2	13.3
Questionnaires not returned	3	
Total	18	100.00

Teachers in schools operated by the Newfoundland Association for the Help of Retarded Children do not have a Provincial salary scale, and are not subject to salary negotiation through the Newfoundland Teachers' Association. Their salary is paid by the local association which employs them. Indirectly, however, the Provincial Association and the Provincial Government assist, since any deficit on operating account incurred by a local association is financed by the Provincial Association, which in turn receives a financial grant from the Provincial Government. Since most have qualifications lower than Grade II, it appears from a study of Table III, that the salary paid to teachers employed by the Association compares favourably with that which they would receive if paid in accordance with the Provincial teacher salary scale.

Because the number employed is small, no attempt was made to determine the variables which influence the actual salary paid to the individual teacher. However, the investigator is satisfied that an effort is apparent to reward length of service with the Association and to equate with the Provincial salary scale for teachers in the public schools.

TABLE III

GROSS ANNUAL SALARY
OF TEACHERS OF THE TRAINABLE RETARDED

SALARY RANGE	NUMBER
Under $2,000.	1
$2,000-$2,999.	5
$3,000.-$3,999.	7
$4,000.-$4,999.	1
$5,000.-$5,999.	1
$6,000.- and over	0
Not indicated	1
Questionnaire not returned	3
Total	18

As previously stated, teachers of the trainable retarded are recruited largely from married women who had some teaching experience prior to marriage. To some extent this accounts for the high accumulation of teaching experience indicated in Table IV. Only two respondents had less than five years teaching experience.

TABLE IV

TEACHING EXPERIENCE OF TEACHERS OF THE TRAINABLE RETARDED

PERIOD	NUMBER
1 year	1
2 years	0
3 to 4 years	1
5 to 9 years	4
10 to 14 years	5
15 to 19 years	1
20 to 24 years	1
25 to 29 years	0
30 years or more	2
Questionnaire not returned	3
Total	18

Although accumulation of teaching experience is high, Table V shows that much of this experience was gained through teaching regular classes. Of the fifteen respondents who returned questionnaires, only five had spent five years or longer teaching mentally retarded children.

TABLE V

TEACHING (YEARS) EXPERIENCE
WITH RETARDED CHILDREN

PERIOD	NUMBER
1 year	2
2 years	3
3 to 4 years	5
5 to 9 years	4
10 to 14 years	0
15 to 19 years	1
20 years or more	0
Questionnaire not returned	3
Total	18

Teacher association with the same class is also relatively short. As indicated in Table VI, no respondent stated an association of longer than five years. This is due to the fact that the largest school operated by the Association has been in operation for only three years and also to the fact that other services throughout the Province are comparatively new.

TABLE VI

TEACHER ASSOCIATION WITH THE SAME CLASS

PERIOD	NUMBER
1 year	8
2 years	2
3 years	3
4 years	1
5 years	1
Over 5 years	0
Questionnaire not returned	3
Total	18

Respondents were asked to indicate the extent to which they had received financial assistance during any period of special training. Only two respondents gave a positive reply. This was questioned by the investigator during interviews with those who had given a negative reply. It was found that teachers outside St. John's had received accomodation expenses incurred during any period of observational experience at the Association's largest school in St. John's. Before employment teachers usually spend approximately three weeks observing classes and activities at this school.

One of the respondents stated that she had spent approximately seven months in training and observation within the British Isles and that an amount of $125. per month had been received from the Provincial Department of Health. The other teacher who responded positively stated that a loan had been received from the Provincial Department of Education and that it had been repaid in full.

Question number 14 asked respondents to indicate the motivational influence which caused them to seek employment as a teacher of retarded children. As indicated in Table VII, two-thirds of the respondents indicated that they recognized the need as a personal challenge.

TABLE VII

MOTIVATIONAL INFLUENCE LEADING TO VOCATION IN TEACHING THE RETARDED

MOTIVATIONAL INFLUENCE	NUMBER
Recognized the need as a personal challenge	10
Inspired by association with other special education teachers.	1
Case of retardation in immediate family	1
Asked to do so by the President of the Newfoundland Association for the Help of Retarded Children	1
A desire to help below-average students	1
Not indicated	1
Questionnaire not returned	3
Total	18

When asked whether they intended to teach mentally retarded children during the next school year, fourteen of the fifteen respondents answered the question positively. Asked whether they were associated with the "Special Education Council" of the Newfoundland Teachers' Association, all answered negatively and most indicated that they were not aware of the existence of such a council.

Question No. 17 asked respondents to suggest personal characteristics which teachers of mentally retarded children should possess. Patience, understanding, imagination and love of children were frequently mentioned in the thirteen responses which follow:

.....Patience and understanding. Show that you love them without being over-indulgent.

.....Patience. These children are very slow to learn and there is need for a great deal of repetition.
Imagination. Present work in different ways so that children will not become bored.
Understanding.

.....Patience and understanding.

.....Patience and imagination.
Be pleasant and able to accept the child as he is and with all his limitations and yet not let pity destroy discipline.
Understanding of these children.
Ability to play with children.

.....Patience, understanding, love and compassion.

.....Patience, love for children and a great desire to help others.

.....Patience, understanding, love of children and love of the work.

.....Experience in dealing with children.
Tact is of paramount importance.
Firmness, a gracious spirit, a good disciplinarian, endless creativity, a clear speaking voice and good diction are essential. Ability with music and singing, but not necessarily professional, is very helpful.
Unlimited patience.
More than anything else "love" on which, like babies and small children,they thrive.

.....A love and understanding of children.
Patience and perseverance.
Tolerance and a sense of humour.
A keen interest in the work and the children under her care.
It is only by knowing the child that suitable programs may be planned.

.....Patience, tolerance and a love of children which enables one to understand their special needs and problems.
The ability to enter into the thoughts and feelings of the overly sensitive child who knows that he is different, but yet longs to be accepted as a member of the human race.

.....Patience, because repetition is the keynote to success with these children.
An understanding that although the chronological age, for example, is fourteen, the mental age may by that of a four or five year old.

.....Patience, love for children, compassion and a real understanding of these children.

Respondents were asked, in Question No. 18, to indicate what they considered were desirable minimums of professional training before becoming a teacher of the trainable mentally retarded. The following replies were recorded:

.....Speech training.

.....One year of special education training.

.....A thorough knowledge of primary methods and skill with handicrafts are essentials.

.....One year of training as a teacher supplemented by at least a term, but preferably longer, observing and helping in classes of mentally retarded children.

.....Innate qualities are most important. Therefore for some very little formal training is required. Others would need an extensive period of direct contact with these children.

Question No. 19 asked respondents to indicate what past experience, other than teaching, had proven helpful in their present work. Seven respondents supplied the following:

.....Working with Brownies and Girl Guides.

.....Raising one's own family.
A course in speech.
A course in handicrafts.

.....Working with children in Red Cross Clinics and other similar activities.

.....Wide reading on the subject of teaching the mentally retarded. Extended period of observation as a volunteer worker in a school for retarded children.

.....Caring for a comparatively large family of boys and girls.
Interest in various arts and crafts. There is no end to the need for new ideas.
A genuine interest in all organizational activity helps indirectly.

.....The greater part of my life has been spent either teaching or doing group work with children. For example, Junior Red Cross and Canadian Girls in Training. This has been very helpful in my present work.

.....Experience with one's own family is very helpful. I find that my interest in handicrafts is a great asset.

Question No. 20 asked whether respondents considered their present training adequate for their present teaching positions. Follow-up interviews with the respondents revealed that this question was answered with much reservation. Five respondents answered the question positively but in interview tended to agree that as more sophisticated methods are developed and as school situations are improved the security of more training will be required. Three respondents answered with a definite "No". The comments of two others, who seemed unable to give a definite answer to the question, seemed to sum up the feelings of the entire group. These two respondents commented as follows:

.....A rather difficult question to answer. I am sure that more training would be helpful.

.....Yes and No. I would so welcome an opportunity to train at a professional level.

All respondents tended to omit Question 11, in favour of Question No. 21. This had been anticipated by the investigator and teachers of the trainable retarded had been advised to read Question No. 21 before answering Question No. 11. Respondents were asked to specify the nature and extent of their training before accepting a

position as teacher of mentally retarded children. Twelve respondents answered the question. Eight indicated that their only preparation for special education of retarded children had been a period of observation and partial assistance at the Vera Perlin School in St.John's. These periods ranged from one month's duration to a full year in one instance. Four others indicated a similar period of observational training but commented further as follows:

.....Teacher training (Normal School) at the Old Memorial University.

.....A year at kindergarten training school in Truro, Nova Scotia. Attended several summer schools over the years and for which no credit was given for grading purposes.
Before taking up work with retarded children in Newfoundland I spent a period of observational instruction in schools in Truro, St.John's and Montreal and a full year of observing similar schools in England.

.....Six months of observation and training in various centres in Monmouthshire, Great Britain, and a two week period of observational experiences in Northern Ireland where various schools and workshops were visited.

.....Two years of primary education at Memorial University of Newfoundland.

The final question pertaining to personal information asked respondents to comment as they desired relative to training needs and problems. Three respondents commented as follows:

.....A place is needed where the children concerned can be looked after properly when they cease to attend school. Jobs should be made available so that they only remain partially dependent upon society.

.....Personally, I feel that I am doing and have been doing a good job for this particular group. But, I would not feel confident in another such school in Europe or on mainland North America, simply because I do not have that "University Level" qualification. All the private study and research plus an abundance of interest and hard work does not boost your ego like a certificate.

.....In educating the retarded child the aim of preparation for life is as important as when educating a normal child. That is, of course, the sort of life that each can lead at his own level. The three R's of ROUTINE, REPETITION, RELAXATION, are very important and helpful words.

III. FACILITIES

All children attending schools operated by the Newfoundland Association for the Help of Retarded Children are comfortably housed and teaching facilities are conducive to satisfactory achievement. Where the local association has been able to finance ownership of the building, excellent schools have been established. Some associations, however, have had to provide make-shift accommodation in buildings which were in no way designed as schools. Two such schools are established in buildings intended for organizational and church parish use. Another is established on the second floor of a commercial establishment.

Question Nos. 23-48 formed Part II of the questionnaire to teachers. It consisted primarily of a checklist of facilities found within the classrooms used in the teaching of mentally retarded children. Question Nos. 23-39 and Question No. 45 asked the respondents to check Yes or No as to the availability of the facility. Approximately eighty per cent of the responses were positive. This information is summarized in Table VIII.

As indicated in Table VIII, seven respondents did not state whether or not the school contained a library. The question of library facilities was discussed during interviews with the teachers. There is general agreement that there is little to be gained by providing extensive library facilities in these schools. Where such services are established, the emphasis is on the pictorial and on books requiring a low reading level. Question No. 46 asked respondents to indicate the adequacy of reading materials available and within the achievement level of their pupils. Table IX indicates that eighty per cent of the classrooms are satisfactorily supplied with appropriate reading materials.

Question Nos. 40-44 asked respondents to check the availability of other facilities and, if available, to indicate whether the facility is available for the sole use of the classroom or upon request. Schools are well equipped

TABLE VIII

FACILITIES IN SCHOOLS FOR TRAINABLE RETARDED CHILDREN

QUESTION ASKED	RESPONSE NOT INDICATED	YES	NO
Do you have a regular sized classroom?		10	5
Is floor space adequate for all activities?		11	4
Is temperature control adequate?		13	2
Is lighting adequate?		13	2
Are ventilation arrangements adquate?		13	2
Is bulletin board space adequate?		10	5
Is blackboard space adequate?		10	5
Is there a sink in the classroom?		15	0
Is hot water available?		15	0
Do you have adequate cloakroom space?		13	2
Do you have adequate storage space for supplies?		11	4
Do you have access to a locked filing cabinet?		0	15
Is the room adequately equipped with tables and chairs?		14	1
Is room-darkening equipment available to facilitate use of audio-visual equipment?		13	2
Is the room adequately equipped with electrical outlets?		14	1
Are facilities adequate to permit the teaching of personal hygiene and grooming?(i.e by practice)		11	4
Are work cabinets, sinks etc. at a convenient heights for the average class member		14	1
Is there a library in the school?	7	2	6

TABLE IX

ADEQUACY OF SUITABLE READING MATERIAL
FOR THE TRAINABLE RETARDED CHILD

CHECKLIST INDICATOR	FREQUENCY
None available	0
Very little available	2
A satisfactory amount available	10
Very well supplied	3
Total	15

TABLE X

FACILITIES IN SCHOOLS
FOR TRAINABLE RETARDED CHILDREN

QUESTION ASKED	RESPONSE		
	NO	ALWAYS	UPON REQUEST
Is there a record player available?	0	15	
Is a tape recorder available?	12	0	3
Is a projector available?	4	9	2
Is a radio available?	5	0	10
Is a typewriter available for teaching purpose?	13	0	2

with record players and projectors. Radios are available upon request in most schools. Only three respondents stated that a tape recorder is available for classroom use. Two respondents indicated that a typewriter is available for teaching purposes. This information is summarized in Table X.

Question No. 47 asked respondents to list significant items of facilities available but not referred to in the questions of the questionnaire. Relative to this question comments were made by respondents in two of the schools included in the study. In one school of two classrooms the following additional equipment was listed:

.....A duplicator.
A television set.
A piano.
A refrigerator.
A stove for cooking.
A roll-away bed for instructional purposes.
A flannel board.

The other school is well-equipped as indicated by the following teacher comments:

.....A large auditorium-gymnasium.
Kitchen facilities which include an electric range, a refrigerator and a washer-drier.
A good grooming room.

.....We are well equipped with audio visual aids.
Percussion band instruments are in supply.

.....Excellent counter space.
Piano.

.....Guidance toys and puzzles.
A large supply of handicraft materials.

Question No. 48, the final question relative to facilities, asked respondents to indicate any desired equipment, facilities or classroom improvement. This question did not provoke any comment. From interviews between the investigator and the respondents it can be stated that teachers are largely satisfied that the local association is providing all that it can afford. Facilities are continuously being improved and equipment added as money becomes available. In situations where the association owns the property, there appears to be a greater build up of stationary equipment. All schools appear to have a satisfactory supply of day-to-day teaching aids and supplies.

IV. THE INSTRUCTIONAL PROGRAM

Part III of the questionnaire to teachers was designed to provide information pertaining to the organization of classes and the instructional program. Question Nos. 49-51 asked respondents to indicate the age of the youngest class member, the age of the oldest class member and the average age of the class. Some respondents were unable to supply the information relative to chronological age. Information, summarized in Table XI, was available for ten of the classes. It was found that the average age range within the class was 9.7 years.

TABLE XI

CHRONOLOGICAL COMPARISON BY MINIMUM, MAXIMUM AND AVERAGE AGE OF CLASS MEMBERS AND BY AGE RANGE WITHING EACH CLASS

CLASS NUMBER	AGE (YEARS)			
	MINIMUM	MAXIMUM	AVERAGE	RANGE
1	7	13	9	7
2	7	13	10	7
3	8	12	10	5
4	6	20	11	15
5	8	13	11	6
6	8	13	12	6
7	8	20	12	13
8	11	26	15	16
9	13	22	16	10
10	11	22	17	12
Average (Years)	8.7	17.4	12.3	9.7

Little, if any, emphasis is placed upon the differentiation between chronological and mental ages of pupils in schools for the trainable retarded within the Province. The data of Table XI support the statement, made under the heading Identification and Placement, that once accepted for admission a student may remain as long as he is able to adjust to the class situation. The maximum age indicated in four classroom situations is twenty or over with at least one pupil of age twenty-six. The table also indicates a class age range of up to sixteen years. Teachers indicated through interview that they do not consider the wide range of age existing in their classes a problem. Classes are small and instruction is of necessity individualized with each pupil working as independently as he is capable of doing.

