



National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

THE EVOLUTION OF SPECIAL EDUCATION PROGRAMS
AND SERVICES FOR ORTHOPAEDIC CHILDREN
1911-1974

by Burton L. Borthwick

Thesis presented to the School of
Graduate Studies as partial fulfillment
of the requirements for the degree of
Ph.D. in Education

UNIVERSITY OF OTTAWA
OTTAWA, CANADA, 1979

ACKNOWLEDGEMENT

This thesis was prepared under the supervision of Professor M. Mulcahy, Ph.D., of the Faculty of Education, University of Ottawa, whom the author wishes to thank for her encouragement, counsel, and direction.

TABLE OF CONTENTS

Chapter		page
	INTRODUCTION	viii
I.	AUXILIARY EDUCATION FOR ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938	
	1. Legislation	1
	2. Funding	19
	3. Teacher Training	23
	4. Programs and Services	37
	5. Summary	73
II	AUXILIARY EDUCATION FOR ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967	
	1. Legislation	77
	2. Funding	89
	3. Teacher Training	100
	4. Programs and Services	109
	5. Summary	139
III	AUXILIARY EDUCATION FOR ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1968-1974	
	1. Legislation	144
	2. Funding	151
	3. Teacher Training	156
	4. Programs and Services	163
	5. Summary	189
	SUMMARY AND CONCLUSION	
	1. Legislation	192
	2. Funding	199
	3. Teacher Training	205
	4. Programs and Services	210
	BIBLIOGRAPHY	224
	APPENDICES	239

TABLE OF TABLES

iii

Table		Page
I	ENROLMENT OF TEACHERS IN AUXILIARY EDUCATION SUMMER COURSES, 1915-1938	38
II	TEACHERS PROVIDING AUXILIARY EDUCATION PROGRAMS AND SERVICES FOR ORTHOPAEDICALLY HANDICAPPED CHILDREN, 1920-1928	61
III	TEACHERS PROVIDING AUXILIARY EDUCATION PROGRAMS AND SERVICES FOR ORTHOPAEDICALLY HANDICAPPED CHILDREN, 1929-1939	72
IV	ENROLMENT OF TEACHERS IN AUXILIARY EDUCATION SUMMER AND WINTER COURSES, 1938-1967	108
V	TEACHERS PROVIDING AUXILIARY EDUCATION PROGRAMS AND SERVICES FOR ORTHOPAEDICALLY HANDICAPPED CHILDREN, 1939-1955	125
VI	AUXILIARY EDUCATION PROGRAMS AND SERVICES FOR ORTHOPAEDICALLY HANDICAPPED CHILDREN, 1960-1965	138
VII	ENROLMENT OF TEACHERS IN AUXILIARY EDUCATION SUMMER AND WINTER COURSES, 1968-1974	164

TABLE OF DIAGRAMS

iv

Diagram

Page

I	REYNOLD'S MODEL	171
---	---------------------------	-----

APPENDICES

v

Appendix	Page
I AN ACT RESPECTING SPECIAL CLASSES 1911	239
II AN ACT TO AMEND THE ACT RESPECTING SPECIAL CLASSES (BILL NO. 122)	241
III AN ACT RESPECTING AUXILIARY CLASSES 1914	242
IV AN ACT RESPECTING COMPULSORY SCHOOL ATTENDANCE 1919	245
V THE AUXILIARY CLASSES ACT 1927	251
VI THE AUXILIARY CLASSES ACT 1937	254
VII AN ACT TO AMEND THE PUBLIC SCHOOLS ACT 1947	257
VIII AN ACT TO AMEND THE AUXILIARY CLASSES ACT 1947	259
IX SCHOOLS ADMINISTRATION ACT, - AUXILIARY CLASSES 1960	260
X REGULATIONS FOR AUXILIARY CLASSES 1917	262
XI REGULATIONS FOR AUXILIARY CLASSES 1930	265
XII REGULATIONS FOR AUXILIARY CLASSES 1937	269
XIII REGULATIONS FOR AUXILIARY CLASSES 1939	272
XIV SPECIAL DEPARTMENTAL GRANTS 1943	276
XV ONTARIO REGULATION 70/47 AUXILIARY CLASSES	278
XVI ONTARIO REGULATION 38, 1950	282
XVII ONTARIO REGULATION 74/58	285
XVIII ONTARIO REGULATION 80, 1960	288
XIX ONTARIO REGULATION 123/64	290
XX ONTARIO REGULATION 272/68	294
XXI ONTARIO REGULATION 191, 1971	298
XXII ONTARIO REGULATION 30/53 GENERAL LEGISLATIVE GRANTS	303

APPENDICES

vi

XXIII	ONTARIO REGULATION 83 GENERAL LEGISLATIVE GRANTS, 1960	310
XXIV	ONTARIO REGULATION 16/64 GENERAL LEGISLATIVE GRANTS	313
XXV	ONTARIO REGULATION 43/65 GENERAL LEGISLATIVE GRANTS	316
XXVI	ONTARIO REGULATION 24/67 GENERAL LEGISLATIVE GRANTS	319
XXVII	ONTARIO REGULATION 43/68 GENERAL LEGISLATIVE GRANTS	323
XXVIII	CIRCULAR NO. 7 RE THE BOOK "TRAINING HANDICAPPED CHILDREN"	325
XXIX	MEMORANDUM RE SANATORIUM SCHOOLS	326
XXX	MEMORANDUM RE POLIOMYELITIS VACCINE PROGRAMME IN ORGANIZED DISTRICTS	328
XXXI	MEMORANDUM RE AUXILIARY EDUCATION SERVICES	329
XXXII	MEMORANDUM RE POLIOMYELITIS VACCINATIONS IN UNORGANIZED TERRITORY	330
XXXIII	MEMORANDUM RE SCHOOLS IN CEREBRAL PALSY TREATMENT CENTRES	331
XXXIV	MEMORANDUM RE SCHOOLS IN CEREBRAL PALSY TREATMENT CENTRES	332
XXXV	MEMORANDUM RE DEVELOPMENTS IN SPECIAL EDUCATION	333
XXXVI	URGE BETTER PROVISION FOR THE FEEBLE-MINDED	336
XXXVII	MR. ROWELL WOULD GIVE RETURNED SOLDIERS FIRST CONSIDERATION IN FILLING VACANCIES - GOVERNMENT POLICY NOT YET FORMULATED - TECHNICAL TRAINING FACILITIES TO BE EXTENDED	338
XXXVIII	STATISTICS REGARDING ORTHOPAEDIC CHILDREN 1929-1974	340
XXXIX	REPORT ON HANDICAPPED CHILDREN, 1930	391

APPENDICES

vii

XL	RECOMMENDATIONS REGARDING TEACHER PREPARATION, SPECIAL EDUCATION	395
XLI	SPECIAL EDUCATION FUNDING	404

INTRODUCTION

The Ontario Department of Education officially recognized the need for special education programs and services for orthopaedic children in 1911 when it passed its first legislation for auxiliary education, An Act Respecting Special Classes.¹ This act permitted school boards to establish and conduct special classes for physically handicapped and for mentally retarded children. Under this act, school boards were allowed to provide special education programs and services for orthopaedic children.

This study traces the evolution of special education programs and services for orthopaedic children in Ontario, 1911 to 1974, an area that has not been the subject of exhaustive historical research. It examines factors, trends and directions that have influenced the establishment and development of these programs and services and provides recommendations for future research in the education of orthopaedic children.

¹ Statutes of the Province of Ontario, An Act Respecting Special Classes, 1911, Chapter 78, p. 523.

This historical research follows specific parameters in that it deals with the special education programs and services established and conducted by local school boards and officially recognized by the Ministry of Education.

Government correspondence, documents, annual reports of the Ontario Minister of Education, school board minutes, reports, briefs, personal documents, and correspondence with people who witnessed the events in the provision of special education programs and services are the main source of reference for this research.

Historical facts are discovered, described and interpreted. A detailed examination of the factors which have influenced the establishment and development of the special programs and services is put forth. Analysis of the historical data and events provides an understanding of the past and present programs and services. The findings give a rationale for recommendations for future research in the area of special education programs and services for orthopaedic children.

The Problem

The objective of this research is to identify, organize, interpret and present the historical facts in the evolution of special education programs and services for orthopaedic children in Ontario between 1911 and 1974, and

INTRODUCTION

x

to answer the following questions:

- . What were the factors that influenced the establishment of special education programs and services for orthopaedic children?

- . How did these factors influence the establishment of special education programs and services for orthopaedic children?

- . What were the trends and directions in the provision of special education programs and services for orthopaedic children?

- . How did these trends and directions influence the provision of special education programs and services for orthopaedic children?

These questions will form the basis for analysing the factors that have influenced the development of legislation, funding, teacher training and programs, and services for orthopaedically handicapped children in Ontario.

Description of Terms

The following terms are defined as they apply to this study:

Special Education Programs are designed to meet the educational needs of orthopaedic children and include an appraisal of the pupil, a determination of the special instructional equipment or services needed and the provision of such

special instructional equipment or services to the pupil.²

Special Education Services include all special assistance, personnel and equipment that a school board provides for orthopaedic children.³

The term orthopaedic presents some confusion because in the government documents, acts and regulations, there is little direct reference to the provision for children with orthopaedic handicaps. Terms such as physically handicapped, physically atypical, and crippled are used to refer to a variety of deformities including children with orthopaedic handicaps.

The word orthopaedy comes from the Greek words "orthos", meaning straight, and "paideia", meaning the raising of children. According to Maurer,⁴ orthopaedy is a science designed to treat the crippled child who suffers from a congenital deformity which interferes with the normal function of the bones, muscles, or joints.

The Ontario Society for Crippled Children defines the crippled child as "A person under nineteen years of age

² Proposed Ontario Regulation, Elementary and Secondary Schools - General, Ontario Ministry of Education, 1976, p. 31.

³ Ibid., p. 31.

⁴ Harvey K. Maurer, "The Education of Children with Orthopaedic Handicaps in a Special School, Kindergarten to Grade X", in The Education of Children with Handicaps, 1960-1961, The Sixteenth Yearbook of the Ontario School Inspectors' Association, Toronto, The Copp Clark Publishing Co., 1961, p. 67.

whose musculo-skeletal activity is restricted for any reason".⁵ This definition includes:

1. birth deformities such as club feet and hands, dislocated hips, spina bifida, scoliosis, cleft lip and palate, congenital amputations and other birth defects;

2. disabilities produced by conditions such as poliomyelitis, cerebral palsy, tuberculosis of bone, Legg Perthes disease, rickets, and muscular dystrophy;

3. disabilities produced by accidents, such as amputations, burns and fractures;

4. other conditions, if, in the opinion of the Medical Advisory Committee, they can be treated satisfactorily through the facilities of the Society.⁶

The Ontario Royal Commission on Education (1950) considered the term physical atypical to refer to children who were blind, partially sighted, deaf, hard-of-hearing, speech defective, crippled, homebound, hospitalized, and physiologically maladjusted.⁷

Within the definition of physical atypical, the Ontario Royal Commission on Education specifically defined

⁵ Ibid., R. Auld, "The Ontario Society for Crippled Children", p. 116.

⁶ Ibid., p. 116.

⁷ J.A. Hope, Chairman, Report of the Royal Commission on Education in Ontario, 1950, Toronto, Baptist Johnson, Printer to the King's Most Excellent Majesty, 1950, p. 364.

the term crippled as:

Any child who has a defect which causes a deformity or an interference with the normal function of the bones, muscles, or joints to such a degree that he is unable to attend school, or to make progress in school, without special consideration in the matter of transportation, equipment and instruction.⁸

All of these definitions refer to deformities or interference of the normal functions of the bones, muscles, or joints.

For this study, orthopaedic children refer to those enrolled in public schools who have a deformity or interference of the normal function of the bones, muscles, or joints and are receiving a special program and services as recognized by the Ministry of Education.

Rural Orthopaedic Unit is a funding structure to assist school boards with the cost of transportation and the purchase of special equipment.

Such units were established for chronic cardiac cases and crippled children who were able to attend to their own needs while at school, and who had an intelligence quotient

⁸ Ibid., p. 364

above 50 and a mental age of at least five years.⁹

Home Instruction Unit is an educational program provided in a child's residence.

Such units were established for serious cardiac cases, severely crippled children and protracted convalescents, who had an intelligence quotient above 50 and a mental age of at least five years.¹⁰

Open Air Class is an educational program provided in a facility with open windows or in a "park like setting". Such classes were established for children:

1. Who have had tuberculosis in any organ or tissue, but in whom the disease is now inactive.
2. Who present no evidence of disease, but have been exposed to an active case of tuberculosis.
3. Who do not react to the test for tuberculosis, but show suspicious lesions.
4. Who have recently had cardiac trouble, chorea, or are suffering from serious respiratory-tract disease.
5. Who are thin, frail, anaemic, always tired or nervous without specified cause.
6. Who are mal-nourished.¹¹

9 Henry Amoss, L. Helen DeLaporte, Training Handicapped Children, Toronto, The Ryerson Press, 1939, p. 309-310.

10 Ibid., p. 311-312.

11 Ibid., p. 209.

These classes were designed for physical well-being rather than for educational advancement. There were three types: (1) the open-window class, (2) the open-air school, (3) the forest school.¹²

Orthopaedic Class is a special education program

for children who are crippled from spastic paralysis, infantile paralysis, surgical tuberculosis, traumatic deformities, congenital deformities, etc., but whose physical disability has reached a static condition which permits them to profit by instruction given in public and separate schools, though it prevents them from attending without the provision of special transportation facilities and special school accommodation and equipment.¹³

Section 66, ~~12~~, and 68 Boards of Education are boards established by the Ministry of Education on lands exempt from education taxation.

Where, in the opinion of the Minister, it is desirable to establish and maintain a public school board on lands held by the Crown in right of Canada or Ontario, or by an agency thereof, or on other lands that are exempt from taxation for school purposes, the Minister may by order designate any portion of such lands as a school section and may appoint as members of the board such persons as he considers proper, and the board so appointed is a body corporate by the name indicated in the order establishing the school section and has all the powers and duties of a divisional board for public school purposes.¹⁴

12 Ibid., p. 209-210.

13 Ibid., p. 214-215.

14 Province of Ontario, The Education Act, 1974, Statutes of Ontario, 1974, Chapter 109, p. 76.

In this study a Section 68 Board of Education refers to a board that is appointed under Section 68 of The Education Act and operates a school in a sanatorium, a hospital, a crippled children's treatment centre or a centre for the treatment of cerebral palsy. Section 66 and Section 12 Boards of Education are synonymous with Section 68 Boards of Education. When The Schools Administration Act was revised the number of the section dealing with school boards for crippled children changed. In this study the terminology for school boards on tax exempt land is consistent with the period of time being studied.

Methodology

Historical method is "the process by which the historian gathers, examines, selects, verifies, and presents historical facts, and interpretations in an orderly context".¹⁵ Rigorous controls must be employed in order to assure that effective collection, selection, and organization of information has taken place. Before the selection of information,

¹⁵ Social Science Research Council, Theory and Practice in Historical Study: A Report of the Committee on Historography, New York, The Council, 1946, p. 133.

all primary sources are subjected to external criticism to establish the authenticity and integrity of the documents and all content from primary and secondary references is subjected to internal criticism to establish credibility.

