

THE SUPPLY, TRAINING AND CERTIFICATION
OF SPECIAL EDUCATORS FOR EXCEPTIONAL CHILDREN
IN CANADA

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fulfillment of the requirements for
the degree of Master of Arts.



Ottawa, Canada, 1956



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CURRICULUM STUDIORIUM

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INTRODUCTION

It is becoming more and more universally recognized that children who are exceptional, either physically, mentally, or socially, do require special educational treatment different, at least in part, from that afforded normal healthy children.

Educators in many parts of the world are aware of this necessity and today, largely due to the influence of a world-wide special education movement, some forms of special education services, however inadequate, have been developed in even the most backward countries. Such international organizations and agencies (to mention only a few) as The International Society for the Welfare of Cripples,¹ The United Nations Educational, Scientific, and Cultural Organization (UNESCO), The World Health Organization (WHO), The United Nations International Children's Fund (UNICEF), The World Council for the Welfare of the Blind, The International Catholic Child Bureau, The International Union of Child Welfare, The Conference of World Organizations Interested in the Handicapped,² The International Council for Exceptional Children, have provided channels for exchange

¹ Founded in 1922 as the International Society for Crippled Children, this society held its 6th Triennial World Congress at the Hague in 1954.

² This Conference held its first meeting in Geneva in 1951, has subsequently met at United Nations, New York and again in Geneva in September 1954.

of information and for other forms of international co-operation. Canadian special education for exceptional children during its century-long history has been markedly influenced particularly by developments in this field, both in Europe and in the United States of America.

Developments on the international plane inevitably produce repercussions on the national and local level as well. Each year, in Canada, more and more demands are being made upon educational authorities to provide within provincial school systems special education services for exceptional children over and above those available to normal children.

Special interest groups, organized on a local, provincial, and national level are actively engaged in providing special educational facilities for many children for whom no provision is made in or from local schools. Those who are engaged in programmes for the educational and physical welfare of exceptional children who are handicapped, are not strangers to modern means and techniques of reaching the attention of and seeking favourable response from the public at large. Through study groups, special lectures, printed matter, press comment, magazine articles, films and dramatically presented promotional programmes on radio and television, public sympathy has been aroused and large sums of money subscribed for the erection of special schools and treatment centres. The concerted activity of these organized groups in promoting special educational opportunities

for children needing them, has resulted in a form of public education to the point where there is now a greater interest in, and a better understanding of special education, its purposes, its programme and value. Because of influence from without and activity within a new and more favourable climate exists in Canada for further development and expansion of special education services.

A major barrier to the wider extension of special education services is the lack of trained personnel who will bring to the schools the specialized and technical services which exceptional children need. This report attempts to answer a few questions relating to this problem.

The presentation of a complete picture of the broad range of essential special education services available or needed in Canada is not within the scope of this report. However, a brief overview of the organization and development of these special services is included to give the reader an insight into the environment in which the problem of supply, training and certification of special educators in Canada is examined.

This report attempts to answer such important questions in Canadian special education as (1) How many children in Canada are exceptional? (2) How many special educators are already engaged in special education services for exceptional children in Canada? (3) How many specially trained educators are needed in Canada in the different areas of

special education? (4) What training programmes are available in Canada for special educators of exceptional children? (5) Which provinces in Canada grant special certificates for trained special educators?

The basic material used in this report was obtained through a survey of special educational provisions for exceptional children in Canada conducted in 1954 under the auspices of the Education Division of the Dominion Bureau of Statistics.³ Information on the training and certification of teachers in the provinces was received from the ten provincial departments of education. The fact that more than 95 per cent⁴ of the questionnaires mailed to public and private agencies concerned with special education for exceptional children were completed and returned is a further indication of a wide-spread interest in the problems of special education in Canada.

The volume of literature dealing with the problem of special education is large, but not sufficiently pertinent to this study to be quoted in detail. The present report deals with an aspect of Canadian special education which has

3 Copies of the forms as well as the actual responses to the questionnaire used in this survey are available in the Research Section of the Education Division, Dominion Bureau of Statistics, Ottawa.

4. Corroborative evidence from information available at the Education Division of the Dominion Bureau of Statistics would indicate that this response represents the total picture more completely than this percentage would indicate. A number of centres included in the survey did not provide special education services.

not previously been reported upon. Consequently, no publications of specific Canadian interest on this topic are available. However, it is obvious, that the background supplied by such publications as will be noted in the bibliography has contributed greatly to the organization of this survey.

Special schools and special classes already organized to further the education of exceptional children in Canada are listed in the appendix to this study. Dates of development of these special education services are given and help to confirm the comparatively recent development of the special education movement in this country.

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CHAPTER I

SPECIAL EDUCATION SERVICES IN CANADA

Nineteenth Century Education in Canada was characterized by movements which sought the provision of equal educational services for all children. A significant development in Canadian Education in the first half of the present century has been the extension of special education services to exceptional children. Whereas the 19th century educational movements succeeded in removing inequality of educational opportunity largely due to social class differences, the special education movement for exceptional children in the 20th century in Canada seeks to remove inequality of educational opportunity due largely to extreme individual differences.

The term "Exceptional Children" is applied to those children who deviate so markedly from the average in mental, physical and social characteristics that they cannot follow the ordinary school curriculum without consequent shortcomings in their education and general well-being, and therefore require special education services for their optimum growth and development. Included in this category are the unusually bright or gifted children, the mentally retarded, the crippled and special health cases, the deaf, the hard-of-hearing, the blind, the partially-seeing, the socially and emotionally maladjusted, and the speech handicapped.

Experience has shown that unless favourable educational conditions are provided for exceptional children they tend to have their special problems overlooked. Educational services to safeguard the interests of these exceptional children over and above those available to normal healthy children are referred to as special education services.

The following brief discussion on the organization and development of special education services in Canada will indicate types of special education facilities presently available and will examine some of the factors and forces at work that would seem to assure the further expansion of these special education services.

1. The Organization of Special Education Services in Canada

The patterns of organization of special education services in Canada commonly include special provincial or regional schools; special schools, special centres, special classes operating within provincial school systems; special supplementary instructional services; home instruction and hospital and sanatoria schools; and private schools.

1. Special Provincial or Regional Schools.-- The type of educational service organized in these schools - which are for the most part residential - is designed for either long term or short term placement. Schools for long term placement are an educational service for those children whose deficiencies represent a permanent disability

and who need a specially adapted curriculum. Ordinarily the child spends all or most of his years of schooling under instruction in these institutions. This type would include special residential schools for the blind, the deaf, and institutionalized mental defectives. Schools for short term placement would include provincial and regional training schools for the socially maladjusted.

2. Special Schools, Special Centres, Special Classes, Operating within Provincial School Systems. -- The types of educational services organized for exceptional children within provincial school systems take into account long term and short term placement depending upon the degree or permanency of the disabling condition of the child. Long term placement services would include those special schools, special centres (several special classes in an ordinary school), special classes for the mentally retarded, and for those children who are physically handicapped by very severe crippling or chronic debilitating conditions.

Short term placement services would include those temporary special educational provisions for many exceptional children whose intellectual differences are not a major consideration. In the last quarter-century, the prodigious progress made in the development of better diagnostic, therapeutic, preventive, and rehabilitative services of a

medical, psychological, and educational nature, has meant that fewer children will have to remain in segregated classes for the handicapped for the whole of their school life. Notable in this respect are those children who, because of early identification and subsequent appropriate special educational treatment have developed improved co-ordination and better speech habits, have learned to live with their handicaps to such an extent that they can be returned to the regular classrooms at an early age. Included in this type are a number of classes for the physically handicapped and open air schools and classes for delicate children.

3. Special Supplementary Instructional Services.--

Children suffering from speech defects, but who are otherwise normal, are able to follow the regular school programme in a regular classroom. Most speech training programmes organized in provincial regional schools, in hospitals, and within regular classes of the local school system make provision for speech training at regular intervals for those children who need it. Whenever some form of follow-up services are available to hard-of hearing or partially-sighted children already absorbed into regular classes they usually consist of supplementary assistance by a specialist teacher who may work at intervals with children according to their needs. A rather unique type of special instructional service is the "Unit" used in

schools in rural Ontario. C.E.Stothers defines this type of special service as

"Unit" is a term used to describe a plan for the education of one atypical pupil who is given a special program although he is taught by the regular classroom teacher. As much as possible the nomenclature of units parallels that used to describe different classes. An Opportunity Unit is set up even in the most remote school to supply teaching and learning material for a child who is backward in school subjects. By a sight saving unit, a child in any school can be supplied with books in magnatype, sight saving paper and other necessary materials to conserve very defective eyesight ...¹

4. Home Instruction and Hospital and Sanatoria Schools.-- For those children who are physically unable to attend school a home tutor service is often provided. Two types of service are usually available: For those children requiring home instruction service for a short period only, the home instruction teacher will endeavour to follow along with the pupil's regular programme. For those using this service longer, sometimes years, correspondence courses are often an added feature. The increasing use of electronic devices which provide a two-way communication between schools and home-bound children may have interesting possibilities as an added type of special educational service.

Children undergoing treatment in hospitals and sanatoria as well as those who have to remain for some

¹ C.E.Stothers, "Special Education in Ontario" in the Journal of Exceptional Children, Vol.13, No.8, May 1947, p.236 (article extends 234-236 and continues on 258.)

time in convalescent homes are served with programmes which may involve bedside instruction or daily group instruction.

Among children in hospital and sanatoria schools will be found wide ranges of ability, age and aptitude. Relatively few children are well enough to be taught in groups and even when this is possible, the additional problem of an ever changing population would mean that instruction tends to become more and more individualized. A number of hospitals and sanatoria have provided classrooms for those children who require a longer period of convalescence and for those physically handicapped children for whom no special services are available in nearby schools.