Question No. 58 asked respondents to indicate the length of the school day for the pupils within their classes. The responses indicated that in some areas, for example, Bay Roberts, Deer Lake, and Stephenville, school is held only during the morning session. This is also the case for junior pupils in schools where a second class permits a grouping into junior and senior groups. The pupil week varies from a minimum of fifteen hours where classes are held only in the morning to a maximum of twenty-five hours where evening sessions are held.

Since the schools for the trainable retarded do not emphasize advanced academic procedures, the investigator suggested to the respondents that Question No. 59 should be omitted in favour of Question No. 60. This question asked the respondents to comment on special techniques used in each of the subject or activity areas of Question No. 59. Relative to the various subject areas the following comments were given:

Mathematics.

.....Various materials are used, such as numeral stepping stones, peg boards, finger play and records.

.....Each child requires individual help in Mathematics. Equipment used includes peg boards, finger play, counting sticks, records and posters.

.....Mathematic work books are very helpful.

.....Two pupils are doing basic mathematics. The others are learning to count. Repetition is important and mathematical rhymes and records are helpful.

English.

.....Each child requires individual help in English. Emphasis is upon oral English.

.....Strictly oral.

.....English workbooks are very helpful.

Reading.

.....Phonics and correct speech are emphasized.

.....Functional Basic Series of Readers are used.

.....Since almost every child is at a different reading level there is a constant necessity for individual attention.

Health.

.....Teaching is largely that of practicing various health rules. For example, health inspection is held each morning and pupils are taught to wash their hands before eating their lunch.

.....In addition to regular health inspection, regular morning exercises in bathroom control are given. Health films are extensively used.

Physical Education.

.....Only one school for the trainable retarded is fully equipped for an extensive physical education program. The comments of the seven respondents from this school are similar and indicate that the facilities are being used to good advantage. These comments are summarized as follows:

.....The gymnasium is spacious and fairly-well equipped. It is extensively used for physical education purposes. Exercises are given to each of the seven classes daily. Special exercises, consisting of one hour for girls and one hour for boys, are given on two mornings each week. Sporting events, such as bowling and basketball, are held.

Shop Work.

.....Rug making by boys and girls.
Sewing and knitting for girls.
Cane work, such as basket making, tray making, etc.
Tile work consisting of ash tray making, teapot stands, etc.
Home economics.

.....Ceramic tiling, sewing, hooking rugs, weaving potholders, tying wool dusters and making room decorations.

M. U. L. LIBRARY

Two respondents chose to comment generally rather than with reference to any subject area. The comments were as follows:

.....All subjects are taught by the keynote of repetition, routine and relaxation, but always bearing in mind the capabilities of each individual child.

.....Many trainable retarded pupils can learn the basic skills of Reading, Writing, and Arithmetic. Others have speech problems that make reading difficult. They enjoy using English and Mathematic work-books. One pupil, on a rotation basis, acts as a morning health inspector.

The last three questions of the questionnaire asked respondents to indicate any other activities, any problems being experienced and any recommendations they could offer relative to programses for the trainable retarded. One respondent commented as follows:

.....Older children could be taught trades within their capabilities. For example, simple carpentry skills or gardening.

During the visit of the investigator to each classroom he observed teaching methods as sophisticated as one observes in regular classroom work. His impression was sometimes that too much of an academic nature was being attempted. However, consultation with teachers of the classes indicated that the children enjoy and are capable of memorizing significant material provided that sufficient repetition and drill can be given to ensure retention. However, retention with most is very short.

Much is being accomplished in the field of handicrafts. The skills achieved will prove a valuable hobby in later life and for some may well become the means to partial independence.

V. FINANCING SCHOOLS FOR THE TRAINABLE RETARDED

The financing of schools for the trainable retarded has been accomplished in the past by the voluntary effort of the Newfoundland Association for the Help of Retarded Children. Several local associations work in co-operation with the Provincial Association. By presenting its financial needs to an understanding public the Association has been able to provide outstanding service to many children who would otherwise have received no formal training.

Each local association endeavours to be self-supporting. However, when a local association requires additional funds it becomes the recipient of financial assistance from the Provincial Executive. Since the funds of the Provincial Association are not disbursed on any per pupil or per capita basis, but rather in accordance with the financial needs of local associations, the assistance varies as indicated in Table XII.

TABLE XII

ASSISTANCE GIVEN BY THE PROVINCIAL ASSOCIATION TO LOCAL ASSOCIATIONS FOR THE YEAR ENDING MAY 31, 1968.[42]

LOCAL ASSOCIATION	AMOUNT
Bay Roberts	$ 2,145.87
Bell Island*	302.06
Corner Brook	3,200.00
Deer Lake	4,418.40
Grand Falls	32.40
Port Aux Basques*	1,706.67
Stephenville	1,779.67
Gander	Nil
Total	$13,585.07

*Schools are not presently operated at Bell Island and Port Aux Basques, but the association maintains property in both places.

[42] Newfoundland Association For The Help Of Retarded Children, Audited Statement For The Year Ending May 31, 1968.

Except for an annual contribution of approximately $40,000, the Association has been almost totally dependent upon voluntary contributions raised through special appeals. Some indication of the effort which has gone into the voluntary work of the Association is indicated by the fact that, as of May, 1968, the assets of the Association totalled approximately $245,000. The nature of these assets is indicated in Table XIII.

The investigator interviewed either the president or the secretary of each local branch of the Association in all areas where schools are presently operated. Six had been advised by the Provincial president that this survey was being undertaken and willingly supplied information. The president of one local association agreed to the interview but was reluctant to provide information until the Provincial president had been contacted. The checklist used for interview purposes was left with the request that it would be returned by mail but this was not received. These interviews tended to confirm the financial assistance as previously recorded insofar as Provincial assistance is given to local branches. It also provided information concerning the local effort to raise funds and gives some indication of the importance of fund raising activities by interested groups at the local level.

TABLE XIII

ASSETS OF THE NEWFOUNDLAND ASSOCIATION FOR THE HELP OF RETARDED CHILDREN AS OF MAY 31, 1968.[43]

ITEM	LOCATION	VALUE
Leasehold Improvements	Port Aux Basque	$ 2,738.35
	Deer Lake	5,200.26
	Grand Falls	953.24
Buildings	Bell Island	9,316.69
	Gander	14,558.37
	St. John's (Patrick Street)	25,134.90
	(Pennywell Road)	160,530.17
	Stephenville	7,871.40
Equipment	Bay Roberts	1,244.70
	Bell Island	1,273.67
	Corner Brook	540.58
	Deer Lake	1,209.75
	Gander	1,343.07
	Grand Falls	473.93
	St. John's	10,869.52
	Stephenville	1,675.51
Total		$244,934.11

[43] Ibid.

Public-spirited individuals and groups appear ready to give support to the financial needs of the association. One class is located in a rent-free building owned by the Masonic Order. In another instance the Kinsmen Association agreed to match the annual public collection with a contribution equal to the amount raised. In the two instances where rented space is used, the amount charged is considerably less than that which could be realized in the area. In one instance the charge is $75. monthly and in the other an annual charge of $500. Considering that heat and light is included, these charges are little more than nominal.

The main sources of income raised through local effort by the six associations which provided information is indicated in Table XIV.

The interviews with association representatives also indicated that in addition to the modern school building owned by the association in St. John's three local associations own the school buildings. Another is contemplating construction or purchase. The remaining two plan to continue the use of the rented facilities presently being used.

TABLE XIV.

*SOURCES AND TOTAL INCOME ATTRIBUTABLE TO LOCAL BRANCH EFFORT FOR THE YEAR ENDING MAY 31, 1969.

BRANCH	ANNUAL COLLECTION	AUXILIARY SOCIALS	SPECIAL DONATIONS
A	$ 29,000.00	$ 725.00	
B	2,200.00	1,250.00	$ 2,300.00 (Kinsmen)
C	1,600.00	800.00	
D	800.00	400.00	
E	1,100.00	500.00	
F	700.00	2,500.00	
Totals	$ 35,400.00	$ 6,175.00	$ 2,300.00

VI. PUPIL SAMPLE

As recorded in Chapter I, the investigator selected a random sample of thirty trainable retarded pupils. During the visit of the investigator to the schools he observed these pupils and discussed them with the class teacher. The educational background of the investigator in mental

*Appendix "A" p. 172.

retardation is insufficient to comment upon the extent to which retardation is likely to be common to more than one child within a family, nor is it the intention of this study to do so. However, in addition to recording the sex, chronological age and years of attendance of each member of the sample, data were recorded to indicate whether there were other retarded children in the family and whether there were children attending regular classes in the public schools of the Province. It was ascertained that nine members of the sample had at least one mentally retarded brother or sister. Twenty-two of the sample had brothers or sisters attending regular classes in the public schools of the Province. In four instances there were brothers or sisters who were retarded and others who were normal.

Class teachers were also asked to indicate the extent to which their knowledge of the children would suggest whether they were likely in adult life to be semi-dependent or reasonably independent. Where any special defect or classification was indicated this was also recorded. Table XV summarizes this information.

TABLE XV.

DATA ON PUPIL SAMPLE OF TRAINABLE RETARDED CHILDREN

PUPIL NO.	SEX	CH. AGE	YRS. IN ATT.	OTHER RETAR-DATION IN FAMILY	OTHERS IN REGULAR CLASSES	ADULT STATUS	DEFECT
1	M	8	1	Yes	Yes	Semi-dependent	
2	M	13	4	No	Yes	Semi-dependent	
3	F	13	3	No	Yes	Totaly dependent	Menini-gitis
4	F	16	6	No	Yes	Semi-dependent	
5	F	12	2	No	Yes	Totally dependent	Mongoloid
6	F	10	3	No	Yes	Semi-dependent	
7	M	8	3	No	Yes	Semi-dependent	Mildly Mongoloid
8	M	6	1	No	Yes	Totally dependent	Brain Damage
9	M	12	3	Yes	No	Semi-dependent	Mildly Mongoloid
10	M	16	5	No	Yes	Semi-dependent	Mildly Mongoloid
11	M	10	3	No	Yes	Semi-dependent	Speech Defect
12	M	10	3	No	Yes	Independent (Manually)	
13	M	13	1	No	Yes	Man.Independent	

TABLE XV. (Continued)

PUPIL NO.	SEX	CH. AGE	YRS. IN ATT.	OTHER RETAR-DATION IN FAMILY	OTHERS IN REGULAR CLASSES	ADULT STATUS	DEFECT
14	F	10	1	No	No	Independent	Epileptic
15	M	10	1	Yes	No	Semi-dependent	
16	M	7	1	Yes	No	Totally dependent	
17	F	13	3	No	Yes	Totally dependent	
18	M	11	2	Yes	No	Semi-dependent	
19	F	10	2	No	Yes	Semi-dependent	
20	F	12	4	Yes	Yes	Semi-dependent	
21	F	12	4	Yes	Yes	Totally dependent	Epileptic
22	F	13	2	Yes	No	Semi-dependent	
23	F	15	5	No	Yes	Totally dependent	
24	F	16	4	No	No	Semi-dependent	
25	F	20	14	No	Yes	Totally dependent	Spastic hands
26	F	14	5	Yes	Yes	Totally dependent	
27	M	7	1	No	Yes	Semi-dependent	Speech defect
28	M	9	1	No	Yes	Totally dependent	Wears braces on legs
29	M	11	1	No	Yes	Semi-dependent	
30	M	10	2	No	No	Semi-dependent	

VII. SUMMARY

This Chapter has given an analysis of data pertaining to schools operated by the Newfoundland Association for the Help of Retarded Children. Except where problems relating to transportation cannot be solved, most children, in areas where schools are operated, are attending school. However, it should be noted that the Association serves only the most densely populated towns and regions of the Province. Undoubtedly, there are many trainable mentally retarded children, in many areas of the Province, who are receiving no formal training.

Most teachers of the trainable mentally retarded hold valid teaching certificates from the Newfoundland Department of Education. The job appeals mostly to the mature and experienced female teachers. The investigator was favourably impressed by the instruction observed, and is convinced that there is an awareness of the limitations of the children and that programs are adapted to their basic needs.

The financial tables presented show that the Association has much public support in areas where schools are operated. Supporting each school is an enthusiastic local executive with a group of volunteer workers. This study

would be remiss if it did not applaud the continuous effort of the many volunteer workers, who daily attend classes and assist teachers. The children served need constant supervision. With limited finances the only paid employee in most areas is the teacher. It is not an exaggeration to say that without the regular day-to-day support of the volunteer worker within the classroom, many of the schools could not be operated.

CHAPTER IV

ANALYSIS OF DATA: OPPORTUNITY CLASSES FOR THE EDUCABLE RETARDED

Since the questionnaires used to provide data on Opportunity Classes were, with minor exceptions, the same as those used to provide data on schools for the trainable retarded, the analysis of data will be recorded under the same headings as given in Chapter III,

I. IDENTIFICATION AND PLACEMENT

Questionnaires were mailed to the principals of all seventeen schools reported by the Provincial Department of Education to have opportunity classes in operation. Sixteen completed questionnaires were returned. The investigator wrote a second time to the principal who had not returned the questionnaire and enclosed another copy of the questionnaire. No reply was received.

Where opportunity classes were located in a system which comprized more than one school it was found that a common policy of identification and placement existed. In these systems the administrative procedures of identification were left primarily to the guidance counsellor. Fifteen principals reported that group intelligence tests

are used as a first step in confirming suspected low intelligence. By and large, when group tests are administered, all pupils who score lower than 80 are recommended for further testing. As indicated in Table XVI, the Otis is used most frequently.

TABLE XVI

TYPE OF GROUP TEST USED AND FREQUENCY OF USE

TYPE OF TEST	FREQUENCY BY NO. OF SCHOOLS
Otis	13
Lorge-Thorndike	7
Raven	3
Dominion Achievement	2
Cattell	2
Pintner-Cunningham	1
Canadian Intelligence Test	1
Progressive Matrices	1

The levels at which the tests were administered and the frequency of administration was indicated by some respondents. Two indicated that the Lorge-Thorndike is used annually. One reported a semi-annual use of the Otis. The school using the Pintner-Cunningham administers it to all pupils at the Grade III-IV level. The school using the Canadian Intelligence Test uses it with beginners and as frequently as recommended by the school psychologist.

As indicated in Table XVII, no uniformity of personnel exists for administration of the group tests. This is probably due to lack of specialized personnel in most of the schools.

Question No. 3 asked respondents to indicate whether individual intelligence tests are administered and, if used, to indicate what tests are used. Thirteen responded positively and three negatively.

Question No. 4 asked respondents to indicate whether aptitude tests are administered and, if used, to indicate the type. Only one respondent answered the question positively. The type of test used was not indicated. The type of individual intelligence test used and the frequency of use is indicated in Table XVIII.