Historical research also requires the researcher to be objective and to relate the facts as they are presented in the sources. The researcher must not only distinguish between true and spurious causes; he must attempt to make meaningful generalizations about the particular cause and at the same time he must avoid interpretations which might change or falsify the facts. When all of these conditions are met, the research becomes valid and a reliable contribution in its respective field.

The account of the evolution of special education programs and services for orthopaedic children in Ontario provided in this study adheres to the criteria for historical research. Five doctoral theses closely related to this project have served as an example for the study.

Foord¹⁶ investigated the services available for exceptional

¹⁶ Esme N. Foord, Special Education in British Columbia, a Thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1959, p. vi-307.

children in British Columbia. Johnston¹⁷ studied the history of special programs for gifted children in Ontario. Crosland¹⁸ compared the administration of education programs for crippled children in six Canadian schools. Hackett¹⁹ traced the history of the special education services available for mentally retarded children in Ontario from Confederation to 1964. Levesque²⁰ provided an account of the evolution of special education services in the Ottawa French-language separate schools. The methodology adopted by these five people dealt with precise areas of study. The special education programs and services studied were limited to those services officially recognized by the respective provincial Ministries of Education.

¹⁷ Marion C. Johnston, The Development of Special Programme for Gifted Children in the Elementary Schools of Ontario from 1910 to 1962, a Thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1964, p. iv-283.

¹⁸ Margaret Ruth Crosland, Administrative Programming for Crippled Children in Six Canadian Special Schools, a Thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1966, p. vi-386.

¹⁹ Gerald T. Hackett, The History of Public Education for the Mentally Retarded Children in the Province of Ontario, 1867-1964, a Thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1969, p. v-435.

²⁰ Denis R. Levesque, Evolution des services à l'enfance exceptionnelle dans les écoles séparées françaises d'Ottawa, 1934-1973, Thèse présentée à l'Ecole des études supérieures en vue de l'obtention du Ph.D. en éducation, Université d'Ottawa, 1974, p. xxiii-271.

Sources of Reference

The first source consulted was the thesis titled Facing the Future: The Care and Education of Crippled Children in Ontario.²¹ This study provided an account of the conditions facing crippled children prior to the Twentieth Century and examined the education of crippled children in Ontario with specific reference to the educational programs provided in Waterloo County, Ontario, prior to 1937. It also led to reports of the Inspectors of Auxiliary Classes which provided an overview of the first special education programs and services provided to orthopaedic children.

The files of the Special Education Branch, Ministry of Education, led to the school board files, to the Ministry of Education Archives, to the parliamentary library, and to individuals who were and are directly involved in the provision of special education programs and services for orthopaedic children.

²¹ H.J. Prueter, Facing the Future: The Care and Education of Crippled Children in Ontario, a Thesis submitted in conformity with the requirements for the Degree of Doctor of Pedagogy in the University of Toronto, 1937, p. 93.

1 Government Documents

Government reports, documents, correspondence, and Hansard were the major sources of reference for this study. The current Ministry of Education files are located in the various offices of the Ministry of Education, Queen's Park, Toronto; the inactive files of the Ministry are located at the Records Centre, Erindale Station Road, Mississauga, and in the Provincial Archives, Grenville Street, Toronto.

The Statutes of the Province of Ontario, the Ontario Regulations and the annual Reports of the Ministers for Ontario, and other public reports of the provincial ministries are a reliable official source of information. For this study, these documents and reports provided detailed information on past acts and regulations. The annual Reports of the Ministers for Ontario, 1910 to 1974, outlined each year's activities regarding acts, regulations, teacher training, establishment of special classes and programs, and funding for special programs.

2 School Board References

Municipal school boards and Section 68 Boards of Education are involved in the provision of special education programs and services for orthopaedic children. Section 68 Boards of Education are responsible for the education of children in eleven of the Crippled Children's Treatment Centres. Thus it was necessary to investigate the files of the

Ontario Society for Crippled Children that pertained to the education of children admitted to the eleven crippled children's treatment centres where Section 68 Boards of Education provide the educational program.

The Ontario Society for Crippled Children files are located at the Crippled Children's Treatment Centre, 350 Rumsey Road, Toronto. These files have been moved twice and many files prior to 1962 have been lost or destroyed.²² As a result it was necessary to visit crippled children's treatment centres in Ontario and to examine the files that pertained to the education of orthopaedic children.

3 Texts and Theses

Several books have been used for general and specific information. Three books which have been most valuable are: Organization and Management of Auxiliary Classes, 1915, by Helen MacMurchy,²³ Training Handicapped Children, by Henry Amoss and L. Helen DeLaPorte,²⁴ and Special Education in Canada by Samuel R. Laycock.²⁵ The theses provided

²² Interview, Ian Bain, Executive Director, Ontario Society for Crippled Children, Toronto, October 20, 1977.

²³ Helen MacMurchy, Organization and Management of Auxiliary Classes, 1915, Educational Pamphlets, No. 7, Toronto, Ontario Department of Education, 1915, pp. ix-212.

²⁴ Henry Amoss, L. Helen DeLaPorte, op. cit., pp. 328.

²⁵ Samuel R. Laycock, Special Education in Canada, Toronto, W.J. Gage, 1963, pp. 187.

information regarding methodological and historical facts.

4 Interviews

Many of the people responsible for the establishment of special education programs and services for the physically handicapped were interviewed. They included past and present provincial Ministry of Education officials, school board superintendents, principals, special education consultants, teachers of special classes for orthopaedic children and past and present executives of the Ontario Society for Crippled Children.

Information gained from interviews provided general knowledge and contacts for further information; however it was viewed with caution as the passage of time might create enhanced achievements. Specific facts were checked with official documents and registers, and were used to verify data.

5 Visits

Visits were made to the eleven schools operated by Section 68 Boards of Education and to several programs provided by municipal school boards.

Presentation

Each chapter is organized into five divisions: legislation, funding, teacher training, programs and services, and summary. Legislation provides the legal authority for school boards to establish and conduct special education programs and services; provincial funding influences the type and growth of programs; and, teacher training prepares teachers for their teaching assignments. Programs and services contains the evolution of auxiliary education and illustrates the effects that legislation, funding and teacher education had on its development. The last division summarizes the main events and factors which influenced the development of legislation, funding, teacher training and programs and services.

Chapter one presents an evolution of special education programs and services for orthopaedic children from 1911 to 1938. This period of study began at a time when the provincial government first legislated permission for school boards to establish and conduct special education programs. It examines acts and regulations, auxiliary education funding, auxiliary education teacher training programs, and the effects that each had on the development of special education programs and services.

Chapter two investigates the development of special education programs and services between 1939 and 1967. This

period of study began in the aftermath of a poliomyelitis epidemic followed by World War II and the Department of Education reorganization.

Chapter three deals with the evolution between 1968 and 1974, a period beginning with Department and county board reorganization. The study terminates in 1974 when the researcher became responsible for the provincial supervision of programs and services for orthopaedic children. Continuation after 1974 might be suspect to bias.

The summary and conclusion adhere to the divisions presented in chapters one, two and three, and present the trends and main factors that have influenced the evolution of special education programs and services for orthopaedic children in Ontario from 1911 to 1974. It also provides conclusions to the questions raised and presents recommendations for future research.

CHAPTER ONE

AUXILIARY EDUCATION FOR ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

By 1911 Ontario was witnessing the beginning of a democratic educational system for exceptional children. The Ontario Provincial Department of Education developed and implemented acts and regulations which governed the establishment and operation of auxiliary education programs and services, provided financial assistance to school boards, and conducted training courses for auxiliary education teachers. School boards began to recognize the needs of exceptional children and established a variety of specialized programs and services. The following programs were provided for orthopaedic students: open-air classes, orthopaedic classes, ambulance classes, hospital classes, sanatorium classes, and home-instruction units.

This chapter deals with legislation, funding, teacher training, and programs and services related to the education of orthopaedic students in Ontario from 1911 to 1938.

1. Legislation

Prior to 1911, there was no provision in the legislation allowing school boards to establish and conduct auxiliary education programs and services for exceptional children. In order to educate feeble-minded pupils, the Toronto Board of Education, without legal authority,

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

2

established four half-day auxiliary classes in 1910¹ and then requested the Ontario Department of Education to provide an act making legal and financial provision for the special classes they had already established.²

At that time, the Law Department of the Legislative Assembly felt that legislation respecting auxiliary classes should be rather general allowing school boards flexibility. In a letter to the Minister, A.M. Dymond of the Law Department, Ontario Department of Education, stated:

I think if it is intended to do anything of this kind, it is better to start with something broad and let the School Board work it out, of course it is not likely it will be used anywhere except in large cities.

I have avoided the use of the word 'defective' as there appears from the material I have read to be a good deal of differences of opinion as to just what it means.³

In February 1910, Dr. L.A. Pyne, Minister of Education, forwarded a draft copy of legislation respecting auxiliary classes to the Toronto Board of Education for comment. On

1 Toronto Board of Education, Management Report No. 11, June 9, 1910, in "Board Minutes Appendix", p. 398.

2 A.H.U. Colquhoun, Deputy Minister of Education, Letter to W.C. Wilkinson, Secretary, Toronto Board of Education re Proposed Act Respecting Special Classes, February 24, 1910, Archive, Ontario Ministry of Education.

3 Allan M. Dymond, Law Department, Ontario Department of Education, Letter to Dr. L.A. Pyne, Minister of Education, (with draft of an Act Respecting Special Classes), February 15, 1910.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

3

March 10, 1911, Bill 200, An Act Respecting Special Classes, was introduced.⁴

Prior to the introduction of the bill, Mr. J.L. Hughes, Chief Inspector of Public Schools for the City of Toronto, surveyed the city for feeble-minded children in 1894 and found only twenty children which he felt was an insufficient number to justify the establishment of a special class.

Dr. Helen MacMurchy, a medical doctor, was not satisfied with the services available for the feeble-minded, and proceeded to conduct a census. In 1906, she sent a letter to social agencies, churches, police and other responsible officials requesting information on feeble-minded persons.⁵ From her findings, she reported that in Ontario "she could expect to find thirteen to fifteen percent" of the population as mentally defective.⁶

On March 9, 1911, a deputation of persons interested in the care of the feeble-minded, including MacMurchy, "waited on the Provincial Secretary" to urge upon the government the need

⁴ Bill 200, An Act Respecting Special Classes, in "Bills Ontario 1911", March 10, 1911, 2 p.

⁵ Annual Report on the Care of the Feeble-Minded in the Province of Ontario, Toronto, Province of Ontario, 1907, p. 1-2.

⁶ Annual Report on the Care of the Feeble-Minded in the Province of Ontario, Toronto, Province of Ontario, 1908, p. 15.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

4

for prompt action for feeble-minded persons.⁷

The delegation was introduced by Mayor G. R. Geary of Toronto who summed up the request of the deputation by saying that:

...some system should be inaugurated of taking care of these people who have become a charge on the country...⁸

The Honourable W. J. Hanna, Provincial Secretary, was influenced by the presentation and stated:

...that the fact of their coming, and coming in such numbers, as the outcome of a campaign for a year past in this Province, with Dr. Helen MacMurphy as one of its enthusiastic heads, where work had attracted attention not only throughout the Dominion but beyond it, should mean some action on the part of the Government in the near future.⁹

On March 24, 1911, An Act Respecting Special Classes was given assent, permitting school boards to establish and conduct special classes for children

a) who are backward or abnormally slow in learning;

b) who from physical or mental causes require special training in education;¹⁰

In effect, public concern for feeble-minded children paved the way for physically handicapped persons, in that the

7 "Urge Better Provision for the Feeble-Minded", in Newspaper Hansard, Toronto Globe and Mail, March 23, 1911, p. 7, (Appendix XXXVI)

8 Ibid., p. 7.

9. Ibid., p. 7.

10 Statutes of the Province of Ontario, An Act Respecting Special Classes, 1911, Chapter 78, p. 523, (Appendix I)

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

5

legislation requested resulted in provision for both types of classes.

The act also made provision for special grants for auxiliary classes. However, prior to 1917, there are no records that the Government ever paid such grants. It would appear that school boards did not apply for special funding and provided the auxiliary education programs under the regular Department of Education grant structure.

At the time The Special Classes Act was written, the Department of Education did not have auxiliary educational officers at the provincial level to provide guidance and information concerning auxiliary education. The act did not define terminology such as "backward", "abnormally slow in learning", and "physical or mental causes": nor were specific criteria established for admission of a pupil to a special class. The procedures for admission were limited in that:

Children may be admitted to such special classes upon the application of their parents or guardians and upon the report of the Inspector and principal of any school at which they are in attendance.¹¹

¹¹ Ibid., Section 2, p. 523.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY-HANDICAPPED STUDENTS, 1911-1938

6

Lack of direction from the Ontario Department of Education regarding admission to auxiliary classes meant that each individual school board had to establish its own criteria and admission procedures.

As a result of the vagueness of the 1911 act, Bill 122, An Act to amend The Act respecting Special Classes, was introduced on March 20, 1914,¹² and was given assent May 1, 1914.¹³ The new act, The Auxiliary Classes Act, outlined procedures and criteria for admission to auxiliary classes.

The revised act stated that auxiliary classes were for backward and slow learning pupils who were unable to take proper advantage of the regular school curriculum. The act defined such children as being incapable of mental development beyond the average eight year old. Specific criteria for admission of children were stated in section three of the act as:

...children who, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, are from any physical or mental cause unable to take proper advantage of the ordinary public or separate schools courses.¹⁴

¹² Bill 122, "An Act to amend The Act respecting Special Classes", in Bills Ontario 1914, March 20, 1914, 1 p., (Appendix II)

¹³ Statutes of the Province of Ontario, An Act Respecting Auxiliary Classes, 1914, Chapter 49, p. 256, (Appendix III)

¹⁴ Ibid., Section 3, p. 256.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

7

This act still lacked clarity in that it did not specify who would assess the child's potential mental development. This lack of guidance made school board officials responsible for psychological decisions for which they were not trained.

The revised act also required that the school board establish an admission board consisting of the principal of the school, a physician and a school inspector.

Specifically, the act stated:

Subject to the regulations pupils shall be admitted to auxiliary classes upon the report of a board consisting of the principal of the school, the school medical inspector and another school inspector or the chief or senior school inspector as the case may be, of which board the principal shall be the chairman approved by the Inspector of Auxiliary Classes.¹⁵

The establishment of such an admission board made provision for the medical profession and educators to jointly consider the needs of children in auxiliary classes.

The involvement of the medical profession was a progressive move. Educators were not trained to understand the physical needs of the orthopaedic pupils, and the physician

¹⁵ Statutes of the Province of Ontario, op. cit., 1914, Section 7(1), p. 257.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

8

was able to advise educators on how many hours a day the child would be capable of attending school, and the precautions the teacher should take in handling such children.

The Auxiliary Classes Act, 1914, also made provision for school boards to provide transportation for exceptional pupils. The act stated: "...the board may provide for the transportation of pupils to and from the classes..."¹⁶

This provision influenced the establishment of educational programs for orthopaedic children. School boards were now permitted to transport children who otherwise would have been unable to attend school.