5. Private Schools.-- Most private schools in Canada are operated on a non-profit basis by individuals or groups of individuals interested in promoting the education and training of exceptional children who are handicapped. Some of these schools date back to the middle of the 19th century, and have provided and continue to provide special education services to children needing them. These schools include, in addition to the older established institutions, an impressive, formidable and large network of special schools more recently organized, and operated by local and provincial associations and societies for the help of handicapped children. The programmes in private schools form a necessary complementary service to that available in provincially controlled schools and special

classes. Lists of such institutions appear in Appendix 1 to this report.

2. The Development of Special Education Services in Canada

Special education services in Canada were first extended to the deaf and to the blind. Initial services usually took the form of residential schools. One of the oldest special schools for exceptional children in Canada, L'Institution des Sourds-Muets of Montreal, was founded in 1849. By 1931, all of the existing residential schools for the deaf and blind in Canada had been established. The period immediately following the close of the first World War was one of development of a number of special classes and special schools within local school systems for children who were less severely handicapped; the period following the Second World War was one of rapid growth and expansion of numerous special education services, private and public, operating within and outside of the provincial school systems.

Several factors have contributed to the growth and development of interest in and services for the exceptional children during the last half century. The enforcement of compulsory school attendance legislation has brought many children into the schools who would not have attended otherwise. However, implicit in the provincial compulsory

education laws is the assumption that they apply to all children "who are able to profit" by the educational programme offered in provincial school systems. It is reasonable to expect that, until such time when adequate special education services will have been developed within provincial school systems, school attendance will not be made mandatory for many of the children presently excluded. Nonetheless, among those enrolled are many children who are either physically, mentally, or socially exceptional.

A second factor which brought the educational problems of exceptional children into clearer focus is the recognition that a satisfactory programme for the education of exceptional children must be based upon the needs, abilities, and dynamics of the individual concerned. The role of psychology and medicine in providing the means of identifying children needing special help, in diagnosis and classification, in providing clinical services to the teacher, in meeting the need for continuous appraisal and evaluation, in vocational guidance, and in research, has contributed much towards furnishing a sounder basis for educational programmes which contribute to the optimum development of children with various types of handicapping conditions.

A third factor which has contributed greatly to the provision of more favourable educational conditions for exceptional children in Canada has been the formation

of special interest groups which play a very important, if not a major role, in the Canadian special education movement. Provincial and local associations of voluntary agencies for the help of children with mental and physical handicaps have raised, through sympathetic appeals, large sums of money for the operation of special schools and treatment centres. Reference to Appendix 1 is sufficient indication of the formidable extent of their success. Out of an estimated \$14,250,000 expended for the education of exceptional children in Canada during 1954, an amount of approximately \$1,800,000 was reported to have been received from sources other than government grants. This amount does not take into account capital expenditure, nor does it include a monetary evaluation of the generously contributed services of hundreds of members of religious congregations, of volunteer workers, and members of charitable, fraternal and service organizations. It can be assumed that a very high percentage of this latter amount was contributed through the fund-raising efforts of these special interest groups.

During the past half century, much has been accomplished towards the improvement of educational conditions for exceptional children in Canada. Special regional residential schools have been erected to care for severely handicapped children. Within local school systems there is a significant trend towards the development of special

classes and special schools for children who are less handicapped and who are considered able to profit from a modified regular school curriculum. A few classes for the unusually bright or gifted children have been organized in three city centres. The rapidly increasing number of private schools operated by individuals and special interest groups for the help of exceptional children, perform a necessary educational service for those children who, because of the severity of their handicapping conditions are judged to be unable to profit adequately from regular school service. The encouraging growth in special education services, however, has created, and continues to create, a demand for specially trained teaching personnel in the different areas of special education which has been for the most part greater than the supply. An attempt is made, in the following chapter, to indicate the magnitude of this problem.

CHAPTER II

THE NEED FOR SPECIAL EDUCATORS OF EXCEPTIONAL CHILDREN IN CANADA

Before one can attack any problem intelligently, one should know something of its magnitude. A logical point of departure in any serious approach to the problem of determining present and future needs for specially trained teachers for exceptional children is to be found in seeking the answers to such questions as (1) How many children present special educational needs that cannot be satisfactorily met through the regular school channels? (2) How many teachers are presently engaged in special education for the exceptional? (3) How many specially trained teachers are needed for the different types of exceptional children? In the following sections an attempt will be made to answer these pivotal questions.

1. The Number of Exceptional Children in Canada

The question of incidence is an ever present problem and must be answered sometime if any well organized programme of special education is to proceed along effective lines. In Canada particularly, it is difficult to determine with some degree of accuracy the number of children who require special educational provisions. No complete census of exceptional children for any one province or for

Canada as a whole is available. Local surveys, conducted for a few school systems, mostly in large cities, are not usually reported. Furthermore, the use of these local coefficients of incidence, ⁱⁿestimating the total population of exceptional children, particularly in areas of physical and social handicaps, would not be warranted by statistical sampling procedures.

A survey of the literature reveals a number of tables of coefficients of incidence for determining the number of exceptional children. Not all of these coefficients are in agreement and many of them are based on surveys conducted in the United States. The percentages used in this report are based on a survey of the literature and on the estimates provided by consulting a number of private and public agencies familiar with the problem. The table of coefficients of incidence has been based, in great measure, on the table of incidence of handicapped children appearing in a report "Special Education in Canada as Provided by Local School Systems"¹ by L. M. Dunn and W.D.D. McNeill, and on the table of incidence appearing in the Report of the Royal Commission on Education in Ontario, 1950.² Whilst the percentages given here may be recognized as careful estimates, they can only be considered as imprecise measuring rods used for long range planning.

¹ L.M.Dunn and W.D.D.McNeill, "Special Education in Canada as Provided by Local School Systems" in Exceptional Children, Journal of the International Council for Exceptional Children, Vol. 20, No. 5, February 1954, page 209.

² Report of the Royal Commission on Education in Ontario 1950, published by Baptist Johnson, Printer to the King's Most Excellent Majesty, Toronto, page 378.

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Table I.- Estimated Number of Educable Exceptional Children in Canada, Based on the Population of 3,371,499 Children, 5 to 18 years of age.¹

Area or Type of Exceptionality	Estimated Percentage Needing Special Education Services	Estimated Number Needing Special Services
Mentally gifted	2.0	67,400
Mentally Retarded		
Group 1. IQ 50-70 to 75	2.0	67,400
Group 2. IQ less than 50	0.03	1,000
Blind	0.05	1,690
Partially-seeing	0.02	6,740
Deaf	0.1	3,370
Hard of Hearing	.3	10,100
Emotionally disturbed and socially maladjusted	1.0	33,700
Crippled and special health cases	1.0	33,700
Speech Handicapped	2.5	84,300
Approximate Total	9.18	309,400

1 Dominion Bureau of Statistics, Census of Canada 1951.

Defining the Intelligence

Table I lists types or areas of exceptionality, the estimated percentage of prevalence in the school age population and the estimated number by type of children in Canada who are exceptional.

Approximately nine per cent, or an estimated 309,400, of the children of school age in Canada are exceptional. The largest group is made up of children who are speech defectives; these account for more than one-quarter of the number estimated. The mentally retarded, the crippled and special health cases, and the gifted, together, represent more than one-half of the total number estimated; the blind, the partially-seeing and the deaf and hard-of-hearing, though they require as their form of special education service greater modifications in usual methods of teaching, are much smaller in number.

2. The Number of Special Educators for Exceptional Children in Canada

Table II gives the number of teachers by sex who were teaching in special classes and special schools in Canada in 1954. The total number of teachers reported in the various areas is 1646.

Some indication of the inadequacy of existing special education services can be obtained by computing a ratio of the number of teachers presently engaged in special education and the estimated number of pupils who require special educational services. The ratio of the number of teachers

Table II. - Number of Special Educators in Special Schools and Special Classes for Exceptional Children in Canada 1954.

Area	Type of Special Service	Number of Educators		Total	Area Totals
		Men	Women		
Gifted	Segregated Classes for the Gifted in Provincial School Systems		8	8	8
Mentally Retarded	1. Provincial Training Schools	21	77	98	771
	2. Private Schools	11	105	116	
	3. Schools and Classes in Provincial School Systems	201	356	557	
Blind	Regional and Provincial Schools for the Blind	31	61	92	92
Partially Seeing	Classes for the Partially-Seeing in Provincial School Systems		15	15	15
Deaf	1. Regional and Provincial Schools for the Deaf	92	132	224	238
	2. Classes for the Deaf in Provincial School Systems	3	11	14	
Hard-of-Hearing	Classes for the Hard-of-Hearing in Provincial School Systems		11	11	11
Socially Maladjusted	1. Provincial and Private Training Schools for Delinquents	102	100	202	207
	2. Schools for Pre-Delinquent and Mildly Delinquent Children	1	4	5	
Crippled and Special Health Cases	1. Open Air Schools and Classes in Provincial School Systems	3	21	24	270
	2. Home Instruction Services in Provincial School Systems		27	27	
	3. Schools and Classes for Orthopaedics and Cerebral Palsied in Provincial School Systems	14	28	42	
	4. Private Schools for Cerebral Palsied and Orthopaedics	5	20	25	
	5. Schools and Classes in Hospitals	1	47	48	
	6. Schools and Classes in Sanatoria and Preventoria	18	86	104	
Speech Handicapped	Classes for the speech handicapped in Provincial School Systems		34	34	34
TOTAL		503	1143	1646	1646

to the estimated number of exceptional children is approximately 1/188. Moreover, when one considers this ratio it should be borne in mind that exceptional children, with the possible exception of the gifted, require more individualized instruction than do normal healthy children in ordinary classes.