TABLE XVII

PERSONNEL RESPONSIBLE
FOR
ADMINISTRATION OF GROUP TESTS

PERSONNEL ADMINISTERING THE TEST	FREQUENCY BY NUMBER OF SCHOOLS
School Supervisor	4
Guidance Counsellor	3
Psychologist	2
School Principal	2
Psychologist and School Medical Officer	1
Principal and Class Teacher	1
Principal and Guidance Counsellor	1
Reading Consultant	1
Class Teacher	1
Questionnaire not returned	1
Total	17

TABLE XVIII

TYPE OF INDIVIDUAL INTELLIGENCE TEST USED AND FREQUENCY OF USE

TYPE OF TEST	FREQUENCY BY NUMBER OF SCHOOLS
Wechsler Intelligence Scale for Children (WISC)	4
Stanford-Binet and Wechsler Intelligence Scale	3
Canadian Intelligence Tests	3
Otis and Wechsler Intelligence Scale	1
Standard Progressive Matrices and Lorge-Thørndike	1
Stanford-Binet	1
Not indicated	3
Questionnaire not returned	1
Total	17

Question No. 5 asked respondents to indicate whether personality tests were administered and, if used, to indicate the type. Three stated that they are administered by a Provincial Department of Health Medical Officer but could not indicate the type of test used. Another indicated

that a teacher-made "Interest Form" is used. All others answered the question negatively.

As in the case of group testing, the administration of individual testing for opportunity class placement is not the prerogative of any single classification of personnel. Table XIX indicates the practices of individual test administration in the sixteen schools reported.

TABLE XIX

PERSONNEL RESPONSIBLE FOR ADMINISTRATION OF INDIVIDUAL TESTS

PERSONNEL ADMINISTERING TEST	FREQUENCY BY NUMBER OF SCHOOLS
Class Teacher	3
Guidance Counsellor	3
Psychologist and Guidance Counsellor	3
Psychologist	2
Class Teacher and School Supervisor	2
Guidance Counsellor and Psychiatrist	1
Principal and Class Teacher	1
School Medical Officer	1
Questionnaire not returned	1
Total	17

Question Nos. 7-12 were intended to provide data which would indicate the extent to which factors other than intelligence influence placement into opportunity classes. Table XX indicates that all children are examined for physical defects but that many are not examined by a psychologist or a psychiatrist.

TABLE XX

FACTORS OTHER THAN INTELLIGENCE WHICH INFLUENCE PLACEMENT

QUESTION ASKED	YES	NO	NOT INDICATED
Does a psychologist interview each child before placement?	7	9	
Does a psychiatrist examine each child before placement?	5	11	
Is each child examined for physical defects?	16		
*Are pre-school medical records examined	14	2	
*Are records, such as age at which the child began to walk, talk, etc., used to influence placement?	11	4	1
Are socio-economic conditions investigated?	14	1	1

*When these questions were positively answered it was frequently stated that such records are not always available, but that they are used if obtainable.

The services of a psychologist and a psychiatrist are sometimes available. In some instances the pupils being considered for opportunity class placement are examined by both. St. John's schools are probably best served in this respect, but these services are sometimes provided in other areas of the Province. Table XXI shows that in three schools children are examined by both a psychologist and a psychiatrist. However, in almost half of the schools the services of neither a psychologist nor a psychiatrist was indicated.

TABLE XXI

EXTENT TO WHICH APPLICANTS FOR OPPORTUNITY CLASS PLACEMENT ARE EXAMINED BY A PSYCHOLOGIST OR A PSYCHIATRIST

PERSONNEL	FREQUENCY BY NUMBER OF SCHOOLS
Neither psychologist nor psychiatrist	7
Psychologist only	4
Psychologist and Psychiatrist	3
Psychiatrist only	2
Questionnaire not returned	1
Total	17

Question No. 13 asked respondents to indicate the persons most likely to make the initial referral for examination of a child for opportunity class placement. The class teacher was indicated by all respondents and all, but two, indicated the principal. Over fifty per cent of the respondents also indicated that parents and a psychologist or psychiatrist sometimes make the suggestion. Table XXII summarizes this information.

TABLE XXII

PERSONNEL MOST LIKELY TO RECOMMEND CONSIDERATION OF PUPILS FOR OPPORTUNITY CLASS PLACEMENT

PERSONNEL	FREQUENCY INDICATED
Class Teacher	16
Principal	14
Psychologist or Psychiatrist	9
Parent	9
Guidance Counsellor	4
School Medical Officer	2
School Nurse	1

Respondents were asked to provide data on final administrative practices which may result in placement of pupils into opportunity classes, or in the return of pupils so-placed to regular classes. As indicated in Table XXIII, only one respondent stated that the school reserves the right to place a child into an opportunity class without the parents' consent. Trial periods are usually given in regular classes and periodic review after placement is common. Table XXIV indicates that there is no general agreement as to the length of the trial period.

Question No. 19 asked respondents to indicate who makes the final decision to place a pupil into an opportunity class. While it should be noted, however, that in fourteen of the schools parents have the final say, Table XXV shows that a wide variety of educational personnel are involved. Again, as indicated in Tables XXVI and XXVII, a wide variety of educational personnel are involved in the decision to return an opportunity class pupil to regular class placement.

TABLE XXIII

ADMINISTRATIVE PRACTICES
IN
OPPORTUNITY CLASS PLACEMENT

QUESTION ASKED	YES	NO	NOT INDICATED
Is parent's consent sought before placing a child into an opportunity class?	15		1
Does the school authority reserve the right to place a child into an opportunity class without parental consent?	1	14	1
*Are borderline cases placed into opportunity classes before a trial period in regular classes?	1	15	
*Is provision made for periodic review with the intent of returning the child to regular class placement?	15	1	
Are all pupils who fall more than two years behind normal grade placement considered with a view toward opportunity class placement?	9	7	

*Further clarified in Tables XXIV and XXVI.

TABLE XXIV

LENGTH OF TRIAL PERIOD IN REGULAR CLASSES PRIOR TO OPPORTUNITY CLASS PLACEMENT

PERIOD	FREQUENCY BY NUMBER OF SCHOOLS
One year	2
Two years	2
Three years	1
Varying periods	1
Selected whenever identified	1
Repeated failure	1
Not Indicated	8
Questionnaire not returned	1
Total	17

TABLE XXV

PERSONNEL MAKING THE FINAL DECISION FOR OPPORTUNITY CLASS PLACEMENT

PERSONNEL INVOLVED	FREQUENCY BY NUMBER OF SCHOOLS
School Medical Officer and Principal	4
Principal	3
Parent	3
Superintendent	2
Superintendent in consultation with the Principal and the School Nurse	1
Principal in consultation with the Parent and the Guidance Counsellor	1
Principal in consultation with the School Supervisor	1
School Supervisor	1
Questionnaire not returned	1
Total	17

TABLE XXVI

CONSULTATION BEFORE RETURNING A PUPIL TO REGULAR CLASS PLACEMENT

PERSONNEL INVOLVED	FREQUENCY BY NUMBER OF SCHOOL
Principal and Class Teacher	4
Class Teacher and School Supervisor	2
Teacher, Principal and Supervisor	1
Class Teacher	1
Guidance Counsellor	1
Teacher and Resource Personnel	1
School Medical Officer	1
Class Teacher, Guidance Counsellor and Psychologist	1
Regular Class Teacher and Opportunity Class Teacher	1
Not Indicated	3
Questionnaire not returned	1
Total	17

TABLE XXVII

PERSONNEL MAKING THE FINAL DECISION TO RETURN A PUPIL TO REGULAR CLASS PLACEMENT

PERSONNEL INVOLVED	FREQUENCY BY NUMBER OF SCHOOLS
Principal	4
Principal in consultation with the class teacher	4
Superintendent in consultation with the Principal and Class Teacher	2
Principal in consultation with the Guidance and the Class Teacher	1
Class Teacher in consultation with Parent	1
Superintendent	1
Not Indicated	3
Questionnaire not returned	1
Total	17

The final question relative to identification and placement asked respondents to provide any additional information which had not been provided in answer to the preceding questions. Eight of the respondents gave the following replies:

.....We emphasize the CASE STUDY APPROACH to a greater degree than suggested in the questionnaire.

.....Answers given to Question Nos. 11 and 12 need modification. Children are referred to the school health services. If facilities are available and the parents give consent, recommendations of the Department of Health authorities are carried out.

.....Pupils accepted for this class should not be discipline problems. Otherwise the purpose may be defeated from the start.

.....The first referral is by the teacher to the school medical officer. Tests are administered by the guidance counsellor and parents are consulted.

.....All children, who have a learning difficulty, are given group tests and some are then given individual tests. This is followed by a physical check-up and referral to a specialist if necessary.

.....Since the services of a psychologist are not available several group tests are administered to each child. One or more of these tests are totally non-verbal.

.....Procedure usually begins as a consultation betwwen the principal and the class teacher. Two I.Q. tests are then administered by the school supervisor. The school nurse consults the parents with regard to early years, i.e. diseases, traits, etc.. Examination by the Provincial school medical officer is made in the presence of the parents. The final decision is then made by the school medical officer and the school principal.

.....The following tests are administered at the Grade II level:
Dominion Mathematics Fundamentals.
Gates-MacGinitie Reading Comprehension.
Gray's Oral Reading Tests.
Dominion Word Analysis.

II TEACHER QUALIFICATIONS

Thirty-two teachers were employed as teachers of opportunity classes during the school year 1968-69. Questionnaires were forwarded to all and twenty-six completed questionnaires were returned. At the time that the investigator visited the schools, six reported that they had not completed the questionnaire but that they would do so and return it by mail. About two weeks later the investigator wrote all six and reminded them that the questionnaire had not been received, but no replies to this correspondence were received. This analysis is based upon the twenty-six questionnaires which were received.

Part I of the questionnaire asked respondents to provide personal data with particular reference to their special qualifications as teachers of opportunity classes. It was found that only one of the twenty-six respondents was male. Nine indicated that they were single, sixteen that they were married and one stated that she was divorced. As indicated in Table XXVIII, none was under twenty years of age. This is probably due to the selection practices of school boards. One of the conditions under which a school board may set up an opportunity class

is that a suitable teacher is available. Since a supply of teachers with some training in the teaching of slow-learners is not readily available, a school board often selects a teacher employed by the board and asks her to take special summer courses. It is probable that the mature and experienced teacher is usually chosen.

TABLE XXVIII

AGE OF OPPORTUNITY CLASS TEACHERS IN NEWFOUNDLAND SCHOOLS

AGE RANGE	NUMBER
UNDER 21 YEARS	0
21-24 "	5
25-29 "	6
30-34 "	2
35-39 "	3
40-44 "	4
45-49 "	0
50-54 "	3
55 years and over	2
Not indicated	1
Questionnaire not returned	6
TOTAL	32

Most respondents indicated that they were certified. Table XXIX shows that less than four per cent held qualifications lower than grade one. Approximately seventy per cent held either a grade one or a grade two certificate. It was found also that two respondents held one bachelor's degree and that one other, a male, held two bachelor's degrees and was working toward a master's degree in guidance.

It can be seen from Table XXX that teachers of opportunity classes are well experienced. Only six respondents had less than five years of teaching experience. When asked how many years they had taught trainable or educable mentally retarded children, almost half (Table XXXI) indicated that this was their first year teaching an opportunity class.

TABLE XXIX

QUALIFICATIONS OF OPPORTUNITY CLASS TEACHERS

CLASSIFICATION	NUMBER	PER CENT OF RESPONDENTS
Below A Licence	1	3.9
A Licence	0	
Grade One	10	38.5
Grade Two	8	30.7
Grade Three	4	15.4
Grade Four	1	3.9
Grade Five	1	3.9
Grade Six	1	3.9
Grade Seven	0	
Questionnaires not returned	6	
TOTAL	32	

TABLE XXX

COMBINED TEACHING EXPERIENCE OF OPPORTUNITY CLASS TEACHERS

PERIOD	NO. OF TEACHERS
1 Year	0
2 Years	2
3 - 4 Years	4
5 - 9 "	9
10 - 14 "	3
15 - 19 "	3
20 - 24 "	2
25 - 29 "	1
30 Years or more	2
Questionnaires not returned	6
TOTAL	32

A comparison of this table with table XXX supports the earlier statement that teachers of opportunity classes tend to be chosen on the basis of teaching maturity. Although only eight teachers had taught opportunity classes for more than two years, twenty had more than four years of teaching experience.

TABLE XXXI

TEACHING YEARS EXPERIENCE WITH OPPORTUNITY CLASSES

PERIOD	NO. OF TEACHERS
1 Year	14
2 Years	4
3 - 4 Years	5
5 - 9 Years	3
10 Years and over	0
Questionnaires not returned	6
TOTAL	32

Question No. 10 asked respondents to indicate the number of years spent with the same opportunity class. One situation was indicated in which the teacher had started with a class in elementary school and had remained with the class as it progressed throughout the system. The class is now registered in a senior high school as a Grade X Prevocational Class and the teacher has been associated with this class for five years. As indicated in Table XXXII, most teachers were experiencing their first year of association with the class.

TABLE XXXII

LENGTH OF TEACHER ASSOCIATION WITH SAME CLASS

PERIOD	NO. OF TEACHERS
1 Year	18
2 Years	5
3 Years	2
4 Years	0
5 Years	0
Over 5 Years	1
Questionnaires not returned	6
TOTAL	32

When asked to indicate their gross annual salary, some respondents were hesitant to do so since they felt that the question was not relevant to the study. The investigator explained that questions regarding salary were intended primarily to indicate the extent of local school board supplement of salary. Of the twenty respondents seven indicated (Table XXXIII) that they received less than $5,000 annually and eight received from $5,000 to $5,999. Three received over $6,000 annually. Only five reported that they received a salary supplement from the school board. Four stated that their salary supplement was $400 annually and one indicated an annual supplement of $150.

TABLE XXXIII

GROSS ANNUAL SALARIES OF OPPORTUNITY CLASS TEACHERS

SALARY RANGE (DOLLARS)	NO. OF TEACHERS
Under 3000	0
3000 - 3999	3
4000 - 4999	4
5000 - 5999	8
6000 - 6999	2
7000 - 7999	1
8000 - 8999	1
9000 - 9999	1
10000 and over	0
Not indicated	6
Questionnaire not returned	6
TOTAL	32

Question No. 11 asked respondents to indicate the courses they had taken in special education of the educable mentally retarded. Eleven respondents indicated that they had received no special training other than that obtained incidentally during training as a regular class teacher.

Four indicated that their only training in special education was Education 332 at Memorial University of Newfoundland. This course is now 0304 (1969-70 calendar) and is titled 'Remedial Reading in the Elementary Schools'. It was a full semester, full credit course and was recognized as a full credit for salary purposes. Its status has since been reduced to that of a half credit.

In addition to Education 332 at Memorial University, one respondent had taken courses titled 'Introduction to Special Education' and 'Elementary Intellectual Assessment'. Both are obtainable at the University of Toronto and are considered basic by the Ontario Department of Education. Neither is recognized as a credit for salary purposes by the Newfoundland Department of Education.

Six other respondents indicated that they had attended summer sessions at Toronto University. Courses taken were under the heading 'Teaching the Educable Mentally Retarded'. These teachers also complained that although the course is recognized in Ontario they are unable to have it credited for salary purposes in Newfoundland.