In the same year as the act was passed, Dr. Helen MacMurchy was appointed the first Provincial Inspector of Auxiliary Classes. Prior to her appointment, MacMurchy's chief duties had been in the area of medical welfare for children, child care, health, and nutrition. MacMurchy was not a qualified teacher, nor had she taught in the public schools, and yet she was appointed to a position that made her responsible for the educational programs and services for exceptional children. She had been active in public surveys of feeble-

16 Statutes of the Province of Ontario, op. cit., 1914, section 10, p. 258.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

9

mind persons and had played a major role in bringing to the attention of the Toronto Board officials the need for auxiliary classes. In 1909, MacMurchy made arrangements to have Miss Mary Dendy, an educator of feeble-minded children in Manchester, England, address the Toronto Board of Education on the subject of feeble-mindedness.¹⁷ MacMurchy and Dendy also visited some of the Toronto schools, and shortly after Dendy's visit, the Toronto Board of Education established half-day classes for mentally defective children.

MacMurchy's main task as Inspector of Auxiliary Classes was to regulate auxiliary education services and to encourage school boards to implement the legislation provided in The Auxiliary Classes Act.¹⁸ One of her first accomplishments was the writing of the book, Organization and Management of Auxiliary Classes, in which she interpreted section 3 of

¹⁷ Annual Report on the Care of the Feeble-Minded in the Province of Ontario, Toronto, Province of Ontario, 1910, p. 4.

¹⁸ C.E. Stothers, "The Development of Services, Agencies, and Materials to Provide for Handicapped Children in Ontario", in The Education of Children with Handicaps, 1960-1961, The Sixteenth Yearbook of the Ontario School Inspectors' Association, Toronto, The Copp Clark Publishing Co. Limited, p. 11.

the act to mean:

The pupils in Auxiliary Classes are to be those who from any physical or mental cause are unable to take proper advantage of the ordinary Public or Separate Schools Courses. Children who are of a low grade of mental defectiveness, and cannot be taught in such classes, are not eligible for admission.¹⁹

Although The Special Classes Act of 1911 and The Auxiliary Classes Act of 1914 permitted the Minister of Education to make regulations for auxiliary education, six years passed before the first printing of regulations for auxiliary education in 1917.²⁰

Neither The Special Classes Act nor The Auxiliary Classes Act specified the type of auxiliary classes a board could establish. Thus, during the period, 1911-1917, in which there were no regulations for auxiliary classes, each school board governed its own auxiliary education programs. When the first act regarding auxiliary education was passed in 1911, Toronto was the only board that provided auxiliary education. By 1917, a number of school boards had established auxiliary education programs and services. This progress probably led the Minister to develop regulations to govern such classes.

¹⁹ Helen MacMurchy, Organization and Management of Auxiliary Classes, Department of Education, Educational Pamphlet No. 7, Toronto, L.K. Cameron, Printer to the King's Most Excellent Majesty, 1915, p. 97.

²⁰ Ontario Department of Education, Regulations for Auxiliary Classes, Circular No. 6, Toronto, Province of Ontario, 1917, p. 1, (Appendix X)

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

11

In 1917, fourteen different types of auxiliary education classes were mentioned in the regulations. Those that related to the education of orthopaedically handicapped children were:

Open Air Schools and Classes for delicate, anaemic or under-nourished children, held in forests, parks or fields or in classrooms one side of which at least is open to the sun and outer air.

Hospital Classes for patients in children's hospitals or wards or homes for incurable children.

Sanatorium Classes for tuberculous children or children in a sanatoria.

Ambulance Classes for disabled children.²¹

These first regulations required that every teacher of an auxiliary education class hold a regular teaching certificate, an auxiliary class teaching certificate and have at least three years of teaching experience. The regulations also authorized the Ontario Department of Education to grant a temporary auxiliary class teacher's certificate to unqualified auxiliary teachers.²²

By 1917, only one auxiliary education summer course had been offered in Ontario by the Department of Education, and that was in 1915. The total enrolment was twenty teachers,

21 Ibid., Section I, subsections 5, 6, 7, 8, p. 2.

22 Ibid., Sections 4 and 5, p. 3.

two of whom were from the United States; the others were from the Toronto area.²³ The provision for granting of a temporary auxiliary class teacher's certificate to an unqualified auxiliary class teacher was required by school boards outside of the Toronto area because of the limited number of qualified teachers.

The regulations also established maximum enrolments for auxiliary classes. Classes were not to exceed thirty-two pupils except in the case of open-air classes where the maximum enrolment was forty pupils; hospital classes, ambulance classes, special classes and training classes were not to exceed sixteen pupils.²⁴

The regulations also made provision for school boards to shorten the school day for hospital classes, sanatorium classes, ambulance classes, special classes and training classes. These classes could assemble thirty minutes later and close fifteen minutes earlier than regular classes, allowing additional time for transportation. This section also allowed school boards to provide individual instruction whenever required.²⁵

²³ Annual Reports of the Inspector of Auxiliary Classes, Toronto, Province of Ontario, 1915-1919, p. 20-23.

²⁴ Regulations for Auxiliary Classes, op. cit., 1917, Section 6, p. 3.

²⁵ Ibid., Section 8, p. 3.

This provision allowed flexibility in the organization of educational programs for orthopaedic pupils. According to DeLaporte, such pupils often were absent from school because of poor health, therapy, or hospitalization and needed programs that would allow them to progress at their own rate. She also indicated that some physically handicapped children started school at an older age due to parent over protection and/or not being physically able to attend. Some of these children who received individualized instruction progressed rapidly through their first years at school.²⁶ DeLaporte indicated that the programs could have been more effective if teachers had had specific training in developing special programs.

The regulations also established a specific grant structure for funding auxiliary programs which is dealt with under the subsequent section Funding.

The regulations for auxiliary classes were revised in 1928 and made provision for the establishment of three additional types of auxiliary classes, making a total of seventeen different kinds of special classes a school board

²⁶ Helen DeLaporte, former Assistant Provincial Inspector of Auxiliary, Interview, Toronto, March 16, 1978.

could establish. The three types of classes were: special industrial classes; oral classes for deaf children; and Braille classes for blind children.²⁷ Although not designed for orthopaedic children, the new classes served orthopaedic children whose disability included deafness, blindness or below average intelligence.

In this revision, the term ambulance class for disabled children was changed to orthopaedic class without a change of function. The new regulations also provided for the provincial inspector of auxiliary classes to conduct free surveys of exceptionality at the request of a school board.²⁸ These surveys played a major role in identifying exceptional children and gave an incentive for school boards to establish auxiliary classes. By 1938 all cities and one half of all Ontario rural inspectorates had been surveyed and education provisions made for children requiring special assistance.²⁹

The regulations also stated that, "No child shall be admitted to an Auxiliary Class without an official examination conducted with the approval of the Minister."³⁰ This was the

²⁷ Ontario Department of Education, Regulations for Auxiliary Classes, Circular No. 22, Toronto, Province of Ontario, 1928, Section 2, p. 3.

²⁸ Ibid., Section 2, p. 3.

²⁹ Report of the Minister of Education, Toronto, Ontario Department of Education, 1938, p. 55.

³⁰ Regulations for Auxiliary Classes, op. cit., 1928, Section 3, p. 3.

first legal guarantee of assessment before the placement of a pupil in an auxiliary class. Although the regulation stated that the examination was to be approved by the Minister few were submitted for approval due to time required to process them.³¹ The fact that the regulation did not specify the professional qualifications of the person making the assessment left the decision to school officials. Miss DeLaporte indicated that assessments were often poorly conducted and in some cases, not even recorded.³²

The qualification requirements for auxiliary class teachers were revised: in addition to having three years of teaching experience in Ontario, and an auxiliary class teaching certificate, the teacher had to have at least a second class certificate or its equivalent.

The regulations also made changes in the available grants which are dealt with under the subsequent section Funding.

Two years later, 1930, the Regulations for Auxiliary Classes were again revised, making provision for a school

³¹ DeLaporte, op. cit., March 16, 1978.

³² Ibid., March 16, 1978.

board to establish two new types of classes:

PARTIAL CLASSES in centres where not more than 12 nor fewer than 4 pupils of an Auxiliary Class type, can be selected, the Auxiliary group to be augmented by sufficient pupils from a single intermediate Grade to bring a maximum enrolment of 20 to 24.

RURAL SCHOOL CLASSES. In rural ungraded or semi-graded schools where from 1 to 3 pupils of an Auxiliary Class type can be selected.³³

With these provisions a school board could establish a partial class or rural school program for as few as one orthopaedically handicapped child.

The regulation also made provision for the school to conduct the official examination after the tentative admission of a child to these classes.³⁴ This provision was beneficial to exceptional children in rural areas, because it eliminated delays in placements. DeLaporte indicated that there were few qualified people in rural areas to make assessments, and if it had not been for this revision, a child might have waited for months, or possibly never have been admitted due to lack of assessment facilities.³⁵

The regulations of 1930 also made exceptions for the

³³ Ontario Department of Education, Regulations for Auxiliary Classes, Circular A.C. No. 6, Toronto, Province of Ontario, May 1930, Section 1 (17) (18), p. 2, (Appendix XI)

³⁴ Ibid., Section 3 (2), p. 3.

³⁵ DeLaporte, op. cit., March 16, 1978.

qualifications of rural school class teachers. They were not required to hold qualifications in auxiliary education.³⁶

Since the summer courses had been held in Toronto few teachers from outside the city became qualified in auxiliary education. This amendment allowed school boards to establish and conduct special programs for orthopaedic children in rural areas without securing a qualified teacher.

Another change in the regulations allowed the Ontario Department of Education to reimburse the school board fifty percent of the cost of transportation of pupils in an orthopaedic class to a maximum grant of \$40.00 per pupil.³⁷

Although the Department had made provision in the 1928 regulations for school boards to transport pupils not within walking distance of the school, the regulations of 1930 made specific mention that a school might transport pupils to an orthopaedic class and receive transportation grants for such service. Specific information about the funding of transportation is dealt with under the subsequent section Funding.

³⁶ Regulations for Auxiliary Classes, op. cit., 1930, Section 7, p. 3.

³⁷ Ibid., Section 9 (1) (c), p. 4.

The revised regulations also allowed school boards in cities, towns, villages and rural areas of less than 10,000 population to provide home-instruction for children who were eligible but unable to attend school because of a crippled condition. A child on such a program was to receive not less than fifty hours of instruction in not fewer than fifty visits during the school year. The Department paid the school board fifty percent of the cost to a maximum of \$50.00 per child,³⁸ a maximum grant of one dollar per visit.

The provision for home-instruction extended educational opportunities to many homebound orthopaedic children; for the first time they could receive instruction at home, from a qualified teacher, and without financial cost to their parents.

Between 1930 and 1938 there were no changes in The Auxiliary Classes Act or the Regulations for Auxiliary Classes.

During the period, 1911 to 1938, the Ontario Department of Education had taken steps to make provision in the acts and regulations to permit school boards to establish and conduct auxiliary programs and services for exceptional children.

38 Ibid., Section 10 (1) (f), p. 4.

The acts provided the legal basis and the regulations provided the framework for school boards to establish programs and services. By 1938, the acts had made provisions that allowed school boards to establish and conduct auxiliary classes, provide transportation, and to establish an admission board for auxiliary education classes. The acts also required boards to provide proper supervision of every pupil in attendance. The Regulations for Auxiliary Classes provided the authority for a board to establish specific classes and established the maximum enrolment for each class, the qualifications for teachers of auxiliary classes and the grant structure for funding them. The legislation regarding auxiliary education was permissive in that The Auxiliary Classes Act stated that a school board may establish and conduct auxiliary education classes. Thus, during the period 1911 to 1938, the decision to provide auxiliary education rested with the school boards in Ontario.

2. Funding

In order to encourage and assist school boards in the establishment and conducting of auxiliary education programs and services, the Ontario Department of Education provided special grants. In general, they were stimulative and excess costs grants. That is, the Department reimbursed school boards for a percentage of the auxiliary class teacher's

salary, and for the extra transportation costs. The grants also provided a fixed sum of money for establishing classrooms and special equipment.

The act respecting special classes of 1911 made provision for the Department to reimburse school boards with a special grant for auxiliary classes; however, the act did not provide specific guidelines for funding auxiliary education, and six years passed before payment of such grants.

In 1917, the Minister introduced the first Regulations for Auxiliary Classes. Section 9 of the regulations provided specific guidelines for the Ontario Department of Education to fund the various auxiliary education classes. The grants were allotted according to the following:

- a) A fixed grant of \$100.00 for each Auxiliary Class
- b) Fifty percent of the excess of each Auxiliary Class Teacher's salary over the usual annual salary paid by the Board to the teachers of corresponding grades of the Public or Separate Schools. Maximum grant \$50.00
- c) Twenty percent of the value of the approved special equipment for the Auxiliary Class or Classes. Maximum grant \$100.00
- d) An annual grant of \$100.00 for approved vocational training in Gardening, Farming, Household work, Industrial work, given to not fewer than 16 pupils in any Auxiliary Class by a competent instructor.³⁹

³⁹ Regulations for Auxiliary Classes, op. cit., 1917, Section 9, p. 3.

The grant structure applied to all auxiliary classes equally and did not allow for the higher cost programs such as hospital and orthopaedic classes whose enrolments were less than sixteen pupils.

The Minister recognized that certain types of classes should have a lower enrolment which increased the operating cost and yet for funding purposes, he treated them all the same. Although the records do not verify that the funding structure discouraged school boards from establishing high cost programs, only five orthopaedic classes were in operation by 1930, one in Ottawa and four in Toronto.⁴⁰

In 1930, the maximum grant on excess cost for each auxiliary class teacher's salary was increased from \$50.00 to \$75.00.⁴¹ Also for the first time, the Department paid grants for transportation of pupils to orthopaedic classes. The new regulations allowed payments of fifty percent of the cost of transportation of pupils in an orthopaedic class to a maximum of \$40.00 per pupil.⁴²

This provision was an incentive for school boards to provide special education programs and services for

⁴⁰ Report of the Minister of Education, Toronto, Province of Ontario, 1930, p. 28.

⁴¹ Regulations for Auxiliary Education, op. cit., 1930, Section 10 (1) (b), p. 4.

⁴² Ibid., Section 10 (1) (e), p. 4.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

22

orthopaedic children within the local school setting.

Another incentive for school boards to provide special programs and services for children unable to attend school was home-instruction grants. The regulations stated that:

Fifty percent of the remuneration paid by the board to a qualified teacher who shall give not less than 100 hours instruction in not fewer than 50 visits during the school year to a child who is eligible but unable to attend school because of a crippled condition certified to by the Director, Division of Child Hygiene and approved by the Inspector of Auxiliary Classes. Maximum grant per child \$50.00.⁴³

The grant structure for auxiliary education remained unchanged for the next eight years, and by the end of 1938, a school board providing auxiliary education for orthopaedic children received one hundred dollars for each class, fifty percent of the excess cost of each teacher's salary to a maximum of seventy-five dollars. Twenty percent of the value of the approved special equipment to a maximum grant of one hundred dollars was permitted, as was fifty percent of the cost of transportation of pupils in orthopaedic classes to a maximum of forty dollars per child. In cities, towns,

43 Ibid., Section 10 (1) (f), p. 4.

villages and rural areas of less than 10,000 population, fifty percent of a home-instruction teacher's salary to a maximum of fifty dollars per child was allowed.