While the rapidity of recent developments in the number of classes and special schools for exceptional children has been somewhat phenomenal, yet the acute need for further extension of service and the inadequacy of present supply of special educators will become even more apparent upon detailed examination of the needs for special educators in the specific categories or areas listed in Tables I and II.

3. The Needs for Special Educators of Different Types of Exceptional Children

To estimate carefully the number of special educators required for any one category a decision has to be taken as to the number of children which would constitute a maximum enrolment for a particular type of class. In the discussion which follows maximum enrolments decided upon for special classes are based largely upon the numbers given in the "Regulations Governing Auxiliary Classes in the Province of Ontario".³ This decision was taken for

³ Regulations Governing Auxiliary Classes in the Province of Ontario, Regulation 38 of Consolidated Regulations of Ontario 1950, as amended by O.Reg.30/53, made under the Department of Education Act; Minister of Education, Toronto, September 28, 1953.

Wm. B. P. Smith

two reasons: the number given in the Ontario Regulations are a legal requirement governing the greatest number of special classes in provincial school systems in Canada; and these numbers have been found to be realistic in other provinces as revealed in a nation-wide survey of special schools and special classes.⁴

The Gifted

The term "the gifted" refers to a child with high intelligence quotient. For purposes of placement in special segregated classes for the unusually bright in Canada, IQ scores of 125 and 130 would seem to be a usual requirement. In estimating the number of special teachers, account must be taken of current educational practices in devising programmes for the gifted. Consideration must also be given the number of these children presently enrolled in provincial school systems and under instruction in the regular classrooms. There are relatively few segregated classes for such children, and if a trend should be established to segregate them into special classes - (no debate on the desirability of this type of organization is included here) - it would be difficult to determine what increase in present teaching personnel would be required by this reorganization of existing facilities. It has been estimated that there are 67,400 children who are gifted. Assuming that one

⁴ The final report of this survey is still in preparation, and additional details are not available for presentation at this time.

teacher would be required for every 35 pupils in this category, then it can be concluded that 1925 specially-trained teachers would be needed for classes for gifted children.

The Mentally Retarded

The term "mentally retarded" refers to a child with a low intelligence quotient and who because of his or her limited ability (IQ of 75 and under) requires a specialized form of education wholly or partly in substitution for the education normally given in regular classrooms.

More than one third of the number of teachers indicated in Table II are for classes and special schools for the mentally retarded. As evidenced in Appendix 1, organized groups such as local and provincial associations for the help of the mentally retarded have founded and maintained special schools outside school systems for large numbers of this group of children. The admirable educational work performed by these active citizens will inevitably exert a powerful influence upon educational programmes for those mentally retarded children who, because of compulsory school attendance legislation, are presently enrolled in local schools. The education of mentally retarded pupils may well become the immediate and most pressing problem in special education in Canada.

Assuming that the maximum enrolment in any special class for mentally retarded children should not exceed 16

and if there are approximately 68,400 who are "educable" mentally retarded children of school age, then there is a need for 4275 special teachers specially qualified to teach children of limited ability.

The Blind

Blind children, from an educational point of view, are those children who have no sight or whose vision is such that they cannot be educated by methods involving the use of sight.

Assuming that there are 1690 children who are blind in Canada and that the maximum enrolment in special classes for the blind should not exceed 8, then it can be concluded that there is a need for 211 specially qualified teachers for the blind.

The Partially-Sighted

Approximately 0.2 percent, or 6740 of the children of school age in Canada are partially-sighted. Because of their visual defects these children cannot follow the ordinary curriculum without endangering further their residual vision, and because of this disability they find it impossible to make adequate progress in the regular classroom without special educational provision. These children can, however, be educated by methods involving the use of sight.

With special class enrolment limited to 16, the number of specially qualified teachers needed to teach partially sighted pupils is estimated to be 421.

The Deaf

The education of the deaf is one of the oldest aspects of special education in Canada. Deaf pupils are those children who are so extremely acoustically handicapped that they require education by methods which take into consideration the lack of naturally acquired speech or language. This type of exceptionality includes those children who have never heard and who, as a consequence, have not acquired speech and language in a normal way. It does not include those who have lost their hearing after speech and language have been developed and become habitual.

Of the children in Canada, 0.1 percent, or 3370, are deaf. With a class load limited to 8 pupils, it can be concluded that there is a need for 421 specially qualified teachers for those children who are severely acoustically handicapped and who because of their defective hearing have not acquired speech and language in the normal manner.

The Hard-of-Hearing

For the purpose of special class placement, children are considered to be hard-of-hearing when it has been

established that their hearing loss is such that, after correction, instruction must be given by some methods but not all of the methods used in teaching the deaf. This category includes all of those children (except the deaf) who, after correction, require instruction in speech and speech reading. It does not include those children whose hearing loss is such that with medical attention, and the use of an individual electronic hearing aid and with favourable classroom seating have for instructional purposes recrossed the threshold into the world of the hearing.

Assuming a maximum teaching load of 16 pupils in any special class, and that there are 10,100 hard-of-hearing children in Canada, we can conclude that there is a need for 630 specially qualified teachers for those children who because of severe hearing loss require special educational provision.

The Socially Maladjusted

The term "socially maladjusted" has reference to those children who show evidence of disorder in their psycho-social development, and require special educational services in order to effect a more complete and integrated readjustment.

Because of the variety of services needed in this area, perhaps seventy-five percent of the estimated 33,700 socially maladjusted children evidence behaviour problems

of such a nature that they correspond to that class of children for whom child guidance centres have been established. Another 50 percent of the remaining group may need a change of home environment and be placed in foster homes preferably in communities where some form of child guidance services are available. The great majority of the children in these two groups will attend classes in the local school system and will not require extra teaching personnel to effect this readjustment. The remaining 4200 of the estimated total number of socially maladjusted children would benefit from special school placement where the teacher load would not exceed 15 pupils, and require 280 specially qualified teachers in addition to other types of staff.

The Crippled and Special Health Cases

Depending upon whether or not they are transportable crippled children often require special education services in or from local school systems. This is also true of children who have been diagnosed as special health cases. The causes of orthopaedic defects or crippling conditions are innumerable, but the following are known to be of major importance: poliomyelitis, cerebral palsy, congenital deformity, bone tuberculosis, and osteomyelitis. Special health cases include such conditions as tuberculosis, muscular dystrophy, rheumatic fever, diabetes, and nutritional problems, as well as a large number of other debilitating conditions.

Some of these children are cared for in special private schools or in special schools and special classes in provincial school systems; others who are home-bound are provided with home instruction services; the largest number of children in this category in Canada are provided with instructional services in hospitals and sanatoria.

Because of the variety and types of services required for children in this broad category, it is difficult to estimate the number of trained personnel needed. A home-instruction class may be limited to 12 pupils for each full-time itinerant teacher; a teacher in an open-air class may have 35 pupils enrolled; a teacher in a hospital or sanatorium class may set a maximum of 30 pupils as a full class; perhaps a teacher in a local school special class for orthopaedics would have a total of 16 pupils registered. Some form of estimate may be obtained by averaging maximum enrolments and dividing the total number estimated for this category by the mean maximum enrolment for the different types of educational service.

It has been estimated that there are 33,700 children in Canada who are either crippled or special health cases. Division of this number by an average maximum enrolment of 23 gives a quotient of 1465; which is an estimate of the number of specially trained teachers required for pupils who are crippled or who are special health cases.

The Speech Handicapped

According to Table I, the largest group of exceptional children in Canada are those who suffer from speech defects. If the estimate of 84,300 approximates the number so disabled and assuming that the case load for any speech therapist should not exceed 150, then there is a need for 562 speech correctionists to serve the speech handicapped in Canada.

The foregoing examination of the needs for teachers in the various areas of exceptional children is summarized in Table III.

Seemingly the greatest need is for 4275 special educators for the mentally retarded. Parenthetically it can be stated that the demand is strongest in this area as well. The second largest number needed would be for the crippled and special health cases followed by the hard-of-hearing, the speech handicapped, the partially-seeing, the deaf, the blind, and the socially maladjusted.

The difference between the number of special educators needed - approximately 10,200 - and the number available - 1646 - highlights the inadequacy of existing special educational provisions for exceptional children in Canada. The ratio of the number of teachers available and the estimated number needed is about 1/6, which in turn would suggest that about 5/6, or roughly 83 per cent of the

Table III. - Estimated Number by Type of Exceptional Children in Canada, Estimated Ideal Number of Special Educators Needed, and the Number of Special Educators of Exceptional Children in Canada in 1954.

Area	Estimated Number of Except- ional Children	Proposed Teacher Load	Estimated Number of Special Educators Needed	Actual Number of Special Educators 1954
Gifted	67,400	35	1,925 ¹	8
Mentally Retarded	68,400	16	4,275	771
Blind	1,690	8	211	92
Partially Seeing	6,740	16	421	15
Deaf	3,370	8	421	238
Hard-of-Hearing	10,100	16	630	11
Socially Maladjusted	33,700	15	280 ²	207
Crippled & Special Health Cases	33,700	23	1,465	270
Speech Handicapped	84,300	150	562	34
TOTAL	309,400		10,190	1,646

1 See discussion on the "Gifted" on page 17

2 See discussion on the "Socially maladjusted" on page 21.

exceptional children, are not receiving appropriate and adequate educational treatment.