One respondent, who had completed these courses at Toronto University, had also completed a course in guidance at the University of Saskatchewan and was still

continuing graduate studies in special education at the University of Toronto.

Another respondent had taken one methods course in Special Education at MacDonald College. Another had completed four courses in diagnostic testing and remedial teaching at the University of British Columbia. Another had studied special education at the Catholic University of America. The courses indicated were titled 'Curriculum for the Mentally Retarded' and ' The Slow Learner-Montessori Approach'. Both are offered as summer courses and carry full semester credit.

Much dissatisfaction was expressed because many courses taken outside the Province are not recognized in Newfoundland for salary purposes. Many complained that they had been encouraged by financial help from their school board to forego their summer vacation and complete special education courses outside the Province only to find later that they had done nothing to up-grade their teaching certificate.

Ten respondents indicated that they had received financial assistance toward the expenses of training taken outside the Province. As indicated in Table XXXIV, a provincial grant of $1,500 is available.

This may be taken as a one-time grant for a full years study abroad or it can be spread over three summer instalments of five hundred dollars for each summer.

TABLE XXXIV

SOURCE AND AMOUNT OF FINANCIAL ASSISTANCE RECEIVED FOR SPECIAL EDUCATION STUDY ABROAD

SOURCE	AMOUNT	NO. OF TEACHERS
Provincial Department of Education	$ 1,500.	5
Provincial Department of Health	1,500.	1
Provincial Department of Education and Provincial Department of Health $500 +	1,000.	1
Provincial Department of Education	500.	1
Provincial Department of Education	300.	1
British Columbia Department of Education	Amount Not indicated	1
No financial assistance received		16
Questionnaires not returned		6
Total		32

When asked their reason for becoming teachers of the mentally retarded, fifteen replied (Table XXXV) that they were asked to do so by the school board or the school principal. Eight indicated that they had recognized the need as a personal challenge.

TABLE XXXV

MOTIVATIONAL INFLUENCE
RESULTING IN RECRUITMENT INTO SPECIAL EDUCATION

MOTIVATIONAL INFLUENCE	NO. OF TEACHERS
Asked to do so by the school board	9
Recognized the need as a personal challenge	8
Asked to do so by the principal	6
Inspired by association with other opportunity class teachers	1
Personal involvement - a mentally retarded child in own family	1
Needed a change of work	1
Questionnaires not returned	6
Total	32

Question No. 15 asked respondents to indicate what they expected to be doing during the next school year. Twenty (seventy-seven per cent) stated that they would continue teaching the mentally retarded child. Four indicated a desire to return to regular classes and one indicated that she would work in a non-teaching position.

Question No. 16 asked respondents to state whether they were members of the 'Special Education Council' of the Newfoundland Teachers' Association. Twelve indicated that they were members. Fourteen indicated that they were not members and some indicated that they were not aware that the Council existed.

Question No. 17 asked respondents to suggest personal characteristics thought desirable for successfully teaching the educable mentally retarded. Twenty-five respondents supplied the following responses:

.....Kindness and firmness.

.....Interest (not dedication), patience, common sense, a sense of humour, imagination and the ability to accept children as children and not as objects of pity.

.....Deep affection for the slow learner and less mature child. Good understanding of each child's basic needs. Unlimited patience and zeal-yet firm control of class. The willingness to be 'one of them' in order to lift them up. Trust in their ability to do better-much better for some. Always praise the slightest improvement and hope for the best.

.....Understanding, patience, stronge nerve and a good sense of humour.

.....Understanding, imagination, patience, initiative, a sense of humour and the ability not to become personally involved with the students.

.....Understanding, adaptability, democratic, fair, well-organized, extremely patient, responsive, love children and have a good knowledge of teaching methods.

.....An opportunity class teacher should be industrious and have a bountiful supply of energy. She should be creative and have an endless supply of ideas to keep the child's attention. She should be fully aware of each child's needs. She must be patient, understanding, kind and gentle but also tactful with discipline.

.....Understanding, responsive, adaptable, patient, democratic, fair, kind and attractive.

.....Patience, persistence and an understanding of problems of special students.

.....The teacher must especially understand these children and their limitations and earnestly desire to help them.

.....Sense of humour, patience, understanding, competence and ingenuity.

.....Flexibility, friendliness, understanding, lots of patience, resourcefulness and a good sense of humour.

.....Patience, understanding, a limitless ability to adjust to the frustrations of a program which has not been thought through, especially at the high school level. An ability, in senior classes to work with boys whose one major desire is to leave school.

.....The ability to accept a child for what he is - a person in his own right and not as a dull educable retarded or a slow learner, but rather as a child who needs understanding and consideration.

.....A teacher of these classes should possess a genuine interest in these children and possess a desire to do everything possible to help them fit themselves for as useful a life as possible in the community of adults.

.....Patience, perseverance and a pleasing personality.

.....Patience, pleasantness, sympathy and understanding of the special needs of such children. Resourcefulness in the use of materials.

.....Maturity, responsibility, adaptability. The teacher also needs to be kind and resourceful. Kindness must not be sentimentality. These children are not looking for pity for their disabilities. They are looking for acceptance and a sense of belonging. This is especially necessary for those who may have some physical disability as well.

.....Sense of humour, patience in abundance, a willingness to change if one method does not prove successful, a desire to diversify methods of 'getting the message across', and a genuine interest in slow learning children. The most important is loving attention for those children who have been rejected by their peers.

.....It is of great importance that the teacher know each child individually and know his problems, both mental and physical. The teacher should also endeavour to know whether there is any problem in the home life or social environment which is upsetting the child.

.....Patience, pleasant personality, perseverance and imagination.

.....Patience, understanding of children, ability to guide rather than to push them and an acceptance of children for what they are rather than what we want them to be.

.....Patience, personal initiativeness and willingness to work hard, lots of energy, a sense of humour, flexibility, adaptability and a wide range of interests.

.....Patience and understanding, a sense of humour and the ability not to become depressed.

Asked to express their opinion on what they considered the minimum training a teacher of opportunity classes should have before accepting such a position, eight respondents

suggested (Table XXXVI) a minimum of one full year of training in special education. Four others agreed but also suggested another year of regular teacher training.

TABLE XXXVI

MINIMUM TRAINING SUGGESTED BY OPPORTUNITY CLASS TEACHERS BEFORE ACCEPTING A POSITION AS TEACHER OF EDUCABLE MENTALLY RETARDED

PERIOD OF TRAINING SUGGESTED	FREQUENCY OF SUGGESTION
A full year of training in special education	8
Two years university plus one year of special education	5
A course in special education	1
Education 332 at Memorial University (Now 0304)	1
Two or three years teaching regular classes plus a B.Ed. with a major in special education	1
Elementary training as offered by the Ontario Department of Education	1
One year of teacher education plus training in remedial work	1
One year of teacher education	1
Not Indicated	7
Questionnaire not returned	6
Total	32

As indicated earlier, respondents were generally of mature years and had several years teaching experience before becoming teachers of opportunity classes. This is further indicated in the following responses to Question No. 19 in which respondents had been asked to indicate any past experience which had proven helpful in their present work:

.....Experience in general and mental nursing.

.....Training at the Atlantic Christian Training Centre. Working with youth groups and young people in the church, and serving congregations of people as a clergyman's wife have given me a fuller understanding of people and some of their problems.

.....Working as a volunteer with handicapped children. Caring for my own daughter who has cereberal palsy.

.....Five years association with the National Executive of the Scottish Society for Mentally Handicapped Children.

.....Principal of a school in a low socio-economic region. Many opportunity class children are from low socio-economic homes.

.....Association with the Jubilee Guilds.

.....Convent training in a residential club for girls.

.....Interest in craft and handwork.

.....N.T.A. Workshop-Dr. Lowe's story of the child wrongfully labelled 'retarded'.
Canadian Child and Youth Drama Association Conference-Dr. Barbara McIntyre's reference to the child who is bright enough to know that he is dumb.
Workshop in creative drama directed by Rita Criste.
University extension course in folk dancing.
Course in leathercraft at Arts and Culture centre.

Question No. 20 asked respondents to indicate whether they considered their present training adequate for their present teaching position. Fourteen answered the question negatively. Of the seven who answered positively, some commented that they had done so only because there was additional instruction in areas such as music, art, physical education and home economics given by other staff members or through integration of the class with other groups.

The final question on Part I of the teacher questionnaire invited respondents to 'comment as you desire relative to training needs and problems'. Comments were:

.....I would like to see handicrafts introduced into a non-graded school curriculum. This might eliminate the need for 'opportunity classes'. If the stigma of the opportunity class label was removed, the special class could be the happiest and most enthusiastic in the school.

.....The university should make available, especially as summer courses, credit courses in methods for special education.

.....Special education courses at mainland universities should be recognized for grading and salary purposes in Newfoundland.

.....The courses taken in special education should be credit courses. This would draw more teachers into the field, and make it more worthwhile for teachers of special education.

.....Special education courses should be credit courses toward a higher grade to encourage more teachers to take the course and become more enlightened re problems of the slow learner.

.....The principal should be knowledgeable in this area before establishing special classes for the educable mentally retarded.

.....A major need of senior boys (age 15-17) is a work preparation program which dovetails into work situations. At this level one half of the day is adequate for academics and the remainder for a work programme and work.

.....I feel that in order to understand the social and emotional problems of these students, teachers planning to enter this field need considerable work in psychology.

.....Where there are opportunity classes there will likely be emotionally disturbed children. Often many problems will arise when you will wonder whether what you are doing for them is really satisfying their needs. Several courses in child psychology would be very helpful.

.....It is high time that we should have the opportunity to gain adequate training at Memorial University and not have to leave our families summertime in order to obtain such training on the mainland. There is a crying need for qualified personnel - let's fill it.

.....One problem which hinders progress among students and which discourages teachers and parents is that the Government has not allowed any means for these children to enter a vocational training school after completion of four or five years in an opportunity class. Parents are quick to criticize and teachers are unable to defend their program because it appears to lead to a 'dead-end street'.

.....Special education classes are not available at our own university and it is not convenient to go away to the mainland. Evening and summer courses should be available in special education.

III. FACILITIES

Part II of the questionnaire to teachers of opportunity classes was designed to provide data which would indicate the equipment available for instructional purposes and also indicate the physical environment in which the classes are established.

During the visit of the investigator to the schools the physical setting of each opportunity classroom was recorded and the suitability of the location was discussed with the class teacher. The information recorded in the questionnaire will be tabulated below, but the interviews produced some interesting observations which indicate the overall physical setting of the class location.

Although previous statistical tables have indicated a total of thirty-two opportunity class teachers, there were in operation only twenty-nine classes. The physical setting of the class was always a subject of discussion during the interviews with class teachers and principals. These interviews led the investigator to conclude that twenty of the classes are very satisfactorily located in spacious surroundings and often with complementary classroom facilities.

One school, in addition to seven regular-sized classes for opportunity class use, has provided in the opportunity class region of the building a work-shop, a sewing room and a kitchen for instruction in home economics. All are well equipped and are in continuous use. The gymnasium and music room are in close proximity and instruction is provided by the school physical education instructor and the music teacher. These facilities make for a program which is impossible to parallel in any of the other opportunity classes observed and as presently provided.

The closest parallel is that of another school system in which four classrooms are located in a setting with moveable walls which permit full integration of the four classes into a very spacious setting. This tends to supply the physical setting for an elaborate program and is an indication that class setting was carefully considered. With integration of the facilities provided into the total school setting and the provision of more equipment, this program will develop into one which will warrant further observation.

Another school system has an established policy of beginning a class at the elementary level and establishing it in an elementary school setting. Students of this class are then moved progressively through junior and senior high

school in the company of their social peers. This system also endeavours to maintain a class setting in full integration with the student body.

On the other hand, considerable dissatisfaction was expressed by principals and teachers over the location of nine of the classes. While the provision of suitable facilities is often difficult, some of the class settings, particularly in large school systems, are difficult to excuse. Teachers complain that psychologically the pupils are defeated before they begin.

In one instance, in a large and compact school system, a class of twelve to sixteen-year-olds was located in an elementary school with only Grades III and IV registered in regular classes. This school, with an enrollement of two-hundred fifty elementary pupils, also has an elementary opportunity class. Both opportunity class teachers agreed that the junior class was progressing, but that the psychological stigma attached to the senior class nullified teacher effort. A less severe, but similar situation, was noted in another school.

Another respondent complained of a psychological stigma because a class, composed entirely of thirteen to seventeen-year-old boys established in a junior high school, was located in the basement adjoining the area of the building assigned to girls.

One class, located in an elementary school of some two-hundred fifty pupils, was set up in the school corridor with no partition or screen to take them out of the view of all pupils who moved around the building for any purpose. In another school a classroom was located in isolation at the end of a corridor and such that, although the classroom facilities were excellent, the teacher complained that she was often asked by the pupils why it was that they were so located away from the main student body.

Similar comments, indicating pupil sensitivity, were made by four other class teachers. In one instance two classes were maintained in isolation on the third storey of a three-storey building. In another school two classes were established in isolation in the school basement.

Question Nos. 23-29 and Question No. 45 asked respondents to indicate 'Yes' or 'No' regarding the availability of selected facilities. The questions asked and the responses indicated are summarized in Table XXXVII. The question regarding library services was further developed in Question No. 46. Three respondents indicated that they were very well supplied with suitable reading materials. Thirteen indicated that a satisfactory amount was available and ten stated that there was very little suitable material provided.

TABLE XXXVII

FACILITIES IN OPPORTUNITY CLASSES

QUESTION ASKED	YES	NO	NOT INDICATED
Do you have a regular size classroom of approximately 650-700 square feet?	12	13	1
Is floor space adequate for all activities?	13	13	
Is temperature control adequate?	18	8	
Is lighting adequate?	25	1	
Are ventilation arrangements adequate?	19	7	
Is bulletin board space adequate?	13	13	
Is blackboard space adequate?	20	6	
Is there a sink in the classroom?	15	11	
If the answer to the last question is yes, is hot water available?	14	1	
Do you have adequate cloakroom space?	24	1	1
Do you have adequate storage space for supplies?	16	10	
Do you have access to a locked filing cabinet?	11	15	
Is the room adequately equipped with tables and chairs?	18	8	

TABLE XXXVII (Continued)

QUESTION ASKED	YES	NO	NOT INDICATED
Is room-darkening equipment readily available to facilitate use of audio-visual equipment?	12	14	
Is the room adequately equipped with electrical outlets?	20	6	
Are facilities adequate to permit the teaching by practice of personal hygiene and grooming?	10	15	1
Are work cabinets, sinks, etc., at a convenient height for the average class member?	23	1	2
Is there a library in the school?	20	6	

Question Nos. 40-44 asked respondents to check the availability of other facilities and, if available, to indicate whether the facility is available for the sole use of the classroom or upon request. As indicated in Table XXXVIII, schools are well equipped with record players and projectors. Tape recorders and radios are usually available. The availability of a typewriter for teaching purposes was indicated less frequently amongst the items of the questions asked.