3. Teacher Training

When auxiliary classes were first established, educators recognized the need for qualified teachers for such classes. According to MacMurchy, teachers of such classes needed certain personal and professional qualifications along with three to five years of varied experience in classroom work. They should also have an understanding of why the government was determined to educate its future citizens, even when they suffered from some disability. They should also be able to modify the child's school environment to make it more suitable to him. In fact, it was believed that it was essential "to secure someone for this work who will be a saviour to these children."⁴⁴ Dr. H.E. Amoss, who became Provincial Inspector of Auxiliary Classes in 1929, and Miss L. Helen DeLaporte, his assistant, also believed that

⁴⁴ MacMurchy, op. cit., p. 103.

auxiliary class teachers should be carefully selected. They stated that:

One of the requirements for a teacher dealing with the physically handicapped is the possession of a fund of originality. She must not only be able to adapt material to the demands of various patients, but after this has been accomplished she must be able to change it to suit each individual case.⁴⁵

Although it was recognized that teachers of auxiliary classes should be well qualified, the teachers, principals, and inspectors in Ontario in the early nineteen hundreds had little experience or training in auxiliary education. Prior to 1915, no provision was made in Ontario to train teachers in this field. The United States, however, had made provision for the training of teachers in auxiliary education and in the early years, Ontario teachers who had been appointed to teach auxiliary education classes received training in the United States.⁴⁶ MacMurchy indicated that one of the Toronto auxiliary class teachers had attended a summer session at Vineland Training School, New Jersey, and that two teachers from Ottawa went to Rochester to take an eight-week course.⁴⁷

45. H.E. Amoss and L.H. DeLaporte, Training Handicapped Children, Toronto, The Ryerson Press, 1933, p. 200.

46 MacMurchy, op. cit., p. 110.

47 Ibid., p. 110.

In 1915, the first auxiliary education course organized by Dr. MacMurchy was offered in Toronto. Mr. W. W. Hodgson, Chairman of the Toronto board, gave permission to use Toronto school facilities. Twenty teachers enrolled in the course, two of whom were from the United States.⁴⁸

This course was designed primarily for teachers of mentally defective and slow learners, with some focus on physical handicap conditions. The course consisted of lectures and practical experience covering a wide range of topics. Practical experience consisted of two days of studying individual students at the Alexandra Industrial School, a reform school for girls, and practice teaching at the Allan Public School, in a class of eighteen mentally defective boys. The lectures were presented mainly by MacMurchy and Professor Sandiford of the Ontario College of Education, Toronto. MacMurchy lectured on such topics as the medical inspection of schools for physically handicapped children, the child welfare movement, and theories of mental deficiency, its

⁴⁸ Annual Reports of the Inspector of Auxiliary Classes, op. cit., 1915-1919, p. 20-23.

causes, characteristics and treatment. Professor Sandiford lectured on elementary psychology and the psychology of mental abnormality.⁴⁹

The second auxiliary education course was offered in 1919, in Toronto, with thirty teachers in attendance. The teaching staff was increased and included such instructors as MacMurchy; Mr. E.A. Bott of the Canadian Army Medical Corps, who taught psychology; Mr. N.P. Burnett, who instructed in vocational training; Dr. E.G. Pratt of the Toronto Social Service Clinic, who specialized in intelligence testing; and Mr. W.I. Patton, a Toronto teacher, who demonstrated and discussed handicrafts.⁵⁰

During the summer of 1919, the first Auxiliary Class Teacher's Association was formed by the summer course staff

⁴⁹ Syllabus of Summer Courses and Examinations for Teachers' Certificates, Toronto, Ontario Department of Education, 1915, p. 68-72.

⁵⁰ Annual Reports of the Inspector of Auxiliary Classes, op. cit., 1915-1919, p. 6-9.

and the teachers in attendance. The aims of the Association were:

1. To use every means to advance the methods of the education of physically and mentally defective children.
2. To enlist the sympathy and active interest of the general public in their behalf.
3. To consider and evolve the best methods of training teachers for special school duties.
4. To promote the interests of special school teachers.
5. To consider the after care of mentally and physically defective children.
6. To promote the interchange of experience by conferences and meetings local and general, and to consider and adopt any other means which may be calculated to further the interests of mentally and physically defective children.⁵¹

Although the aims of the association were to improve the quality of education for both mentally and physically defective children, the efforts of the association concentrated on the teaching of mentally defective children. This was another indication that the teaching of physically handicapped children was not a priority in Ontario. The public

⁵¹ Ibid., p. 6.

seemed more concerned about the social problems of the feeble-minded than the future of orthopaedic children. The jails, poorhouses and hospitals were overcrowded with idiots and imbeciles.⁵² The public believed that mentally retarded persons were immoral, criminal and depraved; and that a main cause of retardation was hereditary and that the rate of reproduction of the retarded was more prolific than that of normal persons.⁵³ The physically handicapped, on the other hand, did not present the same concern. DeLaporte concluded that severely physically handicapped persons received less attention than the retarded because many had difficulty travelling which kept them at home and out of the public's sight.⁵⁴ Nevertheless, the public efforts on behalf of the feeble-minded resulted in improved conditions for the physically handicapped.

The association proceeded to be active in communicating and sharing new ideas among the auxiliary class teachers. On the Thanksgiving Day weekend, 1919, the teachers of the association visited special classes in the cities of New York,

52 . Gerald T. Hackett, The History of Public Education for the Mentally Retarded Children in the Province of Ontario, 1867-1964, A Thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1969, p. 78.

53 Ibid., p. 79.

54 DeLaporte, op. cit., March 16, 1978.

Buffalo, and Cleveland to gain experience and knowledge to help improve future courses.⁵⁵

Due to the increase in the number of auxiliary classes, it was necessary for the Ontario Department of Education to provide annual auxiliary education summer courses. To ensure that teachers entering the field of auxiliary education were suitable, the Department established basic admission criteria of a Normal School Graduation Certification and three years of teaching experience.⁵⁶

The course of 1921 was organized by Dr. S. B. Sinclair, who in 1920, following Dr. MacMurchy's resignation, was appointed to the position of Provincial Inspector of Auxiliary Classes.⁵⁷ He organized the course into three areas: Class Organization and Management; Auxiliary Class Admission and Promotion Tests; and Manual Work in Auxiliary Class. The course also included the observation of auxiliary classes, special lectures and visits to institutions.

Dr. Sinclair hired specialists for each subject area. Dr. G.A. Taylor, Psychologist, Institution for Mental

⁵⁵ Annual Reports of the Inspectors of Auxiliary Classes, op. cit., 1915-1919, p. 7.

⁵⁶ Special Training for School-Aged Children in Need of Special Care, Ottawa, Canadian Council of Child Welfare, 1925, p. 13.

⁵⁷ Ibid., p. 13.

Defectives, Letchworth, New York, taught Class Organization and Management; Professor Sandiford, Faculty of Education, University of Toronto, gave instruction in the area of Auxiliary Class Admission and Promotion Tests; and Mr. W.H. Chester, Director of Manual Training, Toronto Public Schools, and Mr. W.I. Patton, Manual Training Instructor, Jesse Ketchum School, Toronto, demonstrated how manual work could be taught in auxiliary Classes. Lectures on children with physical defects were given by both Dr. E. Clarke of the Canadian National Committee for Mental Hygiene and Dr. Sinclair.⁵⁸

The courses from 1921 to 1925 followed basically the same format and were held in Toronto. The Toronto teachers tended to become leaders in the field of auxiliary education; they held meetings each month to discuss educational programming of exceptional students and contributed to the publication, Auxiliary Class Teacher's Bulletin, which was issued three times during the year.⁵⁹

By 1925, the Minister had recognized "that every type of handicap presents a series of problems peculiar to that

⁵⁸ Suggestions for Teachers of Subnormal Children, Toronto, Province of Ontario, 1925. (Mimeographed)

⁵⁹ Report of the Minister of Education, Toronto, Province of Ontario, 1924, p. 50.

special form of abnormality",⁶⁰ and for the first time the Department of Education provided specialized courses, rather than general auxiliary education courses. Specific auxiliary education courses were offered for teachers of lip-reading, open-air, orthopaedic and sight saving classes. Eight teachers attended the course on open-air classes and nine teachers attended the one on orthopaedic classes.⁶¹ In total, fifty-one teachers took the five-week summer program, making a total of three hundred teachers trained in auxiliary education in Ontario. Seventeen of these had attended courses in the instruction of orthopaedically handicapped children. By 1927, specific training in the field of auxiliary education was part of the pre-service Normal School program. This modification was done at the request of the rural school trustees whose representatives at the 1927 Easter meeting of the Ontario Education Association passed a unanimous resolution asking the Ontario Government to make special provision for handicapped children.⁶²

Also at the trustees' request, the Ontario Department of Education provided regulations for transportation of

⁶⁰ Report of the Minister of Education, Toronto, Province of Ontario, 1925, p. 49.

⁶¹ Ibid., p. 49.

⁶² Report of the Minister of Education, Toronto, Province of Ontario, 1928, p. 37.

handicapped children and for hiring visiting teachers. Normal Schools were requested to provide auxiliary class lectures which would prepare the potential teachers to deal more satisfactorily with handicapped students in rural areas. By 1928, every Normal School student received some assistance in the diagnosis and treatment of handicapped children.⁶³

In 1929, Dr. H.E. Amoss, a former master from Hamilton Teachers' College, was appointed Provincial Inspector for Auxiliary Classes, replacing Dr. Sinclair. Amoss had been known for his interest in auxiliary education. He had published articles and had addressed the Ontario Education Association on teaching abnormal pupils. His experience in Normal School teaching led to more rigid selection of candidates for auxiliary education. Admission requirements for the summer course of 1929 were modified; candidates were now required to obtain a recommendation from their inspector indicating their special aptitude for working in the field of auxiliary education.⁶⁴ This was the first personnel screening procedures for teachers of auxiliary education.

⁶³ Ibid., p. 37.

⁶⁴ Report of the Minister of Education, Toronto, Province of Ontario, 1930, p. 31.

Amoss also reorganized the summer courses into four areas of concentration:

- 1) training, promotion and special industrial classes;
- 2) sight-saving classes;
- 3) lip-reading; hard-of-hearing and speech correction classes;
- 4) orthopaedic, hospital and sanatorium classes.⁶⁵

All four courses, however, were not given every summer. Such factors as availability of qualified summer staff and enrolment influenced which courses were to be offered.

During the summer of 1930, only two of these courses were given: training, promotion and special industrial classes, and orthopaedic, hospital and sanatorium classes. This was the second time that a course related to orthopaedic children had been offered and twenty-four teachers enrolled in it.⁶⁶

In 1932, owing to the world-wide depression, there was no summer school for auxiliary class teachers.⁶⁷ Since the cost of operating summer courses was relatively low, the

⁶⁵ Report of the Minister of Education, Toronto, Province of Ontario, 1929, p. 33.

⁶⁶ Report of the Minister of Education, op. cit., 1930, p. 31.

⁶⁷ Report of the Minister of Education, Toronto, Province of Ontario, 1932, p. 51.

courses resumed in 1933 with the 1930 format.

In 1935, the word, "successful" was added to the three years of teaching experience. This was another attempt to screen teachers entering the field of auxiliary education by ensuring, first of all, that they were competent teachers in regular education. This procedure was an improvement over an inspector attempting to judge a teacher's special aptitude for working with exceptional pupils. In order to provide specialized training for teachers of senior students the courses were reorganized. The new format allowed the summer program to provide instructions in the following categories:

- 1) for teachers having at least an interim second class certificate and three years' successful experience in the Province who wished to qualify as teachers of training and promotion classes;
- 2) for teachers with at least an interim first class certificate and three years' successful teaching experience or an ordinary vocational certificate who wished to qualify as teachers in senior craft schools;
- 3) a general course for teachers who wished to improve their professional standing and practice.⁶⁸

⁶⁸ Report of the Minister of Education, Toronto, Province of Ontario, 1935, p. 42.

The course related to the teaching of orthopaedic children was dropped because of lack of enrolment and teachers of orthopaedic pupils took the general course.

During the middle Thirties, in spite of a lack of training programs for teachers of orthopaedic pupils, there was an increase in educational services for such children. Between 1934 and 1935 fifty-five home-instruction units⁶⁹ alone were established creating a demand for qualified home-instruction teachers. The Department, however, did not respond to this need and appeared to have been satisfied with the general auxiliary education course for teachers of home-instruction programs. In retrospect, it would appear that these teachers required specific training on how to be flexible and adaptable since they were often expected to teach with limited equipment and supplies at a child's bedside.

The format of summer courses and admission requirements remained the same until 1938, when the teaching requirement was reduced from three to two years of successful teaching experience, and the areas of auxiliary education

⁶⁹ Report of the Minister of Education, op. cit., 1935, p. 42.

concentration were reduced to three specific divisions:

- 1) opportunity and handicraft classes;
- 2) speech, sight-saving, home-instruction and hospital classes;
- 3) a general course for teachers who wished to improve their professional standing.⁷⁰

Division one and two were designed for qualified teachers, whereas the third division was for those not fully qualified to be admitted to the other two divisions.⁷¹ This last category admitted non-teachers, such as social workers, who wished to gain knowledge of teaching physically and/or mentally handicapped children. No certificate was awarded to the people enrolled in this division of the course.

The division dealing with opportunity classes provided instruction in psychology of abnormal children; methodology for teaching crafts including sewing, leather, metal and wood; and intelligence-testing which required each student to administer Stanford-Binet tests and the Ontario School Ability Examination. The second division, dealing with the teaching of speech, sight-saving, home-instruction and hospital classes, provided information regarding legislative grants and the

⁷⁰ Report of the Minister of Education, Toronto, Province of Ontario, 1938, p. 124.

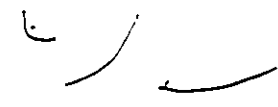
⁷¹ Ibid., p. 124.

organization of special classes, units dealing with home-instruction and hospital classes. This course was especially relevant because a poliomyelitis epidemic had maimed children and increased the need for qualified teachers of home-instruction and hospital classes.

Between 1911 and 1938 the Ontario Department of Education conducted twenty auxiliary education summer courses, two of which dealt with teaching orthopaedic children. Table I illustrates that during the twenty courses offered, there was a steady growth in the number of teachers attending auxiliary education courses, with only forty-one receiving specific training in the teaching of orthopaedic children. During the same period, auxiliary education programs for orthopaedic children increased from zero to one hundred twenty-three. Thus one could assume that the majority of these teachers were unqualified for their particular teaching assignment.