Many teachers engaged in the work of educating exceptional children have chosen this special field of endeavour because of certain of its intrinsic attractions such as smaller classes, the opportunities for knowing children thoroughly, the gratitude of children and parents and the great personal satisfaction of participating in a very necessary educational service. Teachers, however, have not only the right to receive satisfaction from their work but they also have the right to give satisfaction in service as well. Only specially trained teachers of exceptional children can effect a maximum of good with an economy of means. Special training programmes for teachers available in Canada are reported in the chapter following.

CHAPTER III

THE TRAINING AND CERTIFICATION OF SPECIAL EDUCATORS IN CANADA

Special education services for exceptional children present no teaching problems which are not usually within the capabilities of a reasonably qualified teacher. Nevertheless just as the personal qualities and training required to produce a successful kindergarten teacher are not similar to those which are likely to produce a good high school teacher, so there are certain personal qualities and appropriate special training which make success with exceptional children more likely. Moreover, just as successful completion of preparatory courses for kindergarten, elementary or high school teaching is recognized by the professional teachers' certificates, it is equally desirable that successful completion of special training courses for special class teaching be recognized by an appropriate specialist's certificate.

In Canada, the problem of establishing adequate training facilities is made more complicated because the responsibility for the education and well-being of exceptional children is not usually vested solely in any one provincial government department. Different provincial government departments, such as Health, Welfare, Justice

and Reform Institutions, as well as the Department of Education, share this responsibility separately or jointly. Furthermore, the organization and administration of officially-recognized teacher-training programmes is almost entirely the responsibility of the ten provincial Departments of Education. Here again, the exigencies of the present educational situation in most provinces would demand that all teacher-training facilities available be restricted to the preparation of teachers for regular classes in regular schools. However, a number of provincial Departments of Education have made provision for special training programmes for special educators and in a few provinces special certification is granted and usually is a requirement.

The following sections contain a summarized report on officially recognized special training programmes for special educators and on special certification practices in four larger regional and populated areas of Canada. Not included in the following discussion is a very large number of well-organized in-service or on-the-job training schemes for teachers actually engaged in classroom work. Exception to this in cases of schools for the more severely handicapped, such as the blind and the deaf will be noted. Normally, these forms of in-service training programmes are a service extended to experienced personnel as a stimulus to further professional growth and they are not considered to be a form of professional preparation for prospective

teachers of exceptional children. Nor is mention made here of those programmes and courses in universities and teacher-training colleges which are specifically designed to form either educators for ordinary schools or child psychologists. Whilst courses in general pedagogy and child psychology are some of the elements of a special training programme for special educators they do not necessarily form its core.

1. The Atlantic Provinces

The four Atlantic Provinces comprising Newfoundland, Nova Scotia, Prince Edward Island and New Brunswick, have a total population, 5 to 13 years of age, of 445,908 children. The provincial distribution of this total would show for Newfoundland 107,249, Nova Scotia 168,515, Prince Edward Island 26,441, and New Brunswick 143,703.¹

When these numbers are reduced further to an estimate by province, of the number of exceptional children (9.2% of the total) it is not surprising that no special facilities for the training of special educators is available in Newfoundland, New Brunswick, and Prince Edward Island. A recent development in the Nova Scotia Summer School for Teachers could well be a beginning of a more complete training programme for special educators for all four provinces. Pertinent courses available at the Nova

¹ Numbers of children of school age in these and other provinces are as shown in the Census of Canada, 1951.

Scotia Summer School have included Speech Correction for the Handicapped, Methods of Teaching the Exceptional Child in the Regular Class, Methods of Teaching Special Class Children, Mental Hygiene in the School, Methods of Teaching the Deaf, and Remedial Reading for Slow Learners. A number of other related courses which are common to training programmes for regular and special class teachers are given in the summer school in addition to those listed. By special arrangement with, and in co-operation with, the Junior League of Halifax, the facilities of a speech clinic are available for the use of Summer School students.

In Newfoundland, Prince Edward Island, and New Brunswick, special certificates for teachers of exceptional children are not issued. The minimum requirement for teaching in special schools or classes for exceptional children is a general permanent provincial teacher's certificate. In Nova Scotia, a special type of license is not required for teaching in the various special schools. An auxiliary teacher's license may be issued in Nova Scotia to a person who has a general teacher's license and who has successfully completed a course of one year or its equivalent approved by the Minister of Education, of special training in teaching mentally retarded or otherwise handicapped children. An auxiliary grant made by the province qualifies the teacher for a higher salary.

2. Quebec

The province of Quebec has a total population of 1,093,133 children 5 to 18 years of age. Of this number, 9.2 per cent, or about 100,600 are estimated to be exceptional. A wide range, both in number and variety, of courses and programmes is available in this province. The historian of special education in Canada may reveal that the first Normal School in Canada for teachers of exceptional children was L'Institut Ch. F.X. Trepanier of the Institution des Sourdes-Muettes, in Montreal, which was founded in September 1938. The programme offered in this institute for the preparation of teachers for special schools and special classes for the deaf includes in addition to a required number of general courses, such special courses as Measurement in Education for the Deaf-Mute, Anatomy and Physiology, Psychology of the Deaf, History of Education of the Deaf, Methods of Teaching Language (Spoken, Written and Sign), Methods of Teaching Religion, Arithmetic, Social Studies, Games, Dancing and Gymnastics. A number of directed reading courses, a course in initiation into research in education for the deaf, as well as practice teaching are also included in the programme in this special normal school.

The student teachers who complete the courses at L'Institut Ch. F. X. Trepanier are eligible for a special

provincial teacher's certificate "Le Brevet 'B'". It should be noted, however, that before a prospective teacher of the deaf may receive this ~~special~~ certificate he must already hold a Type C certificate (general provincial permanent teacher's certificate) which may be obtained upon graduation (or its equivalent) from a provincial normal school for regular teachers.

A second specialized Normal School for Teachers of the Blind was opened at the L'Institut Nazareth, Montreal, in 1951. The certificates issued after graduation from this normal school for teachers of the blind is subject to the same provincial requirements as that issued to students who graduate from the normal school for Teachers of the Deaf.

A third special normal school, a section of the Institut ~~Medico~~ Medico-Pedagogique, Mont Providence, Montreal, for the training of teachers for mentally retarded children was closed after a number of years of service in 1954. The teacher-training programme formerly conducted in this institute was later transferred to the Montreal Ecole Normale Jacques Cartier. A teacher holding a Type C certificate may qualify at this Normal School, for the Provincial ~~Special~~ Education Certificate Type B, upon successful completion of a one-year programme of training for prospective teachers of mentally retarded children.

All of the above normal schools are recognized as provincial normal schools and as such come under the direction of the Provincial Director-General of Normal Schools.

A training programme for teachers of emotionally disturbed and delinquent children is given at the Centre d'Orientation² of Montreal. This special training programme for teachers of socially maladjusted children was inaugurated in 1953.

At the direction of the authorities of the University of Montreal, the Centre d'Orientation assumed responsibility for the training of teachers specializing in the re-education of socially maladjusted children. This training programme, directed by personnel of the Centre and other specialists, is available to those young men and women, lay and religious, who will devote themselves to the re-education of children or institutionalized adolescents who are socially maladjusted. This two-year training programme for special educators consists of one complete year of related course work and practice teaching and a second year of internship as a special educator in one of the Training Schools for delinquents. An added feature of this training programme is a weekly psychological interview to assist the prospective teacher in acquiring a greater knowledge of himself and a consequent better comprehension of the problems of

² Affiliated with the University of Montreal.



others. Upon completion of this special training programme for special educators for the socially maladjusted, the student is granted a special diploma in psycho-pedagogy by the University of Montreal.

3. Ontario

The province of Ontario has a total population of 974,158 children 5 to 16 years of age. Of this number it is estimated that 89,620 are exceptional in the areas reported in this study. Reference to Appendix 1 would indicate that this province has developed a more widespread and a greater number and variety of special education services within its provincial school system over the years than any other province in Canada. Furthermore it is the only province in Canada that has systematically extended special education services to rural areas. This has been effected by a system of instructional "Units" as defined elsewhere in this report.³ In addition to services in regular schools operated by local school systems and special provincial and regional schools, there exist in this province a large number of private schools for exceptional children, particularly in the areas of the mentally retarded, the crippled, and the cerebral palsied.

Training for special education is given at the Auxiliary Education Summer Courses which are held in Toronto nearly every year. The teacher attending the first summer

³ See page 4.

course receives one of three Elementary Certificates which is valid for three years. The teacher attending a second summer course may receive an Intermediate Certificate which may be made permanent. A third summer course is available for both Elementary and Secondary teachers wishing to receive a Supervisor's or Specialist's Certificate. Teachers are required to have had two years of teaching experience before admission to any of the Auxiliary Education Summer Courses.

Five types of intermediate certificates are issued by the Provincial Department of Education: Intermediate Certificate Type 1 for Opportunity, Handicraft and Special Industrial Classes for the Mentally Retarded; Intermediate Certificate Type 2 for Oral, Hard-of-Hearing and Speech Correction Classes; Intermediate Certificate Type 3 for Advancement (classes for the gifted), Sanatorium, Institutional, High School and Remedial Opportunity classes; Intermediate Certificate Type 4 for Sight Saving Classes and Intermediate Certificate Type 5 for Hospital, Home Instruction and Orthopaedic Classes.

Depending upon the type of certificate aspired to, a student may be enrolled in a required number of the following courses which are offered (in 1954) at the Auxiliary Education Summer School: Psychologies and Philosophies of Special Education (2 courses), Intelligence Testing (2 courses), Methods in Special Education Crafts, Mental Hygiene (2 courses),

Enterprise and Experience Methods, Workshops in Remedial Reading (4), Sight Saving, Hospital Instruction, Home Instruction, Supervision of Special Education, Practice in Diagnosis for Remedial Work, Workshop in Remedial Class Problems and Workshop for Supervisors and Specialists.