TABLE XXXVIII

FACILITIES IN OPPORTUNITY CLASSES

QUESTION ASKED	RESPONSE		
	NO	ALWAYS	UPON REQUEST
Is a record player available?	1	16	9
Is a tape recorder available?	7	8	11
Is a projector available?	1	11	14
Is a radio available?	7	15	4
Is a typewriter available for teaching purposes?	12	7	7

Respondents were asked to indicate the availability of facilities not listed in the questionnaire. The responses, tabulated in Table XXXIX, reflect a program ranging from primary to high school level. The first six facilities listed refer to one school in which seven classes are located. Other facilities listed are sparsely located throughout the other opportunity classes.

TABLE XXXIX

ADDITIONAL FACILITIES AVAILABLE
IN OPPORTUNITY CLASSES

FACILITY	FREQUENCY BY CLASS
Well-equipped gymnasium facilities*	7
Well-equipped work shop*	7
Well-equipped home economics room*	7
Ten sewing machines*	7
Refrigerator*	7
Washer and drier*	7
Duplicating equipment solely for class use	5
Paper cutter solely for class use	2
Four bicycles for primary gymnastics	2
Swings for gymnastics	2
Word building aids	2
Film loops	2
Stove for home economics	2
Felt boards and materials	1
Wendy house for free play	1
Montessori type apparatus	1

*Same school.

The final question on facilities asked respondents to suggest any desired facilities which were not available. The items most frequently recorded in Table XL are cabinets for storage and bulletin board space.

TABLE XL

FACILITIES PRESENTLY UNAVAILABLE BUT DESIRED IN OPPORTUNITY CLASSES

FACILITY OR IMPROVEMENT SUGGESTED	FREQUENCY BY CLASS
Cabinets with locks for storage purposes	6
More bulletin board space	6
More books and teaching aids	3
Duplicating machine for sole use of class	3
Larger and more flexible classroom space	3
Work-bench for handicraft work	2
Paper cutter	2
More shelving	2
Physical training equipment	2
Equipment for planting seeds, bulbs, etc.	2
More handwork materials for sample work	2
Classroom sink	1
Overhead projector	1
Science facilities	1
Improved washroom and grooming facilities	1

IV. THE INSTRUCTIONAL PROGRAM

Part III of the questionnaire to teachers was designed to provide data pertaining to the organization of classes and the instructional program.

Respondents were asked to indicate the age of the youngest class member, the oldest class member, and the average age of the pupils in the class. While in some instances pupils are placed into opportunity classes shortly after admittance to school, eighteen of the classes, as indicated in Table XLI, have no members under ten years of age. This is indicative of the practice in most schools of giving all pupils a few years trial in regular classes before placement into the opportunity class.

The maximum age (Table XLII) of students ranged from ten years to seventeen years. However, only two pupils were over the age of sixteen. This probably indicates the tendency of these pupils to drop out of school earlier than underachievers in regular academic classes. It may also reflect the fact that the nature of the program in most opportunity classes is not conducive to continued attendance once the school leaving age has been reached.

The average ages (Table XLIII) of the class members ranged from eight years to fifteen years. However, only four classes had an average age of less than ten years.

TABLE XLI

MINIMUM AGE OF OPPORTUNITY CLASS PUPILS

AGE	FREQUENCY BY CLASSES
6 years	2
7 years	4
8 years	1
9 years	1
10 years	6
11 years	5
12 years	2
13 years	4
14 years	1
Questionnaires not returned	6
Total	32

TABLE XLII

MAXIMUM AGE OF OPPORTUNITY CLASS PUPILS

AGE	FREQUENCY BY CLASSES
10 years	1
11 years	1
12 years	5
13 years	4
14 years	2
15 years	5
16 years	6
17 years	2
Questionnaires not returned	6
Total	32

TABLE XLIII

AVERAGE AGE OF OPPORTUNITY CLASS PUPILS

AVERAGE AGE	FREQUENCY BY CLASSES
8 years	3
9 years	1
10 years	3
11 years	3
12 years	4
13 years	5
14 years	5
15 years	2
Questionnaires not returned	6
Total	32

The tabulation of the age range given in Table XLIV indicates that sixteen of the classes have an average range of more than four years. This probably reflects the establishment of only one class within many schools and the effort to place all the less academically capable in the single class available. It may also reflect the criticism offered by some opportunity class teachers that there is a tendency to remove problem children from regular classes and place them into opportunity classes.

TABLE XLIV

AGE RANGE IN OPPORTUNITY CLASSES

AGE RANGE	FREQUENCY BY NO. OF CLASSES
3 years	4
4 "	5
5 "	11
6 "	3
7 "	1
8 "	1
9 "	0
10 "	1
Questionnaire not returned	6
TOTAL	32

Table XLV combines the data of tables XLI-XLIV and enables the reader to study the composition of each of the twenty-six classes reported upon in the study. Minimum ages in classes range from six years to fourteen years, maximum ages from ten years to seventeen years, and average ages from eight years to fifteen years. Four classes had an age range of three years. Class No. 20 had an age range of ten years. Seventeen of the classes had an age range of five years or more. The average minimum age of class members was ten years, the average maximum age was fourteen years, the average class member age was twelve years and the average age range within the classes was five years.

TABLE XLV

CLASS COMPARISON BY MINIMUM, MAXIMUM AND AVERAGE AGE AND BY AGE RANGE

CLASS NO.	MINIMUM	MAXIMUM	AGE(YEARS) AVERAGE	RANGE
1	10	13	11	4
2	12	16	14	5
3	6	12	8	7
4	9	13	10	5
5	12	14	13	3
6	13	16	15	4
7	13	16	14	4
8	7	12	10	6
9	7	12	9	6
10	10	13	11	4
11	10	12	12	3
12	8	12	10	5
13	14	16	15	3
14	11	15	13	5
15	11	15	12	5
16	11	15	13	5
17	11	13	12	3
18	11	15	13	5
19	13	17	14	5
20	7	16	11	10
21	7	11	8	5
22	6	10	8	5
23	10	14	12	5
24	10	15	13	6
25	10	17	14	8
26	13	16	14	4
Average (Years)	10	14	12	5

Data related to intelligence in individual classes are presented in Table XLVI. In seven of the twenty-six classes this information was unavailable. In the nineteen classes for which the information was available it was found that the average minimum I.Q. was 59, the average maximum I.Q. was 85, and the average I.Q. range within the classes was 27.

TABLE XLVI

MINIMUM, MAXIMUM AND I.Q. RANGE FOUND IN OPPORTUNITY CLASSES

CLASS NO.	I.Q. MINIMUM	MAXIMUM	RANGE
1	61	78	18
2	53	74	22
3	59	84	26
4	64	95	32
5	56	84	29
6	52	79	28
7	32	86	55
8	61	84	24
9	67	87	21
10	68	87	20
11	58	87	30
12	59	76	18
13	50	77	28
14	50	69	20
15	72	90	19
16	63	79	17
17	61	86	26
18	60	120	61
19	74	95	22
Average	59	85	27

Questions concerning the percentage of time per week spent in whole-group instruction, individualized instruction and unsupervised individual activity were included in the questionnaire. Whole-group instruction was considered to be that period of a week when the teacher instructs the full class. Table XLVII indicated that in seven classes there was whole-group instruction. Also indicated is the fact that in no class was there more than fifty per cent whole-group instruction. Responses (Table XLVIII) indicating the percentage of time spent in individualized instruction ranged from thirty per cent to one hundred per cent. Table XLIX indicates that in fourteen of the classes no unsupervised individual activity is permitted, and that in only six classes is more than ten per cent of the pupil time allocated to unsupervised individual activity.

TABLE XLVII

TIME ALLOCATED TO WHOLE GROUP INSTRUCTION
IN OPPORTUNITY CLASSES

PERCENTAGE OF TIME SPENT	FREQUENCY BY CLASSES
Nil	7
5	0
10	1
15	2
20	7
25	0
30	4
35	0
40	3
45	0
50	2
More than 50	0
Questionnaires not returned	6
TOTAL	32

TABLE XLVIII

TIME ALLOCATED TO INDIVIDUALIZED INSTRUCTION
IN OPPORTUNITY CLASSES

PERCENTAGE OF TIME SPENT	FREQUENCY BY CLASSES
Below 30	0
30	1
40	3
50	1
60	3
70	2
80	10
90	1
100	5
Questionnaires not returned	6
TOTAL	32

TABLE XLIX

TIME ALLOCATED TO UNSUPERVISED INDIVIDUAL ACTIVITY IN OPPORTUNITY CLASSES

PERCENTAGE OF TIME ALLOCATED	FREQUENCY BY CLASSES
Nil	14
5	2
10	4
15	0
20	6
More than 20	0
Questionnaires not returned	6
TOTAL	32

Question No. 57 asked respondents to indicate the nature of the average activity in relationship to regular school organization. Nine respondents indicated that the class was basically a division of a primary school. Two indicated that the class contained both a primary and an elementary level. Eleven stated that the classes were of an intermediate classification. One indicated a class containing an intermediate and a junior high school level. One class was reported to be a junior high school

level and two classes were classified as pre-vocational.

Question No. 58 asked respondents to indicate the number of hours their class spends in weekly attendance at school. All indicated a twenty-five hour week, but at the primary organizational level most respondents indicated that very young children were frequently dismissed earlier than their older classmates.

A wide variety of replies resulted from a question asking about techniques used in the various subject areas. Included were the following:

Mathematics

.....Individualized teaching. The program attempts to identify with the mathematics which the pupils will use in life situations.

.....Basically computation.

.....Abacas, counting men, flannel board aids, flash cards, counting sticks and other similar aids are used.

.....Real life situations are created and related to Mathematics teaching. For example, a store and real money is used to teach buying and selling and a knowledge of money.

.....Made as practical as possible. Measures of all kinds are important. Correlation with other subjects is often helpful. For example, when doing canework stakes have to be cut certain lengths and accuracy of measurement can be stressed. Advertisements from the daily papers are used in the discussion of prices and buying and selling. For example, how much would this car actually cost when all charges and the sales tax have been added?

.....Method varies with each pupil. Class range is from a Grade I to Grade VII level. Four pupils are capable of two-step problems, bills, simple discount. Others need basic computational drill.

.....Cuisenaire rods to get a thorough grasp of number concepts.

English

.....Over fifty per cent is conversational. All written work is related to everyday usage.

.....Story scrapbooks are made. Stories are written about pictures and experience charts are used to illustrate correct English usage.

.....Basic concepts of English are practiced and very little creative writing is attempted.

.....The English program is sub-divided into a correlation with Philosophy, Reading, History, Current Events, etc. For example in Philosophy students study the life of some person, usually but not necessarily well-known. This involves a great deal of reading, research, writing and conversation. One boy hates reading lab but the first request each morning is for the morning newspaper.

Reading(Instruction)

.....S.R.A. Reading Lab is used extensively. Phonetic word builders are also used.

.....Rhyming words help considerably with beginners.

.....Usually related to everyday situations. Experience stories are used extensively.

.....Kit-A-Language designed for building pre-reading skills and published by Ginn & Co. is used extensively. As a class we write the news each day and read it together from the blackboard.

.....Moxon Remedial Method is used. This has now been used seventy minutes weekly for six months and the results are excellent.

Reading (Library)

.....Geographical magazines are very appealing to these children.

.....Allow the children to select their own reading materials in accordance with their interests, even if the selection is so difficult that they can only interpret the pictures.

.....A class library of high interest but low vocabulary has been built up.

Health

.....Filmstrips are used extensively.

.....Daily health inspection and drill on health rules.

.....Good grooming and the importance of a balanced diet are stressed.

.....Charts are used extensively. Posters showing people eating good foods for health and portraying habits of safety and cleanliness are used.

Social Studies

.....Mostly consists of films and filmstrips. Projects also help.

.....Correlated, whenever possible, with other subjects.

.....Frequent visits are made to places of interest. Events of importance to the community or the province are discussed.

Domestic Science

.....This instruction is integrated into the regular home economics program of the school.

.....The emphasis is on sewing, knitting and home-making.

Physical Education

.....The program is integrated into the regular school program.

Shop Work:

.....Wool rugs are hooked with latchet hook. The wool is cut by use of a guage into 2 inch pieces. A form of weaving is done with seating cord and different coloured materials enables the class to make stools of various types. Basket weaving is also done.

.....Some leathercraft is also done. In addition to work for which proper materials are available, much can be done with discard materials such as Javex bottles. These may be used as the base for floral arrangements.

.....The girls do weaving, foamcraft, tilecraft, knitting and some canework. The boys, in addition to eighty minutes weekly of integrated work in industrial arts, do leathercraft, canework and tilecraft.

Recommendations made by respondents for improvement of the program included the following:

.....More provision is needed to enable the child to continue until he can gain entrance to a vocational school.

.....More publicity of special education to encourage parents of slow learners to accept opportunity classes.

.....Regular meetings between the parents of opportunity class children, teachers, supervisors and guidance counsellors.

.....More careful use of publicity through the news media in order to reduce the stigma associated with opportunity class placement.

.....Greater curriculum guidance is needed from the curriculum division of the Provincial Department of Education.

.....The class age range should not be greater than four years.

.....Students in a special class should be placed in a school where they can associate with their social peers. Where possible, integration with other pupils should be practiced.

.....A room of comparable size and as attractive as any other in the school is essential.

The question of the extent to which pupils benefit from special class placement was raised in Chapter II. Most respondents commented extensively on the question relating to this issue. Many comments were similar and can be summed up in the five indicated below:

.....They get more individualized attention and there is no fear of failure. They work at their own pace and have a sense of achievement even if it is only attained by successful completion of some piece of handwork. This is a feeling they could not experience in an academic classroom where they would be bogged down, fall behind and feel frustrated.

.....The academic improvement is remarkable. Attitudes and emotional stability have also shown marked improvement.

.....The easier discipline which can be permitted because of smaller numbers is an advantage which develops emotional stability.

.....Special class placement gives the child more individualized instruction and a greater chance of success. Development of special talent is encouraged more than in regular class placement. The amount of frustration and tension which is lost helps the development of good mental health.

.....A real advantage for the lower ability members of the class. Unfortunately some are placed in special classes because of emotional problems rather than lack of ability. With sufficient counselling and remedial help these could progress better in regular classes.

The investigator sought the views of teachers concerning the stigma attached to special class placement.

Eighteen respondents stated that there was no evidence of resentment amongst the pupils of the class. However, eight respondents did suggest varying degrees of resentment. The nature of this resentment is indicated by the following comments of respondents:

.....It is more evident amongst the older children.

.....Evidence of inner tensions when they realize that they cannot achieve like their peers.

.....Resentment is caused by placement of children of junior-high school age into a school with only Grades III and IV.

.....Some children refer to themselves as stupid.

.....Some are teased at home for failure to compete with other children in the family.

.....When the class was first established they were all very sensitive. Now, nine months later, they appear adjusted.

When asked whether there was any evidence of any stigma during integration of opportunity class students with regular students, ten respondents answered the question positively. Several of those who answered the question negatively indicated that this was so during the first few weeks of operation of the class but that it quickly disappeared. When asked to comment on the general attitude of other staff members toward them and the opportunity class, twenty-one of the respondents

indicated that relationships were quite satisfactory and that the administration and other teachers were appreciative of the work being done. However, as indicated below, five respondents had different views:

.....Other teachers show a limited understanding of the needs of these children.

.....A fair relationship, but a lack of understanding on occasion.