4. Programs and Services

By 1910, the Ontario Department of Education had not made legal provision in the acts for school boards to establish auxiliary education programs and services; however, without legislation, the Toronto Board of Education took the initiative and established four half-day classes for mentally



AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

38

TABLE I

Enrolment of Teachers in Auxiliary Education
Summer Courses, 1915-1938

Year	Total Course Enrolment	Enrolment of Teachers in Courses related to the teaching of Orthopaedically Handicapped Children
1915	20	
1916	0 ^a	0
1917	0 ^a	0
1918	0 ^a	0
1919	30	0
1920	0 ^a	0
1921	55	0
1922	57	0
1923	35	0
1924	62	0
1925	51	0
1926	44	17
1927	70	0
1928	69	0
1929	62	0
1930	99	0
1931	81	0
1932	0 ^b	24
1933	46	0
1934	79	0
1935	109	0
1936	134	0
1937	130	0
1938	174	41

a. 1916, 1917, 1918, 1920 - No Auxiliary Education Summer Courses were offered

b. The Auxiliary Education Summer Course was not offered due to the World-wide Depression

These figures taken from the Reports of the Minister
of Education, 1915-1938

defective pupils.⁷²

The decision to establish the classes resulted from a survey that the Toronto Board of Education had conducted in 1910. The survey indicated:

First - That a specially qualified 'Visiting Teacher' be appointed on the staff in one or more of the schools, whose duty it should be to make a special study of retarded pupils, visiting their homes and otherwise helping them, in order to enable them if possible to regain their school standing.

Second - That Special Classes be established in different parts of the city.

Third - That special consideration be given to individual cases referred to in the Report.⁷³

The following year, 1911, the Department of Education passed An Act Respecting Special Classes, which legalized the Toronto classes.

The survey also revealed that "Mentally defective and very backward children have usually about three times as many physical defects as normal children have."⁷⁴ Thus, it would appear that the first classes established by the Toronto board for mentally defective children accommodated some children who were both mentally and physically handicapped.

⁷² MacMurchy, op. cit., p. 14.

⁷³ Ibid., p. 14.

⁷⁴ Ibid., p. 13.

The city of Hamilton established its first special class in 1911, to provide special training for mentally defective children and for children of normal intelligence who had hearing, speech or visual problems.⁷⁵ In 1912, open-air classes for delicate, anaemic or undernourished children were established in Hamilton and Toronto.⁷⁶ Although these classes were not designed for orthopaedic children, they also accommodated such children.

The origin of open-air classes appears to have stemmed from the establishment of the open-air recovery schools in Charlottenburg, Germany in 1904. This program was very successful; the children increased in weight, in strength, and many were entirely cured.⁷⁷ These results were not surprising; one could expect young growing children treated with fresh air, and nutritious food to increase in weight and strength. Although these children spent less time on school work than their peers in the regular school, they "not only maintained their school standing, but rather surpassed their companions in the regular classes."⁷⁸ The principal characteristics of open-air classes were plenty of fresh air, nutritious food, warm clothing,

⁷⁵ Ibid., p. 15.

⁷⁶ H.E. Amoss and L.H. DeLaPorte, op. cit., p. 10.

⁷⁷ Leonard P. Ayers, Open-Air Schools, New York, Doubleday, Page and Company, 1911, p. 4.

⁷⁸ Ibid., p. 4.

strict cleanliness and expert medical and dental attention.⁷⁹ Favourable reports of this new type of school spread to England, the United States and Canada.⁸⁰ In 1907, London, England, and Providence, Rhode Island, U.S.A. established their first open-air schools.⁸⁰ The following year, the Toronto Hospital for Sick Children established the first open-air school in Ontario.⁸¹

Before the Toronto Board of Education established such classes, W.E. Struthers, Chief Medical Inspector for the board, visited Germany and England to observe open-air classes. Struthers visited schools in London and Bradford, England and went on to Germany to visit schools in Charlottenburg, Berlin and Galdbach.⁸²

Struthers was impressed with the program results, but not with the facilities. He indicated that the buildings and facilities at Bradford were quite elaborate, but was disappointed with the classrooms. He felt that "the classrooms were too much like the regular type to deserve the name of open-air school..."⁸³ Struthers' main concern was that the

79 Ibid., p. 25.

80 Ibid., p. 4.

81 Annual Report of the Board of Education for the City of Toronto, Toronto, Central Technical School Press, December 1912, p. 23.

82 Ibid., p. 23.

83 Ibid., p. 23.

facilities in general did not give the children sufficient privacy while using the bathroom.⁸⁴

In the fall of 1912, the Toronto board established its first open-air schools in High Park and Alexandra Park, and took over the responsibility for the open-air school that had previously been established by the Toronto Hospital for Sick Children.⁸⁵

According to the Ontario Department of Education these programs achieved results similar to the program in Charlottenburg. MacMurchy reported that children in the open-air classes "usually keep in advance of their grade though the lesson periods are short, and they generally show an improvement in height, weight and health".⁸⁶ In fact, she suggested that many of the principles used in open-air schools should be put into practice in other auxiliary classes.⁸⁷

By 1915, Toronto, Hamilton and Port Arthur school boards had established auxiliary education programs and services and the Minister had appointed Dr. Helen MacMurchy

84 Ibid., p. 23.

85 Ibid., p. 36.

86 MacMurchy, op. cit., p. 58.

87 Ibid., p. 58.

as the first Provincial Inspector of Auxiliary Classes. Her duties were to regulate the auxiliary education programs and services and to encourage school boards to implement the legislation provided in The Auxiliary Classes Act. MacMurchy was a medical doctor who had been actively involved with surveys and public addresses about the care of mentally defective people. One of her first accomplishments was the writing of the book, Organization and Management of Auxiliary Classes, which the Department published in 1915. This book provided suggestions for teachers of auxiliary classes and gave interpretations of The Auxiliary Classes Act. It also promoted auxiliary education for mentally defective, physically defective and disabled children.

Concerning the latter, MacMurchy stated that:

For children who are unable to walk without artificial aid, and for those who are so disabled as to be hardly able to walk at all, education is even more necessary than for the child who has no such disabilities.⁸⁸

MacMurchy pointed out that many of these children were under hospital care, and that a teacher should be made

⁸⁸ Ibid., p. 51.

available to provide an educational program for those who were well enough to study. She also indicated that special provision should be made for children beyond school age who had been unable to attend school. The program should be only four hours long and accommodate not more than twenty children. A nurse and an attendant should be provided for each class to assist with physical care and supervision of the students in school, and to take charge of their transportation. For children who could not reach school by public transportation, the school board should make transportation arrangements as provided in The Auxiliary Classes Act.⁸⁹ She suggested that the auxiliary classrooms should be located, if possible, on the ground floor with easy access to the street, gymnasium, playgrounds, and lavatories. The space allocated for physically defective children should not be less than eighteen square feet per pupil. This area was required to accommodate children wearing splints, in wheelchairs, or lying in prone positions. She also stated that "The room should be about thirty by forty feet, with a southern exposure, if possible;

89 Ibid., p. 85.

and convertible into an open-air room in good weather".⁹⁰
She also proposed a school census which:

would secure a complete register of all the children of school age, with names and residences, and would indicate the reason for non-attendance in the case of any not attending school, especially any who were non-attendants on account of physical or mental defect...⁹¹

MacMurchy's views on auxiliary education, as expressed in her book, were beyond her time. She was unable to implement many of her ideas; however, she did lay a solid auxiliary education foundation for her successor, Dr. Sinclair.

World War I also influenced the education of orthopaedic children; on the one hand, it took money from the taxpayer and the school system; on the other hand, it brought public attention to the needs of soldiers, crippled and maimed while serving their country. During the war years, army surgeons in their daily practice developed skills in orthopaedic surgery. In desperation to save lives, the surgeons performed operations such as, "nerve-sutures, transplantation of tendons, bone-graft surgery and the treatment of highly complicated fractures".⁹²

⁹⁰ Ibid., p. 119-120.

⁹¹ Ibid., p. 55-56.

⁹² Prueter, op. cit., p. 6.

The war, in effect, was a stimulus to the science of orthopaedic treatment. During this period, surgeons were trained

in the treatment of thousands of cases of the most unusual and complicated types - cases which in ordinary surgical practice would never have occurred once in the life-time of a general practitioner - has given a stimulus to the science of orthopaedics which has been of the utmost value in the treatment of cripples.⁹³

Surgeons returned from the war to private practice with developed skills in orthopaedic surgery which were used to treat their patients. Prueter reported that many seemingly hopelessly crippled individuals were restored to almost complete health and strength as a result of the training that doctors received in military hospitals.⁹⁴ Crippled children who otherwise would have been bedridden or confined to a wheelchair were treated and attended school.

The return of incapacitated soldiers unable to fulfill their former employment also influenced the future of deformed people. The need for technical education and retraining, in order to meet the needs of disabled veterans, was recognized by the Premier of Ontario.⁹⁵ Technical education facilities

⁹³ Ibid., p. 6.

⁹⁴ Ibid., p. 6.

⁹⁵ "Premier Hearst Tells of Government's Plans", in Newspaper Hansard, Toronto Globe and Mail, March 14, 1916, (Appendix XXXVII)

were enlarged and extended, providing new avenues for many handicapped persons who otherwise would have been a burden on society.

By 1920, there were seventeen auxiliary classes⁹⁶ with eight of them established while MacMurchy served as Provincial Inspector of Auxiliary Classes. In her struggle to improve auxiliary education she ran into opposition from fellow educators and school trustees. According to Dr. Hackett:

MacMurchy was in conflict with educators and trustees because of her attempts to assume complete authority over auxiliary education. This course of action led to conflict with J. L. Hughes, a misfortune which cost her her chance to establish a system of special education in Toronto. Though it appeared that R. H. Cowley, who succeeded Hughes, was in favour of special education for some of the educationally retarded, his board did not cooperate with MacMurchy for the act of 1914...⁹⁷

One could attribute the slow growth in auxiliary education during the period she held office to the shortage of funds during the war, and to the lack of cooperation between MacMurchy and school board personnel. In spite of MacMurchy's difficulties, she laid the foundation for

⁹⁶ Report of the Minister of Education, Toronto, Province of Ontario, 1920, p. 106.

⁹⁷ Hackett, op. cit., p. 97.

auxiliary education teacher training and brought the need for auxiliary education programs and services to the attention of educators.

In 1920, Dr. S.B. Sinclair, at the age of sixty-five, became MacMurchy's successor as Provincial Inspector of Auxiliary Classes. He had formerly been Dean of the Teacher Training Department, MacDonald College, Montreal, and at the time of his appointment, had retired from the position of Vice-Principal of the Ottawa Normal School.⁹⁸ Dr. Sinclair persuaded Miss L. Helen DeLaporte who had been an elementary school teacher in Toronto, and who was a psychologist at the Veterans' Hospital, Toronto, to join him as Assistant Inspector of Auxiliary Classes. Prior to her appointment, she had been engaged in physical therapy in the rehabilitation of physically handicapped veterans from World War I.⁹⁹

Dr. Sinclair continued the practices of his predecessor "defining procedures for establishing rural school classes, and assisting and informing school boards".¹⁰⁰ He experienced the results of The Adolescent Schools Attendance Act, which

⁹⁸ Report of the Minister of Education, Toronto, Province of Ontario, 1933, p. 56.

⁹⁹ DeLaporte, op. cit., March 16, 1978.

¹⁰⁰ Stothers, op. cit., p. 11.

was passed in 1919, and came into effect in 1921. The act required every child between eight and fourteen years of age to attend school for the full term.¹⁰¹ An interval of two years between passage and enforcement was necessary to allow municipalities to prepare for the increase in school population brought about as a result of the act.¹⁰² Even with the two year preparation period the act caused serious problems in that the Toronto board could not accommodate all of the students.¹⁰³

Along with the expansion of regular school programs, there was also an increase in auxiliary education programs. The increase was partly due to the fact that more exceptional children were being identified in the provincial surveys. The revised regulations of 1917 had made provision for the inspector of auxiliary classes to provide a free survey at the request of a school board.¹⁰⁴ By 1920, five school boards had made requests for such surveys.¹⁰⁵

¹⁰¹ Statutes of the Province of Ontario, Chapter 77, The Adolescent Schools Attendance Act, 1921, Section 3, p. 406, (Appendix IV)

¹⁰² Honora M. Cochrane, Editor, Centennial Story, The Board of Education for the City of Toronto, 1850-1950, Toronto, Thomas Nelson & Sons Limited, 1950, p. 138.

¹⁰³ Ibid., p. 138.

¹⁰⁴ Report of the Minister of Education, 1920, op. cit., p. 106.

¹⁰⁵ Ibid., p. 106.

The following year, the Toronto board offered an alternative type of auxiliary education program in the form of "Home Teaching for Crippled Children" for pupils who were physically disabled and unable to attend school. Miss H.D. Milne, of Palmerston, Ontario, was appointed to this teaching position. The program served five students, and the following year a second teacher was appointed to the home teaching staff.¹⁰⁶

By 1923, the majority of the auxiliary classes were for children who were mentally retarded. However, other types of special classes for exceptional children were beginning to come into being. Although the Government had legislated auxiliary education programs and services for physically defective children in 1911, and in the revised act of 1914, school boards did not establish classes for orthopaedic children until April 1926,¹⁰⁷ when the Toronto board opened two such classes in the Wellesley Street Public School. Miss Milne, who had been a visiting teacher for the Toronto board, was appointed on March 18, 1926, to the position of senior

¹⁰⁶ "Special Features in School Work" in Annual Report of the Heads of Departments to the Board of Education for the City of Toronto, Toronto, Inland Printing House, December 31, 1930, p. 84.

¹⁰⁷ The Toronto Board of Education Handbook Public Schools, Toronto, Toronto Board of Education, 1926, p. 147.

teacher for the ambulance class. To assist in the program, Miss F.M. MacTavish of Chesley, Ontario, was appointed. The following year, Miss M.J. Hampson of Walkerton, joined the two original orthopaedic class teachers.¹⁰⁸

The Toronto Board of Education had pioneered the first auxiliary programs in Ontario to meet the needs of orthopaedic children. It established the first open-air classes in 1912; home-instruction in 1921; and ambulance classes in 1926.¹⁰⁹ The ambulance classes that Toronto established were renamed orthopaedic classes in the 1928 revised regulations without a change in their function. With the establishment of orthopaedic classes, there was a need for special transportation. The Minister estimated that, for every thousand children, there would be one child who would need special transportation assistance¹¹⁰ in order to attend school. The greatest obstacle in establishing programs for orthopaedic children was the cost and the difficulty in providing transportation.¹¹¹

In order to assist school boards with the cost of transportation, the Government provided a grant of fifty

¹⁰⁸ Archives, Toronto Board of Education, Personnel Records, 1920-1930.

¹⁰⁹ Report of the Minister of Education, op. cit., 1920, p. 106.

¹¹⁰ Report of the Minister of Education, op. cit., 1925, p. 49.

¹¹¹ Stothers, op. cit., p. 52.

percent of the cost of transportation of a child to an orthopaedic class to a maximum of \$40.00 per child per annum.¹¹² This grant influenced the Toronto and Ottawa school boards to expand their services for orthopaedic children. In 1926, the Toronto board established two classes, and Ottawa, one class.¹¹³

In densely populated areas where the children of auxiliary classes could walk to school, the cost was practically the same as the cost of regular school programs; whereas, in sparsely populated areas such as villages and rural districts where transportation was necessary, cooperation of neighbouring school boards was required to establish auxiliary programs and services.

In an attempt to determine the number and location of children who required placement in auxiliary class, the Department of Education, in 1926, under Dr. Sinclair, conducted its first provincial survey. In preparation for the survey, Dr. Sinclair held four conferences: one in London, one in Ottawa, and two in Toronto. Three days per conference

¹¹² Report of the Minister of Education, op. cit., 1920, p. 49.