Teachers of the blind in Ontario must, in the first instance be graduates of provincial Teachers' Colleges. Their specific training for a certificate for Teacher of the Blind is gained through training at the Ontario School for the Blind. This in-service training extends over a period of five years and covers such studies as an intensive course in Braille writing and reading, physiology of the eye, psychology of the blind, and a study of the blind in school and society.

Teachers of the deaf in Ontario are trained in the Ontario School for the Deaf. Teachers are required to be graduates of a provincial Teachers' College and to have two years teaching experience before joining the staff of this school. A three-year in-service training course leading to a Certificate as Teacher of the Deaf is given to all new staff members. The course is the equivalent of a full year course which is provided for in provincial regulations, but which has not been given in recent years. It includes lectures, assignments, observation lessons and practice teaching.

4. The Western Provinces

The province of Manitoba, with a population of 178,270 children, 5 to 18 years of age, the province of Saskatchewan (population of 211,025 children), the province of Alberta (population of 228,844 children), and the province of British Columbia (population 234,163 children) together have a total population of 852,299 children between 5 and 18 years of age. The estimated number of exceptional children in this large geographical area is 78,400.

No special training for special educators is given in the Manitoba provincial normal school, nor in the Faculty of Education of the University. Any special training that is available in this province is in the nature of in-service training. A course entitled "The Education of Exceptional Children" was offered at the Manitoba Summer School in 1954.

To teach in special classes and schools for exceptional children in Manitoba a teacher is required to be the holder of a regular provincial general teacher's certificate. Teachers at the Isbister Day School for the Deaf in Winnipeg are given some form of subsidy to enable them to take courses in teaching the deaf at some accredited centre outside the province.

No special qualifications beyond ordinary teacher qualification have been set up in Saskatchewan for the various types of special schools and classes other than un-

Saskatchewan School for the Deaf. Teachers of the deaf are taken on probation and are given instruction in the School for the Deaf. Following their first year these teachers are encouraged by financial assistance and by the salary scale to take special training in the education of the deaf at one of the American universities.

Teachers in classes and schools for exceptional children in Alberta are required to hold valid general Alberta Teachers' Certificates. No complete special training programme is available in this province but the following courses are available to teachers-in-training at the regular university sessions or to special teachers attending the summer sessions: Child Psychology for Teachers of Opportunity Rooms, The Psychology and Education of Exceptional Children, and Education Clinic. A number of other courses, such as Mental Hygiene, Tests and Measurement, etc., that are common to training programmes for special and regular classroom teachers are also available. There is no rigid requirement, however, that teachers of special classes should take such special courses.

In British Columbia, no special training programmes have been organized for teachers of classes of exceptional children. Occasionally teachers who are interested in special class work take additional courses in this field but in general no particular requirements have been set up by the provincial Department of Education. Teachers of the

deaf and of the blind, at the Provincial School for the Deaf and the Blind, are encouraged to have specialist certificates issued by the Conference of Executives of American Schools for the Deaf, or like certificates issued by the American Association of Instructors of the Blind, or 15 units of special education as prescribed by the Department of Education for an Elementary Advanced or Secondary Advanced Certificate (Deaf or Blind).

Canada has a large area and great distances. She has a small population and many diverse regional interests. It is obviously not practicable for the less populous provinces in the Atlantic Region or in the West to develop, each within its own borders, a complete special teacher-training programme for Special Educators who will staff schools and classes for those children who are either physically, mentally, or socially exceptional. The incomplete or incipient programmes already developed in these provinces could, with amplification, provide a more complete special training for all special teachers in these two widely separated regions. In the two more populous provinces, Quebec and Ontario, where special education services have been relatively widely extended to many types of exceptional children, more complete facilities for the training of special educators are available. The province of Quebec, however, is the only province in Canada which has organized special normal schools for teachers of the deaf and the blind.

Special certificates are issued to special educators in the provinces of Nova Scotia, Quebec, Ontario and British Columbia. In the provinces of Quebec and Ontario special educators are expected to be holders of special certificates. However, the number of special educators in these provinces who are teaching without this special preparation and certification is on the increase. Due to a serious shortage of all types of qualified teachers there is little likelihood that this situation will be remedied within the immediate future.

Problems relating to the training and certification of special educators and other types of special education personnel are examined further in a presentation of some of the implications of this survey.

CHAPTER IV

SOME IMPLICATIONS OF THIS SURVEY

It has been aptly observed that Canada is a triumph over geography. This is not only true in economic and political spheres, but is increasingly becoming a reality in those matters which affect the country educationally as well. The growing trend within the provinces towards the formation of larger administrative units for the establishment of regional and composite schools; the Common Examining Board of the Atlantic Provinces and the age-old example of interprovincial co-operation in maintaining regional schools for the deaf and for the blind are but a few of many notable instances where regional planning and execution has effected a salutary influence on the educational well-being of the young Canadian.

The problem of establishing adequate training facilities for special educators who will teach exceptional children in Canada is complicated by a second factor in addition to the geographic. As mentioned elsewhere in this report, the responsibility for the educational well-being of exceptional children within the provinces of Canada is not usually vested solely in any one provincial government department. Children who come under the aegis of the

Department of Education are for the most part only those children who make up the current enrolment in the regular schools systems. Some exceptions to this, in a few provinces are those children who attend schools for the blind and for the deaf, and those who receive instruction in general hospitals and sanatoria. Official responsibility for the education and well being of children who are socially maladjusted to the extent that they receive special school placement is usually vested in a number of government departments, such as Justice, Health and Welfare, Welfare, and Reform Institutions. The educational accommodation of pupils who are defective mentally is usually a responsibility of the various provincial departments of Health, Welfare, or Health and Welfare. Exceptional children in private schools which do not receive grants-in-aid from governments are for the most part only very remotely connected with any provincial government department. Moreover, the organization and administration of officially recognized training programmes for teachers is ultimately the responsibility of the ten provincial departments of education. Since present arrangements, whereby the responsibility for the educational well-being of exceptional children is shared by several provincial government departments, are not likely to be modified within the foreseeable future, there exists a real need for some form of interdepartmental machinery which will effect a

better co-ordination of all activities sponsored by individual departments for exceptional children. This machinery could well take the form of several interdepartmental committees which would study all aspects of common responsibilities, included among which would be the development of adequate facilities for teacher-preparation programmes for special educators who would staff available and proposed special schools and special classes.

The development of existing facilities for the training of special educators reflects in great measure the growth of special education services in the provinces. In Quebec and Ontario, where special education services are more widely extended, more complete training programmes are available. However, the approaches to the problem of special teacher preparation in these provinces are somewhat different. In Quebec, the training of special educators is effected through an extra year or two of special training in special normal schools for teachers of the deaf and teachers of the blind, and through an extra year of special preparation, in a regular normal school, for teachers of the mentally retarded. Seemingly no special provision is made in this province for training special educators for the speech-handicapped, the crippled and special health cases, the hard of hearing, the partially-seeing, or the gifted. In Ontario teacher-preparation programmes cover more areas of special education but are available, in almost

every instance, only through successive summer schools. In Quebec there are longer and unbroken periods of training for fewer areas; in Ontario there are shorter and broken periods of training for more areas.

In general the most common organizational patterns of officially recognized training programmes for special educators are as follows: (1) Special courses for special educators in regular summer schools; (2) Special Summer Schools for Special Educators; (3) Special training programmes for special educators of mentally retarded in regular normal schools; (4) In-service training in schools for the blind and schools for the deaf leading to a certificate of Teacher of the Blind or Teacher of the Deaf; (5) Special Normal Schools for teachers of the deaf and teachers of the blind.

Special courses in a regular summer school or special summer schools are at best only a poor substitute for a one or two year training programme for special educators. Special courses for special educators within summer schools and special summer schools for special educators could well remain a feature of in-service training facilities for those specially trained teachers who, after some actual teaching experience with exceptional children, would wish to avail themselves of the opportunities thus afforded to take short term refresher courses.

The type of training programme for intending special educators already trained to teach normal

children,¹ available at one provincial normal school² would seem to offer a better solution to the problem of teacher preparation. The advantages of such an arrangement include (1) an extra year of normal school training; (2) a longer and unbroken period for profitable and intensive study of those courses which provide bias toward the teaching of a particular category of exceptional children; (3) a longer period for intensive study of related courses from other disciplines; (4) an opportunity for supervised practicum which would include planned observation and practice teaching.

Training programmes organized in this manner have much to recommend them as a pattern for future development in those provinces where special training facilities can be re-organized or made available. Should it be deemed advisable to add an additional year of special training for special educators in other Normal Schools or their equivalent, the sequence of development of curricula in the several teacher-preparation areas, should take into consideration the needs for teachers in the specific categories.³

¹ Before admission to auxiliary summer school classes in Ontario a teacher must hold a certificate to teach in regular classes and have at least two years experience in such work. This requirement would ensure that prospective special educators would have at least a minimum of knowledge of the variety of ability, attainment, and other problems to be found in teaching normal children as a background for accepting the differences of exceptional children as variations from the normal rather than manifestations of the strange and abnormal.

² Ecole Normale Jacques Cartier (referred to in Chapter III). It should be recalled that the special training programme in this institution is restricted to preparation of teachers of mentally retarded children. Students following special courses, however, are expected to be certificated to teach in regular classes.

³. See discussion on page 24

Special training programmes for teachers of the blind and teachers of the deaf are so specialized and so different from training programmes for other categories, that they would seem to require separate provision. Too, the relatively small number of teachers needed for the blind and for the deaf should not warrant more than two special Training Centres in Canada for each of these categories. In-service methods of training are not usually considered to be satisfactory. In the Province of Quebec the special Normal Schools for the Teachers of the Deaf and the Teachers of the Blind have brought about an improvement of the general standards of teaching which seemingly could only be achieved by the establishment of these special Normal Schools. There would seem to be a need for English Language counterparts of these French Canadian Institutions. Here again the need for regional planning is apparent.