.....Some show a genuine interest. Others tend to ignore the class completely unless they have a problem child they would like to place into it.

.....Because the children are older than the others in the school, some teachers tend to place the blame of all out of class discipline problems upon them.

.....They think I'm crazy to be teaching that bunch in the opportunity class. When trouble occurs the finger points toward the class.

Respondents were asked to summarize the major problems relating to the program as experienced by them.

Problems most often noted were:

.....These children can only attain a certain level of academic achievement. The problem is how to develop a challenging and motivational program which will keep them in school.

.....The lack of any real help from the Provincial Department of Education pertaining to a curriculum for the educable retarded child is too challenging for teachers who lack sufficient training. It taxes their creativity to the limit.

.....For those children, who do not advance far enough to fit back into the regular stream, there is no educational future as they cannot gain admission to vocational schools.

.....The classroom facility itself is psychologically detrimental to the work of the class.

.....Lack of the services of a guidance counsellor is a problem for those who are often emotionally disturbed.

.....Close co-ordination with the work of the various welfare agencies is desirable on the part of the schools. This is particularly true in low socio-economic regions.

.....Too wide a range of chronological age is a problem in some classes.

.....The stigma resulting from publicity is a problem. Few reporters realize that the so-called backward child may be very sensitive.

.....Parents often regard the class in a remedial sense and expect their children to be returned to regular academic work.

V. FINANCING OPPORTUNITY CLASSES

Part II of the questionnaire to pricipals was designed to provide data on the method by which opportunity classes are financed. This information was indicated by fifteen of the respondents. One indicated that the school board supplied the need of the class as requested but that he did not know the source of the funds. As indicated in Table L, the question relative to annual grants received a positive response from six principals and was answered negatively by nine. During interviews with the respondents, the investigator determined that the different responses

TABLE L

FINANCING OPPORTUNITY CLASSES

QUESTION ASKED	YES	NO	NOT INDICATED
Did your school board receive a special initial grant to provide equipment and supplies for opportunity classes?	15		1
Are annual grants received from the Department of Education to provide equipment and supplies?	6	9	1
Are grants from all sources sufficient to provide all materials required during this school year?	9	6	1
Are students, or their parents, presently required to make direct financial contribution toward the purchase of materials and supplies?	3	12	1

indicated a different interpretation of the question. Those who indicated a positive answer were referring to the regular classroom grant. The investigator clarified this further by discussing it with an official of the Department of Education. Annually, for several years, the Government has allocated the sum of $200,000. for the establishment of special education classes. This is made available as a one-time grant. Once established the only financial assistance from government is the maintenance grant for all classrooms as per the total registration of

the school and the number of rooms in use.

Most principals were unable to indicate the amount of the initial grant. One stated that an amount of $70,000 had been received. Another indicated an amount of $12,000.

The final question on the questionnaire to principals asked respondents to comment upon the financial needs of opportunity classes. The responses were as follows:

.....Advanced opportunity classes will require a much greater outlay of capital to serve the needs of older children. For example, equipment for training in the manual arts.

.....If obvious needs arise the board will, within reason, provide for same on the recommendation of the teacher and the principal.

.....The government grant for setting up opportunity classes is not used for the maintenance and operation of such classes. There is no grant for texts, nor is any percentage of the cost of teaching materials paid from government grants. With all the special facilities and equipment needed to operate the large number of special education classes in this school, and with all the special texts that need to be purchased for the curriculum we have in such classes, the amount of money available for special education from the Department of Education for maintaining the classes is absolutely NIL.

.....These classes need much in the way of audio-visual aids and handwork materials. A varied program is essential. They can often get their greatest success through manual activities, which we are unable to provide because of lack of financial assistance.

.....In our senior class there are seven boys of age

> twelve to fifteen who would benefit from an industrial arts program. Presently, because of lack of equipment, they cannot participate in non-academic activities other than simple arts and crafts.
>
> .....The present grant does not come near to satisfying the financial needs of opportunity classes.

VI PUPIL SAMPLE

As indicated in Chapter I, the investigator selected a random sample of seventy opportunity class pupils. During the visit of the investigator to the schools he obtained information pertaining to placement procedures as it applied to each member of the sample. Forty-eight members of the sample were boys and twenty-two were girls. As indicated in Table LI, their ages ranged from six years to nineteen years.

The age at which the members of the sample had been placed into opportunity classes was also obtained. As indicated in Table LII, the ages ranged from six years to sixteen years. Twenty-one had been placed into the opportunity classes before reaching the age of ten years. Seven members of the sample were fourteen years of age or older before being placed into an opportunity class.

The investigator tried to determine the extent to which each member of the sample was given intelligence testing prior to placement. This information was

TABLE LI

CHRONOLOGICAL AGE OF PUPIL SAMPLE

AGE	FREQUENCY BY NO. OF PUPILS
6 years	2
7 "	3
8 "	1
9 "	3
10 "	5
11 "	9
12 "	20
13 "	10
14 "	10
15 "	2
16 "	5
TOTAL	70

TABLE LII

CHRONOLOGICAL AGE AT TIME OF PLACEMENT INTO OPPORTUNITY CLASS

AGE	FREQUENCY BY NO. OF PUPILS
6 years	2
7 "	4
8 "	4
9 "	11
10 "	7
11 "	10
12 "	14
13 "	5
14 "	6
15 "	0
16 "	1
Not available	6
TOTAL	70

unavailable for twenty-two members of the sample. It was difficult to be certain in other instances that all information pertaining to testing conducted was available. Table LIII indicated that more than one test was administered to many of the students, and that the Weschler Intelligence Scale for Children was used more frequently than any other.

In all cases the academic record of the student was considered prior to placement. However, it should be noted that ten members of the sample were under nine years of age at time of placement. This would seem to indicate that in some situations early identification is made. In thirty-nine instances the pupil had been examined by either a psychiatrist or a psychologist. In twenty-two instances records of physical defects were available and in twenty-six instances the socio-economic background was a determining factor in the placement into opportunity classes.

The investigator attemped to determine who had made the initial recommendation that the child would be examined for possible opportunity class placement. In thirty-two instances this information was not available. Twenty-one were first recommended by the class teacher. Ten had been first identified by the school principal.

TABLE LIII

INTELLIGENCE TESTING PRIOR TO PLACEMENT

TYPE OF TEST USED	FREQUENCY BY NO. OF PUPILS
Weschler Intelligence Scale for Children (WISC)	15
Canadian Intelligence Test	6
Otis	4
WISC and Lorge-Thorndike	4
Raven and Lorge-Thorndike	3
Raven, Cattell and Otis	3
Otis and WISC	3
Otis, Raven and Lorge-Thorndike	3
WISC and Dominion Intelligence Test	2
WISC, Gates and Raven	2
Raven	1
Lorge-Thorndike	1
Lorge-Thorndike and Stanford-Binet	1
Information not available	22
TOTAL	70

Two each had been suggested by the school supervisor and by a psychologist. Only one had first been recommended by a parent.

The class teacher was asked whether the child was likely to be returned to regular class placement. Answers were inconclusive but indicated that fourteen members of the sample may be returned to regular class placement. Forty are likely to remain in opportunity classes. In sixteen instances it was felt that insufficient time had been spent in the class to enable the teacher to offer a definite opinion.

VII SUMMARY

Throughout this investigation it was apparent that opportunity classes are operating too much in isolation. Respondents continuously complained that school systems lacked the trained personnel to conduct proper identification and placement procedures. Consequently, the investigator found a variety of identification procedures entrusted for administration to various educational personnel. Except in one instance all opportunity class teachers were found to be certificated. Three had a Grade four or higher certificate. The remainder were distributed among Grades one, two and three. It should be

noted, however, that most had received only a minimum of training in special education. All teachers of opportunity classes were over the age of twenty-one and had several years of teaching experience.

While facilities in some schools were excellent, there were several instances where class location was detrimental to the program. Since opportunity classes receive no special financial grants, teachers complained that they seldom had the variety of supplementary materials needed for the class. Most teachers also felt that their training in special education had been insufficient to enable them to assume almost sole responsibility for development of a program. They indicated a need for more direction from the Division of Curriculum and for more co-ordination within schools systems.

The investigator found that many opportunity class teachers resent the term 'educable mentally retarded'. The term is widely used in most literature on the subject of special education. The investigator, for want of a better term, has frequently used it to refer to children placed in opportunity classes. Howevern in the sense that the word 'retarded' is used in public conversation, there may be little in the way of comparison with the term 'trainable mentally retarded'. The trainable

retarded usually require constant attention and supervision. Likewise, only a small percentage are likely to become independent or perhaps semi-independent in adult life. On the other hand, those labelled educable retarded can look forward to a normal social status in adult life and will usually find complete independence through employment in semi-skilled or unskilled avenues of employment.

Many opportunity class teachers stated that the stigma of the term retarded tends to demoralize those who have been so placed. The data presented in this study tends to indicate that the two groups are comprized of distinctly different individuals.

CHAPTER V.

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of the study was to investigate what has been done in Newfoundland to provide educational opportunity for the trainable and the educable mentally retarded child. No previous detailed investigation of this subject had been undertaken in the Province. The investigator undertook the study in the hope that it would prove of value to the newly appointed Division of Special Services and Pupil Personnel in the Department of Education, and to any other groups or individuals interested in the education of retarded children.

Related Readings

The investigator reported at some length upon the controversy which has surrounded the provision of special educational services for the retarded. Diller[44], Goldstein and Seigle[45], Stotland and Zander[46], Gelfand[47], and

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[44] Diller, loc. cit.

[45] Goldstein and Seigle, loc. cit.

[46] Stotland and Zander, loc. cit.

[47] Gelfland, loc. cit.

Rosenbaum[48] supported the trend toward the provision of special classes. Bennett[49], Cassidy and Stanton[50], Johnson[51] and Pertsch[52] reported no evidence to suggest that the educable mentally retarded perform any higher in special classes. Dunn[53], after twenty years of direct involvement with special classes for the trainable and the educable retarded reached similar conclusions.

The remainder of the chapter on related readings was devoted to an examination of Canadian trends in special education. The information reported is based upon numerous bulletins, pamphlets, regulations and legislative acts which were received and reviewed.

Procedure of the Study

Three questionnaires were prepared for use in this study. In the preparation of these, the investigator was

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[48]Rosenbaum, loc. cit.

[49]Bennett, loc. cit.

[50]Cassidy and Stanton, loc. cit.

[51]Johnson, loc. cit.

[52]Pertsch, loc. cit.

[53]Dunn, loc. cit.

guided by the studies of Horowitz[54], MacKillop[55], Butler[56] and Hepburn[57]. Publications of the California State Department of Education were also used in development of the questionnaire.

The main sources of information were the questionnaires which were forwarded to principals and teachers, and the interview checklist which was completed through interview with an official of each local association of the Newfoundland Association for the Help of Retarded Children. Data were also collected when the investigator visited each of the schools operated by the Newfoundland Association for the Help of Retarded Children and all opportunity classes in the nineteen public schools reported upon in the study. Approximately half a day was spent in each classroom.

Findings

Identification and Placement: Current practices in special education tend to emphasize the desirability of

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[54]Horowitz, loc. cit.

[55]MacKillop, loc. cit.

[56]Butler, loc. cit.

[57]Hepburn, loc. cit.

early identification and special class placement of all mentally handicapped children. Although the philosophy behind this trend is based upon the premise that the retarded child who remains in the regular class will be unable to compare favourably with his intellectually normal peers, the research on the subject has been inconclusive in suggesting advantages to be gained by early special class placement of the educable retarded.

The educational system in Newfoundland has not emphasized the need for early opportunity class placement. Other factors have tended to make the early placement of the trainable retarded a matter-of-fact necessity. Most trainable retarded children will, at an early age, also exhibit some physical handicap or show sufficient lack of motor control to alert parents to the possibility that the child is retarded. However, educable retarded children at any age are not likely to exhibit any characteristics which will alert parents to the possibility that they will underachieve when they enter school. Because of this, only identification of the trainable retarded is likely to have been made before the child attains the age of school admission.

Since identification of the trainable retarded is usually made by the parent and a medical practitioner,

teachers in schools operated by the Newfoundland Association for the Help of Retarded Children reported that only occasionally are they interested in testing the intelligence of a child. On the other hand, opportunity class teachers reported that considerable intelligence testing is of prime concern when considering a child for opportunity class placement. In Newfoundland, such children are likely to enter school at the admission age and be placed in a regular classroom situation. In most instances the child will, as soon as the teacher recognizes a learning difficulty, be given remedial help in the hope that he will make normal progress as he matures. In most situations investigated in this study identification for opportunity class placement was not begun until the child had reached Grade II or higher. Quite frequently the child had failed repeatedly from two to four years of a graded program.

The method of identification of the trainable retarded appears satisfactory. Teachers of the trainable retarded reported that only rarely does a child so placed show sufficient academic potential to warrant investigation of a possible return to regular public school placement. Teachers of opportunity classes were less

confident that identification procedures were satisfactory. From opinions expressed, the investigator concluded that extensive investigation of all factors would probably reveal that some are placed in opportunity classes because of emotional problems resulting in a non-academic attitude. Other opportunity class pupils may not lack mental ability but may be products of an educational system which is characterized by conformity and rigidity. If given sufficient individual attention at an early age and in a non-graded environment, such children would have progressed at their own rate and would not have been subjected to repeated failure. For too many children special consideration may be given too late to regain academic self-confidence.

Teacher Qualifications: Teaching both the educable and the trainable retarded child in Newfoundland appeals more to females than to males. No male teachers are employed in schools operated by the Newfoundland Association for the Help of Retarded Children. Only one opportunity class was under the sole supervision of a male teacher. In one other instance a male teacher is employed as an industrial arts instructor for several opportunity classes.

Educational qualifications of teachers of the educable

retarded are higher than those of teachers of the trainable retarded. This is due in part to the fact that most teachers of the trainable retarded are married women who had taught prior to marriage, but had left teaching because of family responsibilities. It may also be due in part to the fact that the provincial teachers' salary scale does not apply to teachers of the trainable retarded. Thus, this incentive for academic improvement of qualifications is not so apparent. Most of all it is likely due to the fact that the education of the educable retarded is a provincial responsibility and teachers of opportunity classes are fully integrated into the provincial teacher supply. Seventy-five per cent of the teachers of the trainable retarded hold a provincial teaching certificate of Grade I or higher, compared with ninety-five per cent of teachers of opportunity classes.

Personal characteristics listed as desirable were similar and tended to differ only in degree. Adjectives used by both groups suggested the need for patience, kindness, love, understanding and similar attributes. Teachers of the trainable retarded child feel that he is usually well adjusted to the school environment and is generally oblivious to the stigma complained of so frequently by opportunity class teachers. The result is

that teachers of the trainable retarded experience less inhibitions in the application of desirable personal characteristics. On the other hand, opportunity class teachers work in an atmosphere in which any expression of emotion may be challenged or misinterpreted.

Facilities: The major difference in provision of educational facilities for the trainable and the educable retarded is that the opportunity classes for the educable retarded are integrated into existing public school services. In the case of services for the trainable retarded, the children are segregated into special schools.

Location of classes for the trainable retarded vary from the excellent surroundings of a large modern school building to those of make-shift space in rented locations. However, all are conducive to a program suited to the needs of the individuals who attend the schools. It is also apparent that members of the local associations are anxious to provide more attractive surroundings as soon as the finances are available.