¹¹³ Report of the Minister of Education, Toronto, Province of Ontario, 1926, p. 55.

were devoted to the study of intelligence tests, auxiliary classes and institutional care of children. The lecturers included the chief inspectors of public and separate schools, the provincial inspectors of auxiliary classes, the Director of Child Welfare and professors of educational psychology from the University of Toronto. The procedure for the survey was carefully worked out at the conferences. The conferences were so successful that at the conclusion an unanimous vote was passed suggesting that similar sessions be held in the future.¹¹⁴

The provincial inspectors of auxiliary classes also visited the Normal Schools and addressed the students on the subject of exceptional children. They attended teachers' conventions and discussed the proposed survey with teachers and principals.¹¹⁵

The Department forwarded the survey forms to the public and separate school inspectors to be completed by teachers in each inspectorate. A summarized report for each inspectorate was subsequently forwarded by each inspector to the

114 Ibid., p. 57.

115 Ibid., p. 57.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

54

Department of Education.

Upon completion of the survey, a total of 8,213 pupils were identified as able to benefit from auxiliary education with 2,464 located in rural school areas.¹¹⁶ In an attempt to meet the needs of these pupils the following questions were raised:

What should be done for the reported 2,464 auxiliary class children in rural schools?

Could Normal School students be trained to accurately diagnose and provide satisfactory treatment of the abnormal child who continues to attend his home rural school?

Would it be possible to have a visiting teacher to provide individual lessons in the child's home?

Could an auxiliary class be organized in a village and the abnormal students from surrounding districts be brought in on Monday morning and returned home on Friday night?¹¹⁷

These questions and the data collected in the survey influenced the Minister's attitude and decisions concerning future policies dealing with auxiliary education. The Minister requested that Dr. S.B. Sinclair attend the conference of The Canadian Council on Child Welfare in Vancouver, May 1927. He

¹¹⁶ Stothers, op. cit., p. 12.

¹¹⁷ Report of the Minister of Education, op. cit., 1926, p. 27

felt that such a visit would give Sinclair an opportunity to learn about the auxiliary education programs offered in other provinces. As a result of this conference Sinclair concluded that:

There seems to be steadily increasing evidence that the most dynamic treatment of special classes emphasized first, the importance of securing well-trained teachers, and second, the adoption of all means (especially the avoidance of stigma) which will secure the intelligent cooperation of both children and parents.¹¹⁸

Sinclair tried to give the 2,464 handicapped children who were reported in rural areas the same equal educational opportunities as the children in urban centers by extending transportation provisions. Due to the cost of transportation, this scheme proved to be impractical.¹¹⁹ As an alternative, Sinclair suggested that teachers in Normal Schools could be trained to deal "fairly adequately" with the handicapped child who attended a one-room rural school. He pointed out that special equipment could be bought at a small cost, that rural school attendance usually was low; thus allowing extra teacher time for handicapped children.¹²⁰

¹¹⁸ Report of the Minister of Education, Toronto, Province of Ontario, 1927, p. 35.

¹¹⁹ Ibid., p. 35.

¹²⁰ Ibid., p. 35.

By the mid Twenties, associations were beginning to take an interest and to provide assistance in the education of handicapped children.¹²¹ The Ontario Society for Crippled Children was one association which particularly influenced the Ontario school system. Mr. Edgar R. Allen, of Elyria, Ohio, who founded the Society in the United States, aroused enthusiasm and assisted in organizing the Ontario Society for Crippled Children¹²² which was established November 28, 1922, at a Rotary International Convention in Windsor, Ontario.¹²³ Three years later its first constitution was drafted which stated that the Society was "dedicated to the service of all crippled children throughout Ontario", and to "make possible the care, cure and education of all such children".¹²⁴

121 Stothers, op. cit., p. 52.

122 Prueter, op. cit., p. 62.

123 Archives, Ontario Society for Crippled Children, Toronto, Ontario, Files 1922-1930..

124 Archives, Constitution: Ontario Society for Crippled Children, Toronto, Ontario, mimeograph, 1925, p. 1.

In order to accomplish this, the constitution proposed:

- (1) to make surveys of conditions in every county in Ontario;
- (2) to promote the establishment of as many orthopaedic centres throughout the Province as might appear practicable;
- (3) to assist the Department of Education by the education of the public as to the need for auxiliary classes and special schools for crippled children;
- (4) to aid in the advancement of the science of orthopaedics, the carrying on of necessary research and the developing of preventive measures against diseases that cause crippling.¹²⁵

In essence, the Society focussed on educating and assisting local service clubs in meeting the needs of crippled children and creating public awareness of the prevailing conditions and needs of crippled children throughout Ontario.

The Rotary Club of Kitchener and Waterloo committed itself to the task of locating crippled children. The club conducted a survey which requested information on any child under eighteen years of age who had a physical disability which might be detrimental to the child's development. It

¹²⁵ Ibid., p. 2.

requested assistance from teachers, medical practitioners, clergymen, postmasters, county and township clerks, nurses, mayors, reeves, school inspectors, Children's Aid inspectors and school attendance officers in conducting the survey.

Prior to each annual clinic, members of the club were assigned names of families to contact and ascertain facts concerning their referred child. If transportation were a problem, the member arranged the necessary transportation. At the first clinic, held in 1923, sixty-two cases were registered and assessed.¹²⁶ Although the prime purpose of the survey was to locate and assess physically handicapped children, the clinic notified school boards of the children referred.

The Ontario Rural School Trustee's Association also expressed concern about the educational opportunities available for handicapped children. At the Easter meeting of the Ontario Education Association in 1927, the trustees passed an unanimous resolution requesting the Ontario Government to make special provision for handicapped children identified

¹²⁶ Prueter, op. cit., p. 36.

in the surveys.¹²⁷ In response to the request, Dr. Sinclair outlined the following three methods:

The usual solution advocated ~~is~~ to transport the children to a special class in the county town on Monday morning and bring them home on Friday evening. This method seems to have failed owing to the cost of transportation and the objection by parents of having their young children taken from the home and publicly stigmatized as abnormal.

Another method is to have a visiting teacher go from house to house and teach the children in their own home. In Toronto there have been for years visiting teachers for crippled children, each of whom pay two visits per week of one hour each, to some sixteen children. This method which has proved very valuable for city orthopaedic children who cannot go to school would not be so satisfactory for rural children with other forms of handicap owing to the facts that the intervening distances in the country would be greater for the visiting teacher than in the city and the children are happier and better at school if they can walk there.

A third method would be to have a course of auxiliary class lectures given to Normal School students to prepare them as far as practicable to give special help to any handicapped child who might be in their rural school.¹²⁸

The transportation of children to the city or county town on Monday and returning them back home on Friday did not materialize; however, Sinclair's suggestions for home-instruction

¹²⁷ Report of the Minister of Education, op. cit., 1927, p. 35.

¹²⁸ Report of the Minister of Education, op. cit., 1928, p. 37.

and lectures in auxiliary education for Normal School students were implemented. By 1928, every Normal School student received assistance in the diagnosis and teaching of handicapped children.¹²⁹

In 1929, Dr. Sinclair retired from the position of Provincial Inspector of Auxiliary Classes. During the period that Sinclair was in office, the number of auxiliary education teachers providing orthopaedic programs increased from seventeen to twenty-eight. There were four teachers of orthopaedic classes, fourteen teachers of hospital, sanatorium and institutional classes, three visiting teachers of orthopaedic classes, and seven teachers of open-air classes. Table II shows the growth patterns for each program. Most of the programs were located in large cities. In the rural areas, progress was slower, mainly due to the cost and difficulties of transportation.¹³⁰ The prosperous period following World War I influenced the growth in auxiliary education. Roads were developed and improved, and the automobile became valuable in providing educational services for the handicapped

¹²⁹ Ibid., p. 37.

¹³⁰ Ibid., p. 35.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

TABLE II

Teachers providing Auxiliary Education Programs and Services
for Orthopaedically Handicapped Children, 1920-1928

Year	Teachers of Open-Air Classes	Visiting Teachers of Orthopaedic Classes	Teachers of Orthopaedic Classes	Teachers of Hospital, Sanatorium, Institutional Classes	N
1920	0	0	0	0	0
1921	0	0	0	0	0
1922	0	0	0	0	0
1923	2	9	5	1	17
1924	8	0 ^a	5	8	21
1925	6	5	4	7	22
1926	7	4	3	13	27
1927	7	3	4	13	27
1928	7	3	4	14	28

^a Data not reported for 1923

1928 These figures taken from the Reports of the Minister of Education, 1920 to

children throughout Ontario. The Adolescent Schools Attendance Act of 1919 also influenced the growth of auxiliary education; it forced exceptional students to attend school who otherwise might have stayed home or joined the work force.

These factors do not stand alone; Sinclair responded to the educational needs of exceptional children and provided leadership to the Government and school boards during this period of rapid growth.

When Dr. Sinclair retired, Dr. H.E. Amoss was appointed Provincial Inspector for Auxiliary Classes. Prior to his appointment, he was a master at the Hamilton Normal School, had written and published articles on educational methodology, and in 1923, had addressed the Ontario Education Association on the education of abnormal pupils.¹³¹

The year that Amoss took office was the beginning of the great depression of the Thirties. The change in the socio-economic climate made it difficult for Amoss to maintain existing services and to develop new ones. In his first year, he reorganized the auxiliary class statistics report

¹³¹ Annual Proceedings, Toronto, Ontario Education Association, 1923, p. 418.

for easier analysis. He encouraged teachers to emphasize individualization and to promote students based on their progress in individualized subjects rather than on the average of all subjects. He encouraged the elimination of subject matter related to the preparation of secondary schools, since such knowledge would not be relevant for students terminating their schooling at the elementary level. He emphasized the need for vocational guidance for students leaving auxiliary classes and entering the work force. He also stressed that moral and social development be part of the instruction and that concrete experience be provided for direct learning.¹³²

During Amoss' first year in office, a Royal Commission on Public Welfare was established. It investigated hospitals, charitable institutions, social welfare and children's aid societies, and made suggestions for improving the coordination of these services.¹³³ Its report was released in 1930 and provided Amoss with specific recommendations. It stressed the need to establish a branch for handicapped children in one of the Government departments, and a central registry

¹³² Report of the Minister of Education, op. cit., 1929, p. 30.

¹³³ P.D. Ross, Chairman, The Royal Commission on Public Welfare, Toronto, Printed and Published by the Printer to the King's Most Excellent Majesty, 1930, p. 4.

within the branch for the purpose of:

(a) recording particulars concerning children already handicapped, or likely to become so handicapped, in order that suitable treatment may be secured for them;

(b) gathering statistical data regarding causes and extent, and the racial, geographical and other factors pertinent thereto.¹³⁴

The Government did not develop a central registry; however, the Ontario Society for Crippled Children established one for children diagnosed at Crippled Children's Treatment Centres. This registry did not provide accurate statistics regarding crippled children in Ontario because only those diagnosed at the centres were recorded.

The Commission made seven specific recommendations pertaining to the education of physically handicapped children. It recommended that children should, where possible, attend regular school classes; school boards should provide special facilities; where needed, orthopaedic classes should be available; special transportation and equipment should be available; when needed, provision should be made to board children near a school; the Department should assist school

¹³⁴. Ibid., p. 65.

boards with the cost of boarding students; and, where circumstance warranted, two or more school sections should be allowed to cooperatively establish an orthopaedic class.¹³⁵

The first recommendation, "Whenever possible children should attend their regular school classes", became a policy of the Department of Education. The Department stressed that every child, exceptionality notwithstanding, should, where possible, attend the school within his own community and be integrated with his normal peers.

To fulfill the second recommendation that "Every school board should be required to assist in providing facilities for the education of physically handicapped children", mandatory legislation for auxiliary education would have been required. This would have been contrary to the Minister's position since he

felt that a policy which aims at securing the goodwill and voluntary cooperation of a community will, in the long run, be productive of more beneficial and more permanent results than measures of compulsion.¹³⁶

¹³⁵ Ibid., p. 67.

¹³⁶ H.E. Amoss and L.H. DeLaporte, op. cit., p. 6.

Recommendations three to seven were fulfilled as auxiliary education programs and services evolved.

One of the first changes in the Regulations for Auxiliary Classes that occurred while Amoss was in office was an amendment that allowed smaller centres and rural communities to establish:

- 1) Partial classes in centres where not more than 12 nor fewer than four pupils of an auxiliary class type can be selected...
- 2) Rural School Classes in rural ungraded or semi-graded schools where from one to three pupils of an auxiliary class type can be selected.
- 3) Visiting teacher units in areas of less than 10,000 population for the education of crippled children who cannot attend school.¹³⁷

This legislation allowed boards with a smaller school population to provide special programs for handicapped children in the regular school setting. This amendment was supportive of recommendation one, proposed by the Royal Commission on Public Welfare.¹³⁸

In making provision for physically handicapped children, the Department of Health and the Department of Education

¹³⁷ Report of the Minister of Education, op. cit., 1930, p. 31.

¹³⁸ P. D. Ross, op. cit., p. 67.

coordinated efforts. In the case of a tubercular child, the Health Department assumed responsibility for the medical care, and the Department of Education provided the school program.¹³⁹

In the rural surveys, the Director, Division of Child Hygiene, assisted with the preliminary screening of potential candidates for orthopaedic, sight saving, deaf, hard-of-hearing, open-air forest school or visiting teacher classes. Upon the completion of the survey, and with the approval of the Provincial Inspector of Auxiliary Classes, the local school board selected a sufficient number of pupils to form orthopaedic classes.¹⁴⁰

Once a class was established, schoolroom organization and methods of instruction were adapted to the special needs of the pupils. Pupils were transported to and from orthopaedic classes in buses, and special equipment was provided to assist the children in the school activities. The program stressed academic learning and training in muscular coordination and movement.¹⁴¹

¹³⁹ Report of the Minister of Education, op. cit., 1930, p. 31.

¹⁴⁰ Ibid., p. 33.

¹⁴¹ Ibid., p. 33.

That same year, 1930, Amoss introduced auxiliary units designed to provide auxiliary education where the number of exceptional pupils was insufficient for the organization of a special class.¹⁴² The provision for auxiliary units allowed school boards to establish home-instruction, orthopaedic, and transportation units. The home-instruction unit was designed to provide a maximum of 150 minutes of instruction weekly in the child's home; and the orthopaedic and transportation units were organized for a pupil who was educable but because of a disability as certified by a medical authority was unable to travel to and from school unassisted. The transportation unit was basically for funding purposes.

The Department repays the Board 50 percent of the transportation expenditure to a maximum grant of \$40.00 and the full cost of special seating equipment and learning material.¹⁴³

In spite of the depression throughout the country, the number of auxiliary classes increased. The Department introduced an experiment of organizing special units among the regular grades as an attempt to give exceptional children in rural communities similar educational opportunities as

¹⁴² Ibid., p. 33.

¹⁴³ Report of the Minister of Education, op. cit., 1935, p. 40.

given to children in urban centres.¹⁴⁴ The Minister was pleased with the success of the experiment and gave credit to the cooperation of the inspectors, school principals, and school trustees.¹⁴⁵ In his annual report, he stated that auxiliary education programs and services in the rural communities would soon be equal to those in larger urban centres.¹⁴⁶

In order to assist school boards and teachers during a period of financial constraint, Amoss and DeLaporte prepared the manual, Training Handicapped Children, which was published in 1933. The Minister recommended that it be placed in the library of each urban and rural school.¹⁴⁷ The book provided information regarding the organization and establishment of auxiliary classes and units, with specific suggestions for developing educational programs in the various areas of disability including the education of orthopaedic children.