In the Atlantic Provinces and in the West, training programmes for special educators have not been as well developed as in the more populous provinces of Quebec and Ontario. For purely practical reasons (e.g. the consideration of the number of exceptional children in any one province and the difficulty of finding qualified personnel to give such training) there is a need for regional planning here as well. Existing training programmes (special courses given in a regular summer school) would need to be enlarged and probably re-organized into a regional special summer school for special educators as a first step towards a more

ideal training programme. As the number of special educational services in the various provinces comprising these two widely separated regions would increase, there would be greater need for a more extended or augmented training programme, which could well take the form of an additional year of special training in one teacher-training institution in each of these regions.

Since this type of training facility could only be realized through regional co-operation, it would be assumed that the control of this inter-provincial special arrangement would be vested in an inter-provincial body of competent authorities from the several provincial government departments charged with the responsibility for the education of exceptional children.

Existing training programmes in general are not designed to train personnel to fill administrative and supervisory positions either on a local or provincial level. None of the existing training programmes prepare students to teach at either the normal school or university level, nor are they designed to produce personnel who will engage in much needed research in special education. Accordingly, a need exists for a training programme at a university graduate level for the preparation of instructors for normal schools, administrative and supervisory personnel who will fill positions at the local and provincial level, and a staff who will stimulate, direct, and conduct research in special education.

The special facilities for such a university programme, such as facilities for several types of clinical services; facilities for research in the educational, psychological and social development of different types of exceptional children, etc., would be extremely costly. Since students who would have completed this university training in the field of special education would normally be engaged for services in their own provinces, the costs for such a programme could be borne in part by provincial governments, and in part by voluntary donations and grants from national societies, special interest groups, and private individuals interested in furthering the educational interests of exceptional children. Since the whole problem of training specialists at the university level is so closely allied to the interests of the federal Department of Health and Welfare, some form of Federal Government assistance, either by way of generous subsidy or special research grants would have to be negotiated.

Viewed within the matrix of the special education movement in Canada, the demand for special education services and specially qualified personnel would appear to be directly related to the degree of awareness, by the community at large, of the special educational needs of exceptional children. There exists, then, a need for continuous study on a regional, provincial and national basis, not only of this problem of the training and supply of special educators, but also of all other elements and problems which come within the purview of special education.

The recommendations and conclusions implied or stated in this report should not be interpreted in any way as disparaging reflections on present or past efforts to provide education for exceptional children. Rather, they should be considered as a demarcation of the barriers already overcome by the Christian social consciousness displayed by the Canadian community in providing and seeking to extend needed special education services, and by those special educators and administrators who have brought patience, understanding, skill and devotion to their work of educating exceptional children in Canada.

SUMMARY AND CONCLUSIONS

As part of a growing world-wide movement, special education in Canada attempts to provide for all children who deviate markedly from the average in physical, mental and social characteristics, those special education services considered necessary for their educational well-being.

The second quarter of the present century was one of rapid development of special education services in Canada. Within provincial school systems, this development has taken the form of an increasing number of special schools, special classes, special centres and special supplementary instructional services. The development of provincial and regional schools for the more severely handicapped such as the blind, the deaf, the mentally retarded as well as the socially maladjusted, generally ante-dated the day school movement for the exceptional child. The last decade has seen a wider extension of special education services through the private school movement, particularly for those children who are mentally retarded, palsied or orthopaedically disabled. The hospital school and class movement for children undergoing treatment in sanatoria, preventoria, children's hospitals, general hospitals and convalescent homes is one which has been widely extended throughout the ten provinces.

Whilst the number of local schools - as distinguished from provincial or regional schools - for pre-delinquent or mildly delinquent children is not large, yet it constitutes a beginning of what may become a movement whereby local communities, when feasible, will accept responsibility for the re-education of their socially maladjusted children.

A major barrier to the wider extension of special education services in Canada is the lack of trained personnel who will bring to the schools the specialized and technical services which exceptional children need. The estimated number of exceptional children in Canada is 309,400. The number of special educators available is 1646. The ratio of the number of special educators available to the estimated number of exceptional children is 1/188. The inadequacy of the present supply of special educators is more apparent upon examination of requirements for specially trained teaching personnel in the various categories of exceptional children. A requirement exists for 4,275 special educators for the mentally retarded; 1925 special educators for the gifted; 1465 special educators for the crippled and special health cases; 630 special educators for the hard-of-hearing; 562 special educators for the speech handicapped; 421 special educators for the deaf; 421 special educators for the partially seeing; 280 special educators for the socially maladjusted; and 211 special educators for the blind. The total number of special educators required to

provide all Canadian exceptional children with appropriate and adequate educational treatment is estimated to be 10,190.

In the provinces of Nova Scotia and Alberta incipient training programmes for special educators are available as special courses in regular summer schools. In Ontario, training for special class teaching is given through special summer schools for special educators, in which a number of courses, providing bias towards the teaching of several types of exceptional children, are given. Intending teachers of the blind, and the deaf in Ontario are trained through in-service training programmes organized in provincial schools for the deaf, and for the blind. In the province of Quebec special normal schools for teachers of the deaf and teachers of the blind have been established to provide a one to two-year training programme for prospective teachers in these areas of exceptionality. In this province as well, an extra year of normal school training providing bias toward teaching the mentally retarded is available and a two-year training programme for prospective teachers of the socially maladjusted has been organized. The lack of special training programmes in other provinces is partly, if not wholly, understandable, when one considers the geographical areas involved and the relatively small population of exceptional children in these provinces.

Special certificates are issued in one or more areas of special education in the provinces of Nova Scotia, Quebec,

Ontario and British Columbia. There is a need for some form of certification for special educators in all provinces so that the status of the fully qualified person would be apparent.

None of the existing training programmes for special educators prepare students to teach at either the normal school or university level, nor are they designed to produce personnel to engage in much needed research.

To alleviate current shortages of trained special education personnel in Canada it is recommended that

1. Existing training programmes in the Central Provinces be re-organized or extended to permit a full year of special normal school training which would provide bias towards the teaching of various types of exceptional children; that selection of student teachers for this proposed special training arrangement be restricted to those teachers who have already completed an approved course of training for teachers of regular classes, and who have had at least two years successful teaching experience in ordinary schools.
2. Regional teacher-training centres be established in the Atlantic Provinces and in the West, with certification on an interprovincial basis;
3. Training be provided at a university graduate level for the preparation of instructors for normal

schools, administrative and supervisory personnel to fill positions at the local and provincial level, and a staff who will stimulate, direct, and conduct research in special education.

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APPENDIX 1

DATES OF DEVELOPMENT OF SPECIAL SCHOOLS AND
SPECIAL CLASSES IN CANADA AS REPORTED BY
CENTRES

Table IV. - Dates of Development of Segregated
Classes for Gifted Children in Provincial School Systems
as Reported by Centres.

Date	Province	School Board
1928	Ontario	London
1954	Manitoba	Winnipeg
1932	Saskatchewan	Saskatoon

Table V. - Dates of Development of Schools and Classes for Mentally Retarded Children in Provincial School Systems, as Reported by Centres.

Date	Province	School Board
1951	Nova Scotia	Armdale, Halifax
1949		Truro
1942	New Brunswick	Halifax
()		Silver Falls
1929		Saint John
1926		Moncton
1930		Fredericton
1944		Edmundston
()		Plaster Rock
1953		Shippegan
1952		Stanley
1934	Quebec	Westmount, Protestant
1929		Montreal, Protestant
1934		Montreal, Catholic
1929	Ontario	North Bay
1930		North York
1928		Sarnia
1939		East York
1937		York Township
1934		Toronto, Separate
1922		London
1929		Chatham
1934		Kitchener
1914		Ottawa
1922		Windsor
1910		Toronto
1914		Hamilton
1936		Welland East
1920	Manitoba	Winnipeg
1934	Saskatchewan	Regina
1930		Saskatoon
1952	Alberta	Leduc
1919		Calgary
1939		Medicine Hat
1929		Edmonton
1954		Wainwright
1949		Edmonton, Separate
1946	British Columbia	Powell River
1942		Vernon
1952		Rossland
1953		Trail
1941		Greater Victoria
1945		Kelowna
1918		Vancouver

Table VI. - Dates of Development of Classes in Provincial Training Schools for Mentally Retarded Children, as Reported by Centres.

Date	Province	Name of School
1929	Nova Scotia	Nova Scotia Training School
1937	Quebec	Mont Providence
1951	Ontario	Ontario Hospital School, Smiths Falls
1876		Ontario Hospital School, Orillia
1944	Manitoba	The Manitoba School for Mental Defectives
1947	Saskatchewan	The Saskatchewan Training School
1937	Alberta	Alberta Provincial Training School
()	British Columbia	The Woodlands School

*Explain your
terms*

Table VII¹. - Dates of Development of Private Schools Operated by Associations for the Help of Mentally Retarded Children, as Reported by Centres.