As indicated in Chapter IV, much dissatisfaction was expressed over the location of nine of the opportunity classes, most of which were not considered conducive to a good pupil attitude. Integration of opportunity classes

into the regular school building makes available the use of better library, gymnasium, audio-visual, and other similar services.

The Instructional Program: The pupils attending schools operated for the trainable mentally retarded have needs which set them apart from all other children who can profit from school attendance. On the other hand, the term 'educable mentally retarded' serves to label all on the continuum from the slow learner to the point where the label of 'trainable mentally retarded' is appropriate.

In any comparison of the instructional program of trainable and educable retarded children, the individual differences of the two classifications are immediately apparent. Any effective program for the trainable retarded must be influenced by the realization that most of the children are inclined to be awkward in their movements and in attempts to develop muscular control. Thinking is also related to the world of things rather than to ideas. Speech deficiencies are quite common and some students will rely upon expressive gestures and sounds.

Influenced by these and other considerations, the programs for the trainable retarded in schools operated by the Newfoundland Association for the Help of Retarded

Children appear to be uniform in purpose. All schools are attempting primarily to improve muscular co-ordination, speech and other deficiencies. This is referred to as the rehabilitative function of the schools.

While some academic work is attempted with individual pupils, the retention span is very limited and the schools tend to concentrate upon the development of basic skills which will assist the child to attain some degree of semi-independence in adult life. Much emphasis is also placed upon the social aspects of human relationships. The child is taught how to live with family, friends, neighbours, classmates and fellow-workers. Emphasis is upon individual instruction and this negates any disadvantage which a range of chronological age grouping may present.

Table XLIV indicated that in opportunity classes the range of chronological age in seventeen of the classes investigated was greater than four years and reached a maximum of ten years in one instance. Opportunity class teachers complained that this adversely affected the effectiveness of the instructional program. The fact that Tables XLVII-XLIX indicate that most instruction is individualized in opportunity classes poses the question of why age range is considered a disadvantage in opportunity

classes but not in schools for the trainable retarded. It may be related to the fact that instruction is of a more academic nature in the opportunity class.

Unlike the schools for the trainable retarded, opportunity classes lack any uniformity of program. As reported in Chapter IV, teachers complained that they were almost solely responsible for development of their own program and that they felt that the program left much to be desired. In many instances the program is a modified version of the academic program of the regular classes with make-shift materials used to provide some handicraft diversion. All teachers indicated frustration caused by the fact that their students will likely leave school with insufficient upgrading to gain admission to the vocational schools of the Province.

Financing Education of the Mentally Retarded Child: The investigator found that the voluntary efforts of the Newfoundland Association for the Help of Retarded Children are taxed to the limit in an effort to maintain existing services. At both the trainable and educable levels, any worthwhile program demands expenditure not presently available. Particularly at the opportunity class level, the investigator found a lack of facilities and a program restriction which was attributable to a lack of funds. If

anything worthwhile is to be accomplished, it must be recognized that these classes need a financial outlay far in excess of that of regular classes.

The major difference between the financing of schools for the trainable retarded and of opportunity classes is that the former are largely supported by the voluntary work of the Newfoundland Association for the Help of Retarded Children, whereas the latter are financed by the Provincial Government. An annual grant is made by the Government to the Newfoundland Association for the Help of Retarded Children, but since the schools operated by the Association are not considered a Provincial responsibility no maintenance or other grants are received by the Association.

II RECOMMENDATIONS

This study was not intended to evaluate the schools and the classes investigated, but rather to report on practices found in them. However, the investigator has reached certain conclusions and feels that there is merit in the following recommendations:

1. A vast expansion of services for the trainable mentally retarded child is needed to serve areas not presently served by the Newfoundland Association for the Help of Retarded Children.

2. The provision of educational services for the trainable mentally retarded should be integrated into the educational system of the Province and financed by the Provincial Government.

3. Sheltered workshops should be established to provide employment for those of the trainable mentally retarded who are capable of attaining semi-independence in adult life.

4. There should be a fully developed ungraded system of school organization which would eliminate the necessity of opportunity class placement during the first six years of schooling.

5. A sophisticated pre-vocational program should be developed at the senior high school level, and where geography permits, this program should be integrated with existing vocational school services. This would permit students of sixteen years of age to attend vocational school on a part time basis while continuing academic upgrading at the senior high school. It could well provide the background necessary for some students to enter the trade and vocational schools.

6. Identification and placement procedures relating to opportunity classes should be carefully determined and strictly regulated by the Department of Education.

7. If opportunity classes are to be continued at all levels of school organization, classes should be so organized that the chronological age range is much reduced. Where sub-standard space must be utilized, it should not be assigned to the opportunity class. Such classes should also be appropriately located with respect to the total organization of the school or school system.

8. The Memorial University of Newfoundland should increase the number of courses available for credit to teachers interested in the education of mentally retarded children.

9. The Department of Education should modify its restrictions relative to credit for training in special education done outside the Province.

10. The Government should recognize the fact that the expenditure per pupil for trainable and educable mentally retarded children must greatly exceed that of other students if proper facilities are to be provided and acceptable programs offered.

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APPENDICES

APPENDIX A

SURVEY OF SCHOOLS FOR THE MENTALLY RETARDED

(Administered through interview with some official of each local association of the Newfoundland Association for the Help of Retarded Children.)

INTERVIEW CHECKLIST

1. What is the minimum age for admission? _____years.

2. What is the maximum age for admision? _____years.

3. What is the minimum mental age for admission? _____ years_____ months_____ months.

4. Which of the following criteria for admission must be met by each applicant for admission:

   a. _____ Not dangerous to self.
   b. _____ Not dangerous to others.
   c. _____ Adequate mental age.
   d. _____ Chronological age.
   e. _____ Toilet trained
   f. _____ Ability to speak clearly.
   g. _____ Ambulatory.
   h. _____ Other (specify)
   _____
   _____

5. Is there any agency or person in your community that can diagnose and test suspected cases of mental retardation?
   a. _____Yes b. _____ No
   If yes, please indicate by qualifications._____

6. Is there a waiting list for admission?
   a. _____ Yes b. _____ No

7. Are pupils accepted for a trial period?
   a. _____ Yes b. _____ No
   If yes, how long is the trial period? _____

APPENDIX A (Continued)

8. Who makes the final decision to accept a child for schooling?
   a. _____ Principal.
   b. _____ Executive of Local Association.
   c. _____ Education Committee.
   d. _____ Psychologist.
   e. _____ Psychiatrist.
   f. _____ Other (Specify)
   _____
   _____

9. Who makes the final decision to remove a child from school?
   a. _____Principal
   b. _____ Executive of Local Association.
   c. _____ Education Committee.
   d. _____ Psychologist.
   e. _____ Psychiatrist.
   f. _____ Other (Specify).
   _____
   _____

10. Do pupils ever leave this school and return to regular school?
    a. _____ Yes b. _____ No
    If yes, how many have done so during the last two years? _____

11. What additional comments relative to identification and placement procedures in this school can you offer?
    _____
    _____
    _____
    _____

FINANCE

12. If the Association owns the present school building, what is its present value? $_____

13. If the Association does not own the present school building, what is the annual amount paid for rent $_____

14. If the Association does not own the present school, is it planning to obtain its own building?
a. _____ Yes b. _____ No

15. If the Association owns the present school building, how much money was collected from the following sources to be applied toward the erection or purchase of the building?
$_____ Provincial Government.
$_____ School Boards.
$_____ City or Town Council.
$_____ Donations and money raising projects by the Association.
$_____ Other (Specify) _____
$_____ _____

16. Are annual grants received toward operating expenses from the Provincial Government?
a. _____ Yes b. _____ No

17. If the answer to the last question is yes, indicate the basis on which government grants are given.
$_____ per pupil per year.
$_____ per teacher per year.
$_____ per classroom per year.
$_____ overall grant to the Provincial Association.
$_____ Other (Specify) _____

18. Please give details of the annual financial statement for the last fiscal year.

RECEIPTS

SOURCE	AMOUNT

EXPENDITURE

CLASSIFICATION	AMOUNT

APPENDIX B

SURVEY OF OPPORTUNITY CLASSES

and of

SCHOOLS FOR THE MENTALLY RETARDED,

TEACHER QUESTIONNAIRE

Questions marked * will be omitted by teachers of the trainable retarded.

Most of the questions can be answered by checking ( ) to one of the items.

PART I - PERSONAL INFORMATION

1. Please indicate your Sex.
   a. _____ Male b. _____ Female

2. Please indicate your Marital Status.
   a. _____ Single b. _____ Married

3. What is your Age? Check one.
   a. _____ Under 20 years.
   b. _____ 20 to 24 years.
   c. _____ 25 to 29 years.
   d. _____ 30 to 34 years.
   e. _____ 35 to 39 years
   f. _____ 40 to 44 years.
   g. _____ 45 to 49 years.
   h. _____ 50 to 54 years.
   i. _____ 55 years and over.

4. What licence or certificate do you now hold? Check one.
   a. _____ Below A Licence.
   b. _____ A Licence.
   c. _____ Grade One.
   d. _____ Grade Two.
   e. _____ Grade Three.
   f. _____ Grade Four.
   g. _____ Grade Five.
   h. _____ Grade Six.
   i. _____ Grade Seven.

APPENDIX B (Continued)

5. What degrees do you have?
   a. _____ No degree
   b. _____ One Bachelor's
   c. _____ Two Bachelor's
   d. _____ Master's Degree
   e. _____ Other (please specify)

6. What is your total salary for the school year 1968-69? Report gross amount from all sources. Check one.
   a. _____ Under $2,000.
   b. _____ $2,000. - $2,999.
   c. _____ $3,000. - $3,999.
   d. _____ $4,000. - $4,999.
   e. _____ $5,000. - $5,999.
   f. _____ $6,000. - $6,999.
   g. _____ $7,000. - $7,999.
   h. _____ $8,000. - $8,999
   i. _____ $9,000. - $9,999
   j. _____ $10,000 and over.

7. If your salary is not paid solely by the Provincial Government, please indicate the source and the amount.
   a. _____ All paid by Provincial Government.
   b. _____ Source of salary or special remuneration.
   c. _____ Amount of remuneration not paid by Government.

8. Counting the present school year, what is the total number of school years you have been a teacher? Check one.
   a. _____ 1 year.
   b. _____ 2 years.
   c. _____ 3 to 4 years.
   d. _____ 5 to 9 years.
   e. _____ 10 to 14 years
   f. _____ 15 to 19 years.
   g. _____ 20 to 24 years.
   h. _____ 25 to 29 years.
   i. _____ 30 years or more.

9. Counting the present school year, what is the total number of school years you have taught opportunity classes, or been teaching in schools for the mentally retarded?
   a. _____ 1 year.
   b. _____ 2 years.
   c. _____ 3 to 4 years.

APPENDIX B (Continued)

d. _____ 5 to 9 years.
e. _____ 10 to 14 years.
f. _____ 15 to 19 years.
g. _____ 20 years or more.

10. Counting the present school year, what is the total number of school years you have taught your present class (i.e. same pupils)? Check one.
a. _____ 1 year
b. _____ 2 years.
c. _____ 3 years.
d. _____ 4 years.
e. _____ 5 years.
f. _____ over 5 years.

11. On the line marked "a" name any course taken at University and designed especially for the preparation of special education teachers. On line "b" name the University at which the course was taken. Tick all appropriate spaces.

a. Title of Course	a _____	a _____
b. University	b _____	b _____
c. Methods Course	c _____	c _____
d. Non-methods Course	d _____	d _____
e. Summer Course	e _____	d _____
f. Full Semester	f _____	f _____
g. Half Credit	g _____	g _____
h. Full Credit	h _____	h _____

a. Title of Course	a _____	a _____
b. University	b _____	b _____
c. Methods Course	c _____	c _____
d. Non-methods Course	d _____	d _____
e. Summer Course	e _____	e _____
f. Full Semester	f _____	f _____
g. Half Credit	g _____	g _____
h. Full Credit	h _____	h _____

a. Title of Course	a _____	a _____
b. University	b _____	b _____
c. Methods Course	c _____	c _____
d. Non-methods Course	d _____	d _____
e. Summer Course	e _____	e _____
f. Full Semester	f _____	f _____
g. Half Credit	g _____	g _____
h. Full Credit	h _____	h _____

APPENDIX B (Continued)

12. Did you receive any financial assistance from the Department of Education or any other organization during your period of special training?
a. _____ Yes b. _____ No

13. If the answer to the last question is yes, please name the source and the amount.
a. _____ Source a. $ _____ amount
b. _____ Source b. $ _____ amount

14. Which of the following best describes your reason for becoming a teacher of "below-average" students? Check one.
a. _____ Asked to do so by the school board.
b. _____ Asked to do so by the principal.
c. _____ Inspired by association with other special education teacher(s).
d. _____ Recognized the need as a personal challenge.
e. _____ Other (Specify) _____

15. What do you expect to do during the school year 1969-70? Check one.
a. _____ Continue teaching opportunity or mentally retarded classes.
b. _____ Teach regular classes.
c. _____ Attend university with intent of returning to opportunity or mentally retarded class teaching.
d. _____ Attend university with intent of returning to teach regular classes.
e. _____ Study in a field outside of teaching.
f. _____ Work in a non-teaching position.
g. _____ Other (Specify) _____

16. Are you a member of the "Special Education Council" of the Newfoundland Teachers' Association?
a. _____ Yes b. _____ No

17. In your opinion, what personal characteristics should a teacher of opportunity classes or mentally retarded classes possess?
Fill in appropriate column.

OPPORTUNITY CLASSES	TRAINABLE MENTALLY RETARDED CLASSES

APPENDIX B (Continued)

18. In your opinion, what is the minimum training teachers should have before teaching the special classes indicated?

OPPORTUNITY CLASSES	TRAINABLE MENTALLY RETARDED CLASSES
_____	_____
_____	_____
_____	_____

19. What past experience (other than teaching) has been helpful to you in your present work?

_____
_____

20. Do you consider your present training adequate for your present teaching position?
a. _____ Yes b. _____ No

21. (This question is intended only for teachers in schools operated by the Association for Retarded Children.) If your qualifications were not in keeping with Question 11, please indicate below the nature and extent of your training.