144 Ibid., p. 40.

145 Ibid., p. 50.

146 Ibid., p. 51.

147 Circular No. 7, Ontario Department of Education, March 16, 1933, (Appendix XXVIII)

Amoss and DeLaPorte classified these pupils into three sub-groups:

1. Those who on account of physical disability cannot attend school.
2. Those whose attendance is dependent upon the provision of special transportation facilities.
3. Those who can attend, but whose physical variation requires the use of special equipment and special methods of instruction.¹⁴⁸

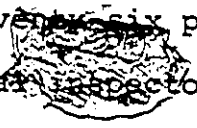
The classifications were consistent with the 1930 revised Regulations for Auxiliary Classes. Guidelines for the establishment of auxiliary classes and units are found in Appendix XI.

In 1937, a poliomyelitis epidemic in Ontario created an increased need for auxiliary education for orthopaedic children. Department officials took prompt measures to meet these demands. They forwarded circular letters "setting forth methods and desirability of establishing home-instruction units, visiting teacher classes, or correspondence courses"¹⁴⁹ to inspectors and school boards. They supplied hospitals with forms upon which to report all poliomyelitis

¹⁴⁸ H.E. Amoss and L.H. DeLaPorte, op. cit., p. 8.

¹⁴⁹ Report of the Minister of Education, Toronto, Province of Ontario, 1937, p. 46.

2

cases. By 1937, through the cooperation of inspectors and school boards, educational programs were made available to two hundred seven~~ty~~^{six} poliomyelitis victims.¹⁵⁰ By 1938, thirty-one rural ~~inspectors~~  were completely surveyed and organized for auxiliary education and approximately one hundred twenty crippled children in rural areas were receiving correspondence courses. Between eighty and ninety percent of children afflicted with poliomyelitis had returned to school.¹⁵¹

The following year Amoss retired. During the ten year period from 1929 to 1939 that he was in charge of auxiliary education, the number of auxiliary teachers for orthopaedic children expanded from twenty-nine to one hundred fifty-four. Table III shows specific growth patterns for each type of program.

Orthopaedic children in Ontario benefited from Amoss' philosophy that "Education organized on a democratic basis implies equality of opportunity - equal opportunity to attend school and also equal opportunity to benefit from

¹⁵⁰ Ibid., p. 46.

¹⁵¹ Report of the Minister of Education, op. cit., 1938, p. 55.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

TABLE III

Teachers providing Auxiliary Education Programs and Services
for Orthopaedically Handicapped Children, 1929-1939

Year	Teachers of Open-Air Classes	Visiting Teachers of Ortho- paedic Classes	Teachers of Ortho- paedic Classes	Teachers of Hospital, Sanatorium, Institutional Classes	Teachers of Home- Instruction Units	Teachers of Orthopaedic Units	N
1929	10	5	4	10	0	0	29
1930	12	5	5	9	0	0	31
1931	12	7	4	9	1	0	33
1932	12	7	6	11	2	0	38
1933	12	7	6	12	4	0	41
1934	9	8	6	12	5	0	40
1935	12	8	6	13	10	0	49
1936	13	9	6	13	25	0	66
1937	11	10	11	11	72	0	115
1938	13	29	7	14	60	0	123
1939	13	30	8	17	84	2	154

These figures taken from the Reports of the Minister of Education, 1929 to
1939

attendance".¹⁵² He encouraged school boards to establish special classes, to transport handicapped children to and from school and to adjust the educational program to meet the individual needs.¹⁵³ He also pioneered rural surveys and the development of home-instruction and orthopaedic units to serve areas where there was an insufficient number of pupils to form special classes. By the end of his term, approximately one-quarter of rural inspectorates had been surveyed and auxiliary programs organized for atypical pupils.¹⁵⁴

5. Summary

During the period 1911 to 1938, auxiliary education programs and services had evolved to the point that most handicapped children in Ontario had adequate access to special educational assistance. The Department of Education had taken steps to provide legislation, funding, teacher training, and provincial supervision for auxiliary education programs. The first act pertaining to auxiliary education was general allowing school boards autonomy and flexibility in establishing

¹⁵² H.E. Amoss and L.H. DeLaporte, op. cit., p. 1.

¹⁵³ Ibid., p. 2.

¹⁵⁴ Report of the Minister of Education, Toronto, Province of Ontario, 1939, p. 65.

and conducting their programs. However, associations, school board trustees and the results of surveys brought pressure upon the Department to expand its legislation, funding and teacher training, and encouraged school boards to establish a variety of auxiliary education programs and services in both large and small school districts.

The general trend within auxiliary education for the orthopaedic programs originated in Toronto and spread to Hamilton, Ottawa and Port Arthur. By 1938, most of the small communities and rural areas had at least limited programs available.

Although MacMurchy laid a solid foundation for auxiliary education by establishing the first auxiliary education teacher training programs, and by assisting in the development of auxiliary education acts and regulations, she did not have support from school board administrators. As a result, progress in auxiliary education was slow during her time in office.

Ironically, the war had an influence on the evolution of auxiliary education in Ontario. The government supported the development of training programs for war veterans who were crippled while serving their country which set a precedence for advanced programs for orthopaedic children. The training that the armed forces surgeons received in orthopaedics advanced the treatment and care of crippled children

after the war. As a result, many crippled children who otherwise would have been confined to home or residential care were able to participate in school programs.

Associations and service clubs also influenced the evolution of auxiliary education programs for orthopaedic children. The Ontario Society for Crippled Children encouraged and educated service clubs as to how they could best serve crippled children. In 1923, the Rotary Club of Kitchener and Waterloo began its annual county surveys for children with physical handicaps. Three years later, in 1926, the Department of Education conducted a province-wide survey. These surveys played an important role in identifying and locating orthopaedic children in need of specialized programs.

The Royal Commission on Public Welfare examined the educational programs of handicapped children in Ontario and made seven specific recommendations for the government to consider. By 1938, all of the recommendations with the exception of the one dealing with mandatory legislation for auxiliary education had been acted upon. The Ontario Rural School Trustees Association also influenced the government and school boards to expand their auxiliary education. The association requested the government to make special provision for handicapped children and provided leadership to smaller boards on the establishment of auxiliary education programs.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1911-1938

76

During the period, 1911 to 1938, a major weakness in the education programs was the lack of qualified teachers for orthopaedic children. By 1938, a total of one hundred fifty-four teachers were involved in teaching orthopaedic children, with, at the most, forty-one having had special training in teaching orthopaedic children.

Although the Department provided legislation and extra funding for school boards to establish and conduct auxiliary education programs, there was no overall plan at the provincial level. In spite of the lack of direct planning, auxiliary education programs and services evolved to a level which served most orthopaedic children.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967

By 1939, the Department of Education had established a legal foundation for auxiliary education, developed a structure for funding, provided special training for auxiliary class teachers, and school boards had accepted the responsibility for educating orthopaedic children.

The period 1939 to 1967 marked the beginning of more specialized instruction for orthopaedic children. The Department ameliorated the legislation, funding and teacher training programs for auxiliary education. School boards extended their auxiliary education programs and services, and Section 66 school boards were established to provide educational programs within crippled children's treatment centres.

1. Legislation

In 1939, new regulations permitted the establishment of sanatorium schools¹ which had been providing programs for patients since 1920 without Department of Education authority and funding.² The revised act allowed the Department to fund

¹ Report of the Minister of Education, Toronto, Province of Ontario, 1940, p. 63.

² Ibid., p. 63.

sanatorium school programs. The administrators of sanatoria, however, were reluctant to accept direct funding from the Department of Education because of fear that direct funding would mean control of their school programs. To overcome this concern, the Department paid special funds to the local school board to be forwarded to the sanatorium.³ Details regarding funding of sanatorium schools are dealt with under the subsequent section Funding.

The next legislative change concerning the education of orthopaedic children was in 1947 when the act was amended to permit the Minister to appoint school boards on lands held by the Crown. The amended act stated

(1) Where, in the opinion of the Minister, it is desirable to establish and maintain a public school on lands held by the Crown in right of Canada or Ontario, the Minister may designate any portion of such lands as a rural school section, and may appoint as members of the board such persons as he may deem proper.

(2) The board so appointed shall be a body corporate by the name indicated in the order establishing the rural school section, and shall have all the authority of a board of public school trustees for the purposes of this act.⁴

3 Ibid., p. 63.

4 Statutes of the Province of Ontario, An Act to Amend the Public Schools Act, Toronto, The Province of Ontario, 1947, Chapter 88, Section 62a (1), (2), p. 328, (Appendix VII)

This amendment empowered the Minister to establish school boards to provide educational programs for children admitted to hospitals and crippled children's treatment centres. These appointed school boards had the authority and responsibility of an elected public school board in hiring teachers and providing materials, equipment and furniture.

In the same year, The Auxiliary Classes Act was revised permitting municipalities of over 50,000 to establish oral day classes for deaf children. The act stated that

A public, separate or high school board or board of education of municipality having population of over 50,000 may establish oral day classes to accommodate all the deaf children within its jurisdiction, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, provided that any child who is under eleven years of age on the 1st day of September in any year may subject to the regulations respecting admission thereto, attend the Ontario School for the Deaf.⁵

Larger municipalities were now able to establish oral day classes, which might accommodate orthopaedic children with impaired hearing.

⁵ Statutes of the Province of Ontario, The Auxiliary Classes Amendment Act, Toronto, The Province of Ontario, 1947, Chapter 6, Section 2, 2a, p. 27, (Appendix VIII)

The Regulations for Auxiliary Classes were also revised in 1947.⁶ The new regulation concerning the admission criteria and procedures was more precise. It stated

A child shall not be admitted to any auxiliary class until he takes, -

(a) a psychological examination conducted by an inspector, or by a principal or teacher who holds an Auxiliary Education Certificate: or

(b) a medical examination conducted by a duly qualified medical practitioner appointed by the Minister.⁷

There was no reason for subjecting pupils to psychological assessments before being admitted to orthopaedic, Braille, or hard-of-hearing classes. These classes were primarily designed to teach the regular curriculum by modifying the teaching methods.

Another weakness in this regulation was that it did not specify the type of examination required before a child was admitted to an auxiliary class. Although the regulation permitted the Minister to appoint a medical practitioner to give a medical examination, there is no evidence that this was carried out. Thus it appears that school boards continued

⁶ "Ontario Regulation 70/47, Auxiliary Classes" in The Ontario Gazette, Toronto, Province of Ontario, 1947, Section 02 (a), (b), p. 850, (Appendix XV)

⁷ Ibid., Section 02 (a), (b), p. 85.

to control their own criteria and procedures for admitting children to auxiliary classes.

The revised regulation encouraged school boards to provide special services for orthopaedic children in the regular class. It stated that school boards may establish

partial classes of not more than 12 and not fewer than 4 academically or physically handicapped children in a classroom in which instruction is given to pupils who are not handicapped.⁸

This revision allowed small and rural school boards, which had an insufficient number of physically handicapped children for a special class, to establish a partial class for as few as four physically handicapped children. With special transportation grants available and the provision for partial classes, there were few boards that could justify the lack of special programs for orthopaedic children except in Northern Ontario where the population was sparse.

Maximum enrolment for open-air classes was reduced to thirty-five from forty.⁹ This reduction did little to assist teachers in these programs. It was still almost impossible for a teacher to develop and conduct specialized programs for

8 Ibid., Section 1 (m), p. 851.

9 Ibid., Section 5 (a), p. 851.

thirty-five children in an open-air class.

The regulations also lowered the maximum enrolment in orthopaedic classes from twenty to sixteen pupils.¹⁰ This reduction was significant as it allowed for more individualized teaching in classes where group lessons were minimal because of grades ranging from one to ten and pupils being absent from class for therapy and treatment.

In 1950, The Public Schools Act was reorganized and the section dealing with schools on tax-exempt land became Section 66 of The Public Schools Act¹¹ with no change in their function. Thus Ministry literature and correspondence referred to such schools as Section 66 School Boards.

In 1954, The Auxiliary Classes Act became part of The Schools Administration Act.¹² This administrative adjustment was a step toward the integration of exceptional students, since the same legislation governed the programs and services for both exceptional and regular pupils.

The new act no longer required the approval of the Provincial Inspector of Auxiliary Classes before students

¹⁰ Ibid., Section 5 (e), p. 851.

¹¹ Statutes of the Province of Ontario, An Act to amend The Schools Administration Act, Toronto, Province of Ontario, 1950, Chapter 316, Section 66, p. 51.

¹² Statutes of the Province of Ontario, The Schools Administration Act, Toronto, The Province of Ontario, 1954, Chapter 86, Part V, p. 489.

were admitted to auxiliary classes. The revised act stated

...pupils may be admitted to auxiliary classes upon the report and recommendation of a board consisting of,

- (a) the principal of the school;
- (b) a legally qualified psychiatrist or other legally qualified medical practitioner appointed by the school board; and
- (c) the school inspector.¹³

This revision granted school boards greater autonomy in the provision of auxiliary education by eliminating the involvement of the provincial inspector. With the increase in programs from 74 in 1922¹⁴ to 961 in 1954¹⁵, it was impossible for the two provincial inspectors to be actively involved in the admission of students to auxiliary classes.

13 Ibid., Section 49, p. 490.

14 Report of the Minister of Education, Toronto, Province of Ontario, 1922, p. 90.

15 Report of the Minister of Education, Toronto, Province of Ontario, 1954, p. 90.

The act also gave a school board the authority to compel a child to attend an auxiliary class. The act stated that

Subject to the regulations, a resident pupil,

(a) who is required to attend school under Part I; and

(b) in respect of whom a report recommending his admission to an auxiliary class established by the school board has been made and approved under subsection I, may be required by the school board to attend such auxiliary classes.¹⁶

The fact that a child was handicapped did not permit a parent to keep their child from attending school or demand that he attend a regular class. Mr. K. W. Clarke, Director of Auxiliary Education, 1959, stated that this act was never enforced with respect to orthopaedic pupils.¹⁷ The lack of enforcement of the act might have been detrimental to the education of children whose parents kept them at home because of over-protectiveness. DeLaporte indicated that the lower life expectancy coupled with sympathy influenced school officials from pressuring parents to send their crippled

¹⁶ The Schools Administration Act, op. cit., 1954, Section 57 (3), p. 639-640.

¹⁷ Interview, K.W. Clarke, former Director of Special Education, Ontario Ministry of Education, Toronto, October 12, 1977.

children to school.¹⁸ Another reason for lack of enforcement of the act might have been that these children required a high cost program.

In 1958, the regulations were revised lowering the maximum enrolment for ten auxiliary type classes. The maximum enrolment for an orthopaedic class was reduced from sixteen to twelve pupils, and home-instruction from twelve to eight pupils per teacher.¹⁹ This was the second time since 1917 that maximum enrolment had been lowered in recognition of the difficulty in providing programs for orthopaedic children. Within a class, a teacher might have a grade range of ten levels, students with varying intellectual ability, as well as students with learning handicaps. The lower pupil-teacher ratio allowed more individualized instruction.

In the revision of 1958, open-air classes were referred to as health classes, without a change in function. These classes continued to be held in the open air or in rooms with open windows and nutritious food supplied for the children.

18 DeLaporte, op. cit., March 16, 1978.

19 Ontario Department of Education, Regulation 74/58, Auxiliary Education Services, Toronto, Province of Ontario, 1958, Section 4, p. 5, (Appendix XVII)

In 1964, a new regulation, Ontario Regulation 123/64 Auxiliary Education Services, allowed school boards to establish classes for emotionally disturbed children and for neurologically impaired children. These classes were designed for

...children clinically diagnosed as emotionally disturbed and who are unable to profit from a regular classroom programme but who may profit from special classroom instruction;

...children clinically diagnosed as neurologically impaired and who are unable to profit from a regular classroom programme but who may profit from special classroom instruction.²⁰

The provision of these two new classes made school services available to children whose orthopaedic handicap was secondary, and who had a primary emotional or neurological learning disability.

The revision also gave details for establishing orthopaedic units for physically handicapped pupils who were:

...in need of assistance in the form of transportation or special equipment or both in order to attend school, if a legally qualified medical practitioner certifies that such transportation or special equipment or both will be required for a period of at least four weeks.²¹

20 Ontario Department of Education, Regulation 123/64, Auxiliary Education Services, Toronto, Province of Ontario, 1964, Section 1 (b), (c), p. 3, (Appendix XIX)

21 Ibid., Section 3 (d), p. 4.

Previously, the unit had been established for physically handicapped pupils who needed transportation in order to attend school, whereas the new regulation recognized the need for transportation and special equipment. The provision for special equipment was practical because there was little point in transporting a pupil who needed special equipment if the required equipment was not available.

In 1967, the term special education replaced auxiliary education in the government legislation. Mr. D.A. MacTavish, Director of Auxiliary Educational Services, felt that the term "auxiliary education" hindered the Department's philosophy of integration, in that, the term insinuated "something outside", and recommended that it be changed to special education.²² Also during the 1967 revision the new act permitted municipal school boards, upon request of a Section 66 School Board, to assume the responsibility for the educational programs in cerebral palsy and crippled children's treatment

²² Interview, D.A. MacTavish, Education Officer, Special Education, Ontario Ministry of Education, Toronto, March 4, 1978.

centres. The act stated that a board may

when requested by the board of a cerebral palsy treatment centre school or a crippled children's treatment centre school and with the approval of the Minister, by agreement, assume the assets and liabilities of such board and continue to operate such a school, and, upon the effective date of the agreement between the two boards, the board making the request is dissolved.²³

This revision laid the legal foundation for the Department of Education, school boards and crippled children's treatment centres to enter agreements involving the provision of educational programs for crippled children in Ontario. Details about these agreements are dealt with in Chapter III.

During the period 1939 to 1967, the Department of Education expanded the legal foundation that had been laid by MacMurchy, Sinclair and Amoss. The legislation remained permissive; that is, a board might, subject to the Minister's approval, establish special education programs. This period began in the aftermath of a poliomyelitis epidemic which created a new awareness and need to provide special programs and services for crippled children. The Second World War

23 Statutes of the Province of Ontario, An Act to amend The Schools Administration Act, Toronto, Province of Ontario, 1967, Chapter 90, Section 9, Sub-section 38, p. 401.

also influenced the awareness for special education; men who returned from overseas wounded or crippled required specialized treatment and retraining to become self-sufficient. In order to accommodate handicapped veterans, the government provided legislation that allowed hospitals and sanatorium schools to organize specialized courses for children and adults. Thus by 1967, under permissive legislation school boards, hospitals and sanatoria were offering a variety of specialized programs for orthopaedic students.

2. Funding

The grant structure for auxiliary education continued to be stimulative and based on excess costs. That is, the Department of Education reimbursed school boards for a percentage of the auxiliary class teacher's salary and for extra transportation. Special grants were also available for establishing auxiliary classes and for approved special equipment.

In 1939, the Minister made provision to fund classes already in existence in sanatoria.²⁴ The members of

²⁴ Report of the Minister of Education, Toronto, Province of Ontario, 1940, p. 63.

sanatorium school boards were reluctant to accept grants from the Department of Education; they felt that acceptance of direct funding would mean Department control of their programs.²⁵ Thus the grants were forwarded to the nearest urban board which then paid the sanatorium school board.²⁶

This system of funding sanatorium schools continued until The Public Schools Act was amended in 1947, permitting the Minister to establish school boards for land tax exempt or held by the Crown.

Another change in funding occurred when special legislative grants were revised in 1947 making grants available for auxiliary units; salaries and accommodation, equipment; and for individual crippled children.

25 Ibid., p. 63.

26 Ibid., p. 63.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967

91

Grants for auxiliary units were apportioned as follows:

- (a) for a home-instruction unit, \$40 per pupil per year;
- (b) for an opportunity unit, \$5 per pupil per year;
- (c) for an orthopaedic unit, \$35 per pupil per year;
- (d) for a sight-saving unit, \$7 per pupil per year;
- (e) for a speech-correction and lip-reading class, \$5 per pupil per year.²⁷

An annual grant of \$50.00 towards auxiliary class teacher's salary was also paid, provided the teacher received a salary of at least \$150.00 a year more than the regular salary.²⁸

Programs, accommodation and equipment were categorized according to Schedule I or II and grade 1, 2, or 3; and grants were paid accordingly. Schedule II programs received higher grants than those in Schedule I. Schedule I contained such programs as partial opportunity and opportunity classes; Schedule II contained oral, orthopaedic, sanatorium, handicraft,

²⁷ Ontario Regulation 70/47, op. cit., Section 10, (a), (b), (c), (d), (e), p. 851.

²⁸ Ibid., Section 11, p. 852.

advancement, Braille, discipline, hard-of-hearing, home-instruction, hospital, institutional, open-air, sight-saving, speech-correction and lip-reading classes.²⁹ Grants were also paid according to grades, with grade 1 receiving a higher grant than grades 2 and 3 respectively. Thus, the grading was an incentive for a board to improve the auxiliary education accommodation and equipment.

Auxiliary education accommodation was categorized according to the following grades:

Where an auxiliary class is taught in a classroom with adequate accommodation and located,

(a) on a floor above the basement level of the school building, it shall be graded as grade 1;

(b) on the basement floor of the school building or in a building separated from other classrooms, it shall be graded as grade 2; or,

(c) on any floor of the school building but with an entrance thereto which tends to segregate the pupils enrolled therein from other pupils in the school, it shall be graded as grade 3.³⁰

This structure stressed the Ministry's position regarding the integration of exceptional students with the regular school programs. It was an incentive for boards to

29 Ibid., Section 12, p. 852.

30. Ibid., Section 12 (a), (b), (c), p. 852.

provide better rooms and to integrate at least the physical location of exceptional students with regular programs.

DeLaporte indicated that auxiliary classes were often located in the poorest rooms such as in a basement and was often the only room on that level, and that the new grant structure encouraged school boards to improve their auxiliary education facilities.³¹

Auxiliary education equipment was also categorized according to grades:

Where the equipment provided by the board for an auxiliary class,

(a) is adequate for the individual instruction of each pupil in accordance with his grade level or inter-grade level, the class shall be graded as grade 1;

(b) is adequate for the individual instruction of each pupil in accordance with his grade level, the class shall be graded as grade 2; or

(c) is inadequate for the individual instruction of each pupil, the class shall be graded as grade 3...³²

These grants served as an incentive for boards to meet the individual needs of exceptional students by

31 DeLaporte, op. cit., March 16, 1978.

32 Ontario Regulation 70/47, op. cit., Section 12 (3), (a), (b), (c), p. 852.

encouraging them to provide individual instruction rather than group instruction.

For specific information regarding the grants available for various programs in Schedules I and II as categorized by grades 1, 2 and 3, refer to Appendix XV.

The revision also made specific grants available for habilitation training and tuition fees for individual crippled children. The Department paid a maximum annual grant of \$250.00 for habilitation training and \$500.00 for tuition fees for a child studying courses at the grades XI or XIII levels.³³ With this provision in the funding structure, crippled children at the secondary level and those who required special training in order to gain employment were able to receive financial assistance on an individual basis.

In the same year, 1947, the Minister was permitted to establish school boards for sanatoria, hospitals, and cerebral palsy treatment centres. The Department paid grants of 80 percent of the instructional salaries, 50 percent of the tuition fees, 50 percent of the approved operating cost, and 50

33 Ibid., Section 13 (1), (2), p. 852.

percent of the approved cost of transportation.³⁴ Since a school board on Crown lands could not levy taxes, the centre had to raise the balance of the educational cost by charging a fee to local school boards whose students were attending its school. Some municipal school boards refused to pay the fees because the act did not require it. Some boards indicated that the fees were too high and would only pay a portion of the fee.³⁵ To assist the Section 66 Boards with the additional costs the Ontario Society for Crippled Children and Rotary Clubs held special campaigns to raise money for them.³⁶

In 1953, a new funding structure based on the average daily pupil attendance with an additional fixed factor for each auxiliary education service provided was introduced. The average daily pupil attendance in an auxiliary program was artificially increased by adding fixed factors. These factors represented the difference between the enrolment in auxiliary classes and that of regular classes. These factors adjusted the grants paid for auxiliary education programs to

³⁴ General Legislative Grants, Toronto, Province of Ontario, 1947, Section 15 (2), p. 17.

³⁵ Interview, R.I. Cowan, School Accounting Officer, Grants Services Section, School Business and Finance Branch, Ontario Ministry of Education, Toronto, October 13, 1977.

³⁶ R. Hopper, History Ontario Society for Crippled Children, non published manuscript, 1967, p. 67.

approximately that paid for regular class programs.

A board operating an orthopaedic class would add twenty students to its average daily attendance for grant purposes thus increasing government funding. The following excerpt provides the grant factors to be added to the average daily attendance for the various auxiliary educational programs.

(a) 20 for each braille class for the blind, hard-of-hearing class, home-instruction class, hospital class, oral class for the deaf, orthopaedic class for physically disabled, and sight-saving class;

(b) 8 for each handicraft class, opportunity class, speech-correction and lip-reading class, and partial class of 4 or more handicapped pupils;

(c) 2 for each advancement class, discipline class, institutional class, open-air class, and partial class of 2 or 3 handicapped pupils;

(d) 2 for each home-instruction and orthopaedic unit; and

(e) $\frac{1}{2}$ for each opportunity, sight-saving, and speech-correction unit.³⁷

This method of funding allowed school boards to receive comparable grants for auxiliary education and regular

37 The Department of Education Act, "Ontario Regulation, 30/53, General Legislative Grants", PART I, Section 9 (a), (b), (c), (d), (e), The Ontario Gazette, 1953, p. 451, (Appendix XXII)

programs. Thus boards were not penalized financially for offering high cost auxiliary educational programs.

In 1960, the grant structure for auxiliary education continued to be based on average daily pupil attendance with a reduction in the fixed grant factor. The factors for orthopaedic classes were reduced from twenty to ten; and for home-instruction and for orthopaedic units from two to one.³⁸ The factors for open-air classes and partial classes were omitted completely.³⁹ Open-air classes, now called health classes, were not considered a high cost program because the regulations allowed them to have a maximum enrolment of thirty pupils. Partial classes, however, were still required in rural areas where there was an insufficient number of physically handicapped pupils within a school or school area to establish a special class. The Minister did not recognize the partial class as a high cost program since the exceptional pupils in them were mildly handicapped and able to cope with the regular program.

38 Revised Statutes of the Province of Ontario, Regulation 83, General Legislative Grants, Toronto, Province of Ontario, 1960, Volume 1, Section 9 (a), (e), p. 389, (Appendix XXIII)

39 Ibid., p. 389.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967

98

For specific information regarding the reduction of grant factors for auxiliary education see Appendix XXIII.

In 1967, the grant structure permitted school boards to recover the cost of hiring special education supervisors, psychologists and psychiatrists. Because small boards did not need full time support services the regulations made provisions to allow them to purchase these specialized services.⁴⁰ During this revision the grant factors which represented the difference between the enrolment of auxiliary classes and that of regular classes were replaced with fixed sums of money. The fixed sums were visible and provided further stimulation for boards to establish and conduct auxiliary education programs and services for orthopaedic children. The following

40 "Ontario Regulation 24/67, General Legislative Grants", The Ontario Gazette, 1967, Section 31 (4), p. 298, (Appendix XXV)

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967

99

excerpt indicates the fixed sums granted for the various educational programs and services:

Psychologist - Full time	\$2,500
Supervisor of Special Education - Full time	2,500
Hospital Class	1,700
Orthopaedic Class	1,700
Full time Home Instruction Teacher	1,700
Health Class	170
Home Instruction Unit	170
Transportation Unit	170
Telephone Unit	17041

A school board operating an orthopaedic class received \$1,700.00 and \$170.00 for each orthopaedic unit. This funding structure permitted school boards to lower the teacher-pupil ratio without reducing their auxiliary education grants.

By 1967 government funding for auxiliary education was visible and the structure gave boards autonomy and flexibility to accommodate and program for their severely handicapped students.

41 Ibid., Section 31 (4); p. 299.

3. Teacher Training

The Department of Education continued to offer training for auxiliary education teachers during the summer months. During this period of study the Department began to provide training in locations other than Toronto and granted permission to school boards to conduct winter auxiliary education courses.

The organization for the 1939 summer courses was the same as the preceding year. The course was organized into three divisions: one offered instruction for teachers of opportunity and handicraft classes; the second dealt with the teaching of speech, sight saving, home-instruction, and hospital classes; and, the third was a refresher course designed for teachers who wished to improve their professional standing.

Due to the wartime austerity, auxiliary education summer courses were discontinued between 1941 to 1945. As a result, the supply of qualified teachers became exhausted and the Department issued Letters of Standing to unqualified teachers who were hired to teach in auxiliary education programs. The Department also offered a reading course during the winter of 1942 for unqualified auxiliary classroom teachers and by December, twenty-five teachers were studying how to teach exceptional students through correspondence with the

Department.⁴²

In 1945, World War II ended and the summer courses in auxiliary education resumed with the program being organized into the following areas:

I For teachers of Opportunity and Handicraft Classes.

II For teachers of Speech Correction and Lip-reading Classes.

III For teachers of Sight-saving Classes.

IV For teachers who have not the required experience to enter Course I.

V Refresher Course for holders of Auxiliary Education Certificates.⁴³

Courses I to IV offered instruction in psychology, intelligence-testing and an optional subject dealing specifically with the type of class for which the teacher was preparing herself. According to DeLaporte, the concept of providing options was not realistic since the Department did not have the necessary staff.⁴⁴ The content in course V dealt with advanced psychology, advanced testing, remedial reading, lip-reading, speech correction, and mental hygiene.

⁴² Report of the Minister of Education, Toronto, Province of Ontario, 1942, p. 50.

⁴³ Report of the Minister of Education, Toronto, Province of Ontario, 1945, p. 56-57.

⁴⁴ DeLaporte, op. cit., March 16, 1978.

Admission to courses I to III remained the same as established in 1938: a regular school teaching certificate and at least two years of successful teaching experience, certified by the candidate's school inspector. Course IV admitted teachers with less than two years of successful teaching