Date	Province	Centre
1954	Newfoundland	St. John's, The Children's Aid Society for Retarded Children
()	Pr. Edward Island	Charlottetown
()	Nova Scotia	Halifax
()	New Brunswick	Saint John
1952	Quebec	Montreal, The Montreal Assoc. for Mentally Retarded
1953		Lachine, The Lachine Assoc. for Mentally Retarded
1952	Ontario	London, Assoc. for the Help of Mentally Retarded Children
1954		Sudbury and Dist. Assoc. for the Help of Mentally Retarded Children
1954		North Bay and Dist. Assoc. for Mentally Retarded Children
1954		Thornhill and Dist. Assoc. for Mentally Retarded
1952		Toronto Assoc. for the Help of Mentally Retarded
1954		Thunder Bay and Dist. Assoc. for Mentally Retarded
1952		York Township Assoc. Help of Mentally Retarded Children
1953		Peterboro Assoc. for the Help of Mentally Retarded Children
1952		Brantford and Dist. Assoc. Help of Mentally Retarded Children
1951		Hamilton and Dist. Assoc. for the Help of Mentally Retarded Children
1954		Oakville and Dist. Assoc. Help of Mentally Retarded Children
1954		Tillsonburg and Dist. Assoc. for Mentally Retarded Children
1952		Windsor Assoc. for the Help of Mentally Retarded Children
1954		St. Catharines and Dist. Assoc. Help of Mentally Retarded Children

¹ Continued on the following page

Table VII. (Cont'd) - Dates of Development of Private Schools Operated by Associations for the Help of Mentally Retarded Children, as Reported by Centres.

Date	Province	Centre
1954	Ontario	Sault Ste-Marie Assoc. for the Help of Retarded Children
1954		Owen Sound Assoc. for the Help of Mentally Retarded Children
1953		Niagara Dist. Assoc. for Help of Mentally Retarded Children
1953		Barrie and Dist. Assoc. for Help of Mentally Retarded Children
1954		Kingston and Dist. Assoc. Help of Mentally Retarded Children
1951	Manitoba	St. Boniface Assoc. of Parents of Mentally Retarded Children
1953		Winnipeg Assoc. for the Help of Mentally Retarded Children
1953	Alberta	Edmonton Assoc. for the Help of Mentally Retarded Children
()		Calgary Assoc. for the Help of Mentally Retarded Children
1953	British Columbia	Kelowna and Dist. Society for Mentally Retarded Children
1952		Upper Frazer Valley, Society for Retarded Children
1952		Vancouver Assoc. for the Help of Mentally Retarded Children

Table VIII. - Dates of Development of Private Schools for Mentally Retarded Children, as Reported by Centres.

Date	Province	Name of School
1953	New Brunswick	Saint John, The Beta Sigma Phi Sorority Day Training School for Mentally Retarded Children
1935	Quebec	Montreal, The School for Handicapped Children
1944		Sherbrooke, La Societe de Rehabilitation
1951		Levis, L'Institution Monseigneur Guay
1950		Trois Rivières, Patronage St-Charles
1951		Trois Rivières, Ville Joie St-Dominique
1920	Ontario	Niagara-on-the-Lake, The Ansley Home and School
1921		Oakville, St. Hilary's School
1935		Windsor, Glengarda
1929	British Columbia	Vancouver, St. Christopher's School Society

Table IX. - Dates of Development of Regional and Provincial Schools for the Blind, as Reported by Centres.

Date	Province	Name of School
1867	Nova Scotia	Halifax School for the Blind
1953	Quebec	Montreal, L'Institut Louis Braille
1912		The Montreal Association for the Blind
1862		Montreal, L'Institut Nazareth
1872	Ontario	Brantford, The Ontario School for the Blind
1920	British Columbia	Vancouver, The Provincial School for the Blind (and Deaf)

Terms should have been defined.

Table X. - Dates of Development of Sight-Saving Classes within Provincial School Systems, as Reported by Centres.

Date	Province	School Board
1929	Quebec	Montreal Protestant
1929	Ontario	Ottawa
1921		Toronto
1925		Hamilton
()		Kitchener
()		Toronto Separate
1933		York Township
()		East York
1928		London
1946		Windsor
1929	Alberta	Calgary
1929		Edmonton
1924	British Columbia	Vancouver

Table XI. - Dates of Development of Regional and Provincial Schools for the Deaf, as Reported by Centres.

Date	Province	Name of School
1856	Nova Scotia	Halifax School for the Deaf
1870	Quebec	Montreal, The MacKay Institute for the Deaf
1950		Montreal, School for the Education of the Hearing Handicapped
1851		Montreal, L'Institution des Sourdes-Muettes
1849		Montreal, L'Institution des Sourds-Muets
1870	Ontario	Belleville, Ontario School for the Deaf
1940	Manitoba	Winnipeg, Isbister Day School for the Deaf
1931	Saskatchewan	Saskatoon, Saskatchewan School for the Deaf
1920	British Columbia	Vancouver, Provincial School for the Deaf (and Blind)

Private Schools

Table XII. - Dates of Development of Classes for the Deaf and the Hard-of-Hearing within Provincial School Systems as Reported by Centres.

Date	Province	School Board
1928	Ontario	Ottawa
1924		Toronto
()		Toronto Separate
1945		York Township
1943		East York
()		Sarnia
1941		Hamilton
1946		Windsor
1940		London
1937	Alberta	Calgary
1946	British Columbia	Edmonton
()		Greater Victoria
()		Vancouver

Table XIII. - Dates of Development of Speech
Correction Classes within Provincial School Systems,
as Reported by Centres

Date	Province	School Board
1948	Nova Scotia	Halifax
1953	Quebec	Montreal Protestant
1935	Ontario	Ottawa
1922		Toronto
1946		North York
1943		East York
1938		York Township
1949		Windsor
()		Kitchener
1940		London
()		Sarnia
1941		Hamilton
1941	British Columbia	Greater Victoria

Table XIV. - Dates of Development of Schools and Classes for Orthopaedics within Provincial Schools Systems, as Reported by Centres.

Date	Province	School Board
1932	Quebec	Montreal Catholic
1926	Ontario	Ottawa
1926		Toronto
1949		Hamilton
1951		Kitchener

Table XV. - Dates of Development of Private
Schools for Orthopaedics, as Reported by Centres.

Date	Province	Name of School
()	Quebec	Quebec, Ecole Cardinal Villeneuve
1949	Ontario	Windsor, The Red Cross School
1950		Toronto, Variety Village
1950		Komoka, Wooden Crippled Children's Centre
1952	British Columbia	Trail, The Maple School for Handicapped Children

Table XVI. - Dates of Development of Classes
for the Cerebral Palsied within Provincial School Systems,
as Reported by Centres.

Date	Province	School Board
1952	Nova Scotia	Halifax
1949	Ontario	London
1952		Sault Ste-Marie
1952	Alberta	Calgary
1952		Edmonton
()	British Columbia	Vancouver

Table XVII. - Dates of Development of Private Schools Sponsored by Societies and Associations for the Help of the Cerebral Palsied, as Reported by Centres.

Date	Province	Centre
1953	Pr. Edward Island	Charlottetown, Pre-School Class for the Cerebral Palsied
1954	New Brunswick	Moncton, School for the Cerebral Palsied
1951	Ontario	Ottawa, Cerebral Palsy Centre School
1949		Chatham, Kent Co. Assoc. School for the Cerebral Palsied
1952		Hamilton, Cerebral Palsy Centre School
1950		Toronto, St. Paul's Cerebral Palsy Centre
1951		Windsor, Windsor and Essex Co. School for the Cerebral Palsied
1953		Sudbury and Dist. Parents' Council for the Cerebral Palsied
1953		Oshawa and Dist. Parents' Council School for the Cerebral Palsied
1952		Sarnia and Dist. Parents' Council School for the Cerebral Palsied
1952	Alberta	Edmonton, The Co-ordinating Council for Crippled Children ¹
1952		Calgary, The Co-ordinating Council for Crippled Children
1950	British Columbia	Vancouver, Cerebral Palsy Centre School

¹Now administered by the Alberta Government.

Table XVIII. - Dates of Development of Open Air Schools and Classes for Delicate Children within Provincial School Systems, as Reported by Centres.

Date	Province	School Board
1914	Ontario	Toronto, High Park Forest School
1916		Toronto, Open Air Classes
1929		Toronto Separate, Open Air Classes

Table XIX.- Dates of Development of Home Instruction Services within Provincial School Systems as Reported by Centres.

Date	Province	School Board
1952	Nova Scotia	Halifax
1939	Ontario	Ottawa
()		Ottawa Separate
1920		Toronto
()		Toronto Separate
1933		York Township
1937		East York
()		Sarnia
()		Hamilton
()		Windsor
()	Manitoba	Winnipeg
1950	Alberta	Calgary
1943	British Columbia	Vancouver

Table XX.¹ - Dates of Development of Schools and Classes in Hospitals for Crippled and Special Health Cases, as Reported by Centres.

Date	Province	Name of Hospital
1944	Newfoundland	St. John's, The Orthopaedic Hospital
()	Nova Scotia	Halifax, The Children's Hospital
1951	Pr. Edward Island	Charlottetown, Provincial Hospital Polio Centre
()	New Brunswick	Fredericton, The Victoria Public Hospital
1951	Quebec	Montreal, Hopital Pasteur
()		Montreal, Hopital Ste-Justine
1944		Montreal, Hopital du Sacre Coeur
1927		Montreal, Shriner's Hospital
()		Montreal, The Julius Richardson Convalescent Hospital
1945		Montreal, The Children's Memorial Hospital
1896	Ontario	Toronto, Hospital Classes conducted by the Toronto Board of Education
1938		London, Hospital Classes conducted by the London Board of Education
1913		Toronto, The Home for Incurables
1940		Hamilton, Hospital Classes conducted by the Hamilton Board of Education
1948	Manitoba	Winnipeg, Children's Hospital School
1952		Winnipeg, Princess Elizabeth Hospital

¹ Continued on the following page

Table XX.(Cont'd). - Dates of Development of
Schools and Classes in Hospitals for Crippled and Special
Health Cases, as Reported by Centres.

Date	Province	Name of Hospital
1945	Saskatchewan	Regina, General Hospital
		Junior Red Cross School
1953		Regina, Physical Restora- tion Centre
1952		Saskatoon, Physical Restoration Centre
1933	Alberta	Edmonton, The University Hospital
1922		Calgary, Alberta Red Cross Crippled Children's Hospital School
()	British Columbia	Vancouver, The General Hospital
1923		Vancouver, The Children's Hospital
1953		Victoria, The Royal Jubilee Hospital
1927		Victoria, The Queen Alexan- dria Solarium

Table XXI.¹ - Dates of Development of Schools and Classes in Sanatoria and Preventoria, as Reported by Centres.

Date	Province	Name of Institution
1943	Newfoundland	St. John's, The Sanatorium
1950	Nova Scotia	Point Edward, The N.S. Tuberculosis Hospital
1938		Kentville, The Nova Scotia Sanatorium
1947	Pr. Edward Island	Charlottetown, The Provincial Sanatorium
()	New Brunswick	Saint John, The Tuberculosis Hospital
1950		Moncton, Tuberculosis Hospital
1949		The Glades, Jordon Memorial Sanatorium
1951		Vallee Lourdes, The Sanatorium
1952	Quebec	Gaspe, Sanatorium Ross
1949		Mont Joli, Sanatorium
		St. George
1929		Ste-Foy, Hopital Laval
1950		Trois Rivieres, Sanatorium Cooke
1949		Montreal, Alexandria Hospital
1947		Hull, The St. Lawrence Sanatorium
()	<i>Ontario</i>	Ottawa Sanatorium
1934		Muskoka Hospital
1914		Classes in Sanatoria and Preventoria operated by the Toronto Board of Education
()		Toronto Hospital School
1942		St. Catharines, Niagara Pen. Sanatorium School

¹ Continued on the following page

Table XXI. (Cont'd) - Dates of Development of
Schools and Classes in Sanatoria and Preventoria, as
Reported by Centres.

Date	Province	Name of Institution
1944	Ontario	Freeport, The Sanatorium
1925		Hamilton, Mountain Sanatorium School
1920		London, The Beck Memorial Sanatorium
1946		Windsor, Essex Co. Sanatorium School
()		Fort William, Sanatorium School
1939	Manitoba	Selkirk, Dynevor Indian Hospital School
1947		Brandon, Sanatorium School
()		Clearwater Lake Sanatorium School
()		St.-Vital, St. Boniface Sanatorium School
1941		Edmonton, The Aberhart Memorial Sanatorium
1934	Alberta	Calgary, Baker Memorial Sanatorium School
1932		The Vancouver Preventorium

Table XXII.¹ - Dates of Development of Training Schools for Juvenile Delinquents, as Reported by Centres

Date	Province	Name of Institution
()	Newfoundland	Whitbourne, Boys' Home and Training School
()		St. John's, Girls' Home and Training School
()	Nova Scotia	Shelbourne, The Nova Scotia School for Boys
1885		Halifax, St. Patrick's Home
()		Truro, The Maritime Home for Girls
1896	New Brunswick	Saint John, The Boys' Industrial Home
1893		Saint John, The Training School Section of the Good Shepherd Industrial Refuge
()	Quebec	Montreal, Mont St-Antoine
()		Rivieres-des-Prairies, Boscoville
()		Shawbridge, Boys' Farm and Training School
()		Maison Notre Dame de Lorette
()		Cap Rouge, Notre Dame de la Garde
1889	Ontario	Toronto, St. John's Training School for Boys
1933		Alfred, St. Joseph's Training School for Boys
1947		Guelph, Ontario Reformatory and Training School
1946		Coburg, Ontario Training School for Boys
1934		Galt, Ontario Training School for Girls
()		Bowanville, Ontario Training School for Boys
()		Downsville, St. Mary's Training School for Girls

¹ Continued on the following page

Table XXII (Cont'd). - Dates of Development of Training Schools for Juvenile Delinquents, as Reported by Centres.

Date	Province	Name of Institution
() 1900	Manitoba	West Kildonan, The Manitoba Home for Girls Portage-la-Prairie, The Manitoba Home for Boys
() 1915	Saskatchewan	West Kildonan, Home of the Good Shepherd Regina, The Saskatchewan Boys' School
1951	Alberta	Innisfail, Bowden Institution Correctional School
() 1944		Edmonton, The Good Shepherd Home Calgary, Mountain View Social Service Home
1962	British Columbia	Young Offenders' Unit Oakalla Prison Farm
1914		Vancouver, The Girls' Industrial School
1905		Port Coquitlam, The Boys' Industrial School.

Table XXIII. - Dates of Development of Schools
for Pre-Delinquent or Mildly Delinquent Children, as
Reported by Centres.

Date	Province	Name of Institution
()	Quebec	Montreal, Allancroft Children's Service Centre
()	Ontario	Toronto, Observation Home
1929	Manitoba	Winnipeg, The Sir John Hugh MacDonald Memorial Hostel
1944		Winnipeg, The Knowles School for Boys
()		Winnipeg, The Children's Home of Winnipeg
()	British Columbia	Vancouver, Juvenile Detention Home

APPENDIX 2

ABSTRACT OF The Supply, Training, and Certification of
Special Educators for Exceptional Children in Canada

APPENDIX 2

ABSTRACT OF The Supply, Training, and Certification of Special Educators for Exceptional Children in Canada

A major barrier to the wider extension of special education services in Canada is the lack of trained personnel who will bring to the schools the specialized and technical services which exceptional children need. This report attempts answers to the following questions relating to this problem:

1. How many children in Canada are exceptional?
2. How many special educators are already engaged in special education services for exceptional children in Canada?
3. How many specially trained educators are needed in Canada in the different areas of special education?
4. What training programs are available in Canada for special educators of exceptional children?
5. Which provinces in Canada grant special certificates to trained special educators?

The basic material used in this report was obtained through a nation-wide survey of special educational provisions in Canada conducted in 1954.

Chapter one treats of the organization and development of special education services in Canada, and examines factors and forces at work which would seem to assure the further expansion of these special education services.

Chapter two gives estimates of the number of exceptional children in Canada in such specific categories as: the gifted; the mentally retarded, the blind, the partially seeing, the

deaf, the hard-of-hearing, the socially maladjusted, the crippled and special health cases, and the speech handicapped. The numbers of special educators engaged in different areas of special education are noted and a detailed examination is made of the requirements for special educators of different types of exceptional children.

Chapter three describes training facilities available for the preparation of special educators in four large regional and populated areas of Canada: the Atlantic Provinces; the Province of Quebec; the Province of Ontario; the Western Provinces. Types of certificates for teachers of exceptional children issued by provincial departments of education are also described.

Chapter four examines some aspects of the problem of establishing adequate training facilities for special educators in Canada, evaluates training facilities in the provinces and suggests possible arrangements whereby more adequate training facilities could be made available.

The findings of this investigation into the supply, training, and certification of special educators include:

1. The estimated number of exceptional children in Canada is 309,400;
2. The number of special educators already engaged in special education services in Canada is 1,646;
3. A requirement exists for 4,275 special educators for the mentally retarded; 1,925 special educators for the gifted; 1,465 special educators for the crippled and special

health cases; 630 special educators for the hard-of-hearing; 562 special educators for the speech handicapped; 421 special educators for the partially seeing; 421 special educators for the deaf; 280 special educators for the socially maladjusted; 211 special educators for the Blind. The total number of special educators required to provide all Canadian exceptional children with adequate and appropriate educational treatment is estimated to be 10,190; -

4. The organizational patterns of officially recognized training programs for special educators are as follows:

(1) special courses for special educators in regular summer schools; (2) Special summer schools for special educators; (3) special training programs for special educators of mentally retarded children, given in regular normal schools; (4) In-service training in schools for the blind and schools for the deaf; (5) Special normal schools for teachers of the deaf and teachers of the blind;

5. Special certificates are issued in one or more areas of special education in the provinces of Nova Scotia, Quebec, Ontario and British Columbia;

6. None of the existing training programs for special educators prepare students to teach at either the normal school or university level, nor are they designed to produce personnel to engage in much needed research in special education.

To alleviate current shortages of trained special

education personnel it is recommended that

1. Existing training programs in the Central Provinces be re-organized or extended to permit a full year of special normal school training which would provide bias towards the teaching of various types of exceptional children; that selection of student teachers be restricted to those teachers who have already completed an approved course of training for teachers of regular classes, and who have had at least two years successful teaching experience in ordinary schools;

2. Regional teacher-training centres be established in the Atlantic Provinces and in the West, with certification on an inter-provincial basis;

3. Training be provided at a university graduate level for the preparation of instructors for normal schools, administrative and supervisory personnel to fill positions at the local and provincial level, and a staff who will stimulate, direct, and conduct research in special education.

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ERRATA

- Page 7 - line 10 should read:
By 1931, all but one of the existing residential
schools
- Page 12 - line 4 should read:
coefficients of incidence, in estimating the total
population
- Page 13 - Table 1:
Partially-Seeing The estimated percentage
should read 0.2
- Page 21 - line 14 should read:
630 specially qualified teachers
- Page 32 - line 16 should read:
Institut medico-pedagogique, Mont Providence
- Page 37 - line 5 should read:
Alberta (population 228,841 children)
- line 9 should read: 78,400
- Page 89 - line 1 should read:
education personnel

ERRATA

- Page 7 - line 10 should read:
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- Page 21 - line 14 should read:
630 specially qualified teachers
- Page 32 - line 16 should read:
Institut Médico-Pédagogique, Mont Providence
- Page 37 - line 5 should read:
Alberta (population 228,841 children)
- line 9 should read: 75,100
- Page 89 - line 1 should read:
education personnel