_____
_____

22. Please comment as you desire relative to training needs and problems.

_____
_____

PART II - FACILITIES

23. Do you have a regular size classroom? (Approximately 670-700 sq. ft.)
a. _____ Yes b. _____ No

24. Is floor space adequate for all activities?
a. _____ Yes b. _____ No

APPENDIX B (Continued)

25. Is temperature control adequate?
a. _____ Yes b. _____ No

26. Is lighting adequate?
a. _____ Yes b. _____ No

27. Are ventilation arrangements adequate?
a. _____ Yes b. _____ No

28. Is bulletin board space adequate?
a. _____ Yes b. _____ No

29. Is blackboard space adequate?
a. _____ Yes b. _____ No

30. Is there a sink in the classroom?
a. _____ Yes b. _____ No

31. If the answer to the last question is yes, is hot water available?
a. _____ Yes b. _____ No

32. Do you have adequate cloakroom space?
a. _____ Yes b. _____ No

33. Do you have adequate storage space for supplies?
a. _____ Yes b. _____ No

34. Do you have access to a locked filing cabinet?
a. _____ Yes b. _____ No

35. Is the room adequately equipped with tables and chairs?
a. _____ Yes b. _____ No

36. Is room-darkening equipment readily available to facilitate the use of audio-visual equipment?
a. _____ Yes b. _____ No

37. Is the room adequately equipped with electrical outlets?
a. _____ Yes b. _____ No

38. Are facilities adequate to permit the teaching by practice of personal hygiene and grooming?
a. _____ Yes b. _____ No

APPENDIX B (Continued)

39. Are work cabinets, sinks, etc. at a convenient height for the average class member?
a. _____ Yes b. _____ No

40. Is a record player available?
a. _____ No b. _____ Always c. _____ Upon request

41. Is a tape recorder available?
a. _____ No b. _____ Always c. _____ Upon request

42. Is a projector available?
a. _____ No b. _____ Always c. _____ Upon request

43. Is a radio available?
a. _____ No b. _____ Always c. _____ Upon request

44. Is a typewriter available for teaching purposes?
a. _____ No b. _____ Always c. _____ Upon request

45. Is there a library in the school?
a. _____ Yes b. _____ No

46. How adequate is the supply of reading material suitable for the children of your classroom? Check one.
a. _____ None available
b. _____ Very little available
c. _____ A satisfactory amount available
d. _____ Very well supplied

47. List below all facilities available but not referred to in questions 23-46.

_____

_____

48. Suggest below any desired equipment, facilities, or classroom improvement.

_____

_____

APPENDIX B (Continued)

PART III - ORGANIZATION AND PROGRAM

49. _____ years. What is the age of the youngest pupil in your class?

50. _____ years. What is the age of the oldest pupil in your class?

51. _____ years. What is the average age of the class?

52.* _____ What is the highest I.Q. in your class?

53.* _____ What is the lowest I.Q. in your class?

54.* _____ % What percentage of your week consists of whole group instruction?

55.* _____ % What percentage of the week consist of individualized and supervised instruction?

56.* _____ % What percentage of the pupil week consists of unsupervised individual activity?

57.* Indicate the nature of the average activity in relationaship to regular school organization. Tick only One.

_____ Primary
_____ Intermediate
_____ Junior High School
_____ Pre-vocational

58.* _____ Hours. How many hours per week are the pupils of your class in school?

59.* Please indicate in the appropriate column (Primary, Intermediate, High) the approximate percentage of instructional time spent per week in each subject area.

SUBJECT	PRIMARY %	INTERMEDIATE %	HIGH %
Mathematics			
English (written & oral)			
Reading (Instruction)			
Reading (Library)			
Health			
Social Studies			

APPENDIX B (Continued)

SUBJECT	PRIMARY %	INTERMEDIATE %	HIGH %
Domestic Science			
Physical Education			
Shopwork (Carpentry,etc.			
Other (Specify)			

60. Please indicate in as much detail as you wish the special techniques used in each of the subject or activy areas of question 59.

Mathematics

English

Reading (Instruction)

Reading (Library)

Health

Social Studies

Domestic Science

APPENDIX B (Continued)

Physical Education

_____

_____

_____

Shop Work (Please indicate under separate headings)

_____

_____

_____

61. Please indicate as extensively as you can any other activities and techniques used to indicate the extent and nature of the programs offered in your class.

_____

_____

_____

62. Please indicate any problems you are experiencing relative to program.

_____

_____

_____

63. Please suggest any recommendations you can offer for improvement of the program.

_____

_____

_____

64. Please list your class registration

_____ _____ _____

MALE FEMALE TOTAL

65.* Do your students show any evidence of resentment because of special class placement?

a. _____ Yes b. _____ No

If yes what is the extent and nature of such resentment?

_____

_____

_____

_____

_____

APPENDIX B (Continued)

66.* Is there evidence of a stigma associated with special class placement during interaction with other pupils within the school?
a. _____ Yes b._____ No

67.* Comment on the general attitudes of other staff members toward you, as a special class teacher, and toward your class.

_____
_____
_____
_____
_____

68.* In your opinion, to what extent are your pupils benefiting more by special class placement than they would in regular classes?

_____
_____
_____
_____
_____

69. Any Additional Comments.

APPENDIX C

SURVEY OF OPPORTUNITY CLASSES

Questionnaire to Principals

The following questionnaire applies only to the operation of opportunity classes within your school. Most of the questions can be answered by checking (✓) one of the items. Where further comment is requested please relate to policies in effect within your own school.

PART I - IDENTIFICATION AND PLACEMENT

1. Are group intelligence tests used?
   a. _____ b. _____ No

   If yes, what tests are used? _____
   If yes, how frequently are tests given? _____

2. Under whose supervision are group tests administered?
   a. _____ Principal
   b. _____ Class Teacher
   c. _____ Psychologist
   d. _____ Guidance Counsellor
   e. _____ Psychiatrist
   f. _____ Other (Specify)

3. Are individual intelligence tests administered?
   a. _____ Yes b. _____ No
   If yes, what tests are used? _____

4. Are aptitude tests administered?
   a. _____ b. _____ No
   If yes, what tests are used? _____

5. Are personality tests used?
   a. _____ Yes b. _____ No
   If yes, what tests are used? _____

6. Under whose supervision are individual tests administered?
   a. _____ Principal
   b. _____ Class Teacher
   c. _____ Psychologist
   d. _____ Guidance Counsellor
   e. _____ Psychiatrist
   f. _____ Other (Specify) _____

APPENDIC C (Continued)

7. Does a psychologist interview each child before placement?
   a. _____ Yes b. _____ No

8. Does a psychiatrist examine each child before placement?
   a. _____ Yes b. _____ No

9. Is each child examined for physical defects?
   a. _____ Yes b. _____ No

10. Are pre-school medical records examined?
    a. _____ Yes b. _____ No'

11. Are records, such as age at which the child began to walkm talk, etc. used to influence placement?
    a. _____ Yes b. _____ No

12. Are Socio-economic conditions investigated?
    a. _____ Yes b. _____ No
    If yes, by whom? _____

13. Which of the following agencies or people refer children for special class placement?
    a. _____ Parents
    b. _____ Supervisors or Superintendents
    c. _____ Class Teachers
    d. _____ Psychologist or Psychiatrist
    e. _____ Principals
    f. _____ Guidance Counsellors
    g. _____ Other (Specify)

14. Is parent's consent sought before placing a child into an opportunity class?
    a. _____ b. _____ No

15. Does the school authority reserve the right to place a child in the opportunity class without parental consent?
    a. _____ Yes b. _____ No

16. Are borderline cases placed in opportunity classes before a trial period in regular classes?
    a. _____ Yes b. _____ No
    If Yes, how long is the trial period? _____

APPENDIX C (Continued)

17. Is provision made for periodic review with the intent of returning the child to regular class placements?
a. _____ Yes b. _____ No
If yes, by whom? _____

18. Are all pupils, at any grade level, who fall more than two years behind normal grade placement, considered with a view toward opportunity class placement?
a. _____ Yes b. _____ No

19. Who makes the final decision to place a child into an opportunity class? _____

20. Who makes the final decision to return a pupil from an opportunity class to a regular class? _____

21. Is all instruction given in the homeroom of an opportunity class?
a. _____ Yes b. _____ No
If No, what instruction is given through interaction with regular classes?

_____ -- _____ _____
_____ _____ _____

22. If there is interaction for instruction, what per cent of a school week provides this interaction? _____
_____

23. List below any comments relative to identification and placement procedures used in your school, and not covered by answering the preceding questions.

_____
_____
_____
_____
_____
_____

APPENDIX C (Continued)

PART II - FINANCE

24. Did your school board receive a special grant from the Department of Education to provide equipment and supplies for opportunity classes?
a. _____ Yes b. _____ No

25. Are annual grants received from the Department of Education to provide equipment and supplies for your opportunity classes?
a. _____ Yes b. _____ No

26. If the answer to the last question is Yes, list the purpose and the annual amount of each grant.

Purpose of Grant	Annual Amount	Further Comment

27. Are grants from all sources sufficient to provide all materials required during this school year?
a. _____ Yes b. _____ No

28. Are students, or their parents, presently required to make direct financial contributions toward the purchase of materials and supplies?
a. _____ Yes b. _____ No
If yes, what is the percentage amount of the contribution in relation to total cost?
a. _____ % Actual percentage b. _____ % Estimated percentage

29. List below all other sources of income during 1968-69 school year in any way related to the provision and maintenance of opportunity classes.

Source	Amount	Further Comment

30. Please make any further comments or observations relative to the financial needs of opportunity classes.

_____

_____

_____

_____

APPENDIX D

Date _____

APPLICATION FORM

Please consider this letter as a formal application for our child.

In making this application, we understand and agree that:

1. Enrollment of our child is on a "Trial Basis" and such enrollment may be terminated if, in the opinion of the Education Committee, the child shows inability to benefit from the instruction given or is unable to adjust to a group situation, or if he develops a condition which makes it inadvisable, for the group welfare, for him to continue.

2. Our child is able to look after his physical needs.

3. We understand that it is essential for the School Committee to obtain the doctor's report of our child's condition, in order to give him the utmost benefit from the Association's training programme. We also understand that such information is held in strictest confidence and we hereby give permission to the School Committee to obtain any such information as may be necessary.

4. We understand that the Association is a non-profit organization that derives its support from the activity of its members and friends. We, therefore, pledge to assist the Association to the best of our ability, financially and in other ways, in order that it may continue and expand its activities for the benefit of retarded children.

5. We understand that it is at times convenient to take pictures of the children, particularly for publicity purposes, and we hereby give permission that pictures may be taken of our child and published when judged necessary by the Association.

6. The above applicant is physically able to take part in swimming or recreational programme, limitations, if any.

7. I/We, the undersigned, do hereby for ourselves/our heirs/executors/administrators and assigns, release and discharge The Newfoundland Association for the Help of Retarded Children from any and all action, claims and demands, for or by reason of any damage, loss or injury to person or property which hereafter may be sustained in consequence of any occurrence arising when our child is attending school, or is being transported to and from, or while taking part in recreational or other activities in connection with school training carried out elsewhere than on school premises.

_____

MOTHER'S SIGNATURE

_____

FATHER'S SIGNATURE

APPENDIX E_1

April 15, 1969

Mr. P. J. Hanley,
Deputy Minister of Education,
Department of Education,
St. John's, Nfld.

Dear Sir:

As part of the requirements for the degree of Master of Education, I plan to conduct a survey of the opportunity classes presently established in Newfoundland schools. It will be necessary to forward a questionnaire to the schools and to interview principals and the teachers of the opportunity classes.

It would be appreciated if you would forward a letter of support signed by the appropriate departmental officals.

Yours truly,

FRED G. MARTIN

APPENDIX E_2

April 16, 1969

To Principals of Schools
In Which Opportunity Classes
Are Registered

Dear Sir or Madam:

Under the direction of the Department of Educational Administration of Memorial University of Newfoundland, I am conducting a research project related to the "Opportunity Classes" in Newfoundland schools. I understand from the Department of Education that you presently operate _____ such class(es).

It will be necessary for me to forward a questionnaire to each opportunity class teacher. I also expect to vist each school during the month of May. It would be greatly appreciated if you could forward immediately the following information:

1. The name of each opportunity class teacher.

2. The mailing address of each opportunity class teacher.

3. The number of students each teacher has enrolled.

Since time is important, it would be appreciated if you would forward this information at your earliest convenience. Thanking you in anticipation, I remain,

Yours truly,

FRED G. MARTIN

APPENDIX E_3

May 23, 1969

To Teachers in Schools
For the Trainable Retarded
And of Opportunity Classes

Dear

I am presently conducting a research project as part of the M. Ed. degree program at Memorial University, and I am in need of your help.

To carry out my project I plan to visit all schools which have established "Opportunity Classes" and all schools operated by the Newfoundland Association for the Help of Retarded Children.

Would you please complete the enclosed questionnaire and hold it until I visit your school, hopefully at the time indicated on the questionnaire. If you have any questions regarding the questionnaire I shall be pleased to answer them when I arrive.

My study has the approval of the Deputy Minister of Education, all the Superintendents of Education and the President of the Newfoundland Association for the Help of Retarded Children.

Yours sincerely,

FRED G. MARTIN

APPENDIX E_4

September 15, 1969

To Department of Education
Of All Provinces of Canada

Dear Sirs:

I am presently engaged in writing a thesis dissertation for Memorial University of Newfoundland. I have visited all schools operated by the Newfoundland Association for the Help of Retarded Children, and also all opportunity classes located in the public schools of Newfoundland,

This has enabled me to collect data on:

(a) Identification and placement procedure.

(b) Teacher qualification as it pertains to special education for below average.

(c) Instructional programs offered.

(e) Means of financing special classes for the below average,

I am now endeavouring to make comparisons of the Newfoundland effort with that of other provinces of Canada, but I am finding difficulty in obtaining up to date information through regular library sources.

It would be greatly appreciated if you would forward any departmental literature pertaining to the above and also the mailing address of any special agencies within your province which may be a source of further information.

Thanking you in anticipation.

Yours truly,

FRED G. MARTIN

FGM/sh

APPENDIX E
5

April 25, 1969

Mr. Fred G. Martin,
Box 81,
Education Building,
Memorial University of Newfoundland,
St. John's, Nfld.

Dear Mr. Martin:

In your letter of April 15th you stated that you wished to send a questionnaire to principals in schools having opportunity classes and to interview the teachers of these classes.

Your letter was discussed at a meeting of the Council of Education. All the Superintendents of Education expressed interest in your proposals and wished you success in this undertaking.

Yours very truly,

P. J. HANLEY
Deputy Minister

APPENDIX E_6

OTHER CORRESPONDENCE RECEIVED

Andrews, Clifford, Director of Special Services, Department of Education, Newfoundland

Armour, Mrs. E., Information Service, Canadian Association for Retarded Children, Toronto.

Atkinson, F. T., Deputy Minister, Department of Education, New Brunswick.

Bell, D. A., Curriculum Consultant, Department of Education, Saskatchewan.

Buhr, A. J., Director, Provincial Vocational Schools, Manitoba.

Canty, J. L., Director of Special Education, Department of Education, British Columbia.

Church, E. J. M., Director of Special Services, Department of Education, Alberta.

Finbow, W. E., Supervisor of Publication, Department of Education, Nova Scotia.

Forman, Miss Theresa M., Provincial Supervisor, Special Education, Department of Education, Ontario.

Gordon, Miss Joy, Information Officer, Department of Education, Ontario.

MacDonald, Elinor, Consultant Special Education, Department of Education, Prince Edward Island.

McMurty, J. R., Deputy Minister of Education, Ontario.

McIntosh, W. John, General Secretary, Canadian Committee of the Council for Exceptional Children, Toronto.

Meredith, J. R., Assistant Superintendent of Instruction, Department of Education, British Columbia.

APPENDIX E_6 (Continued)

Owens, Elizabeth J., Consultant in Special Education, Department of Education, New Brunswick.

Sigfusson, E. A., Consultant in Guidance and Special Education, Department of Education, Saskatchewan.

Thibeault, J. Lionel, Associate Director of Curriculum, Department of Education, Quebec.

Wilby, P., Director of Special Education, Department of Education, Manitoba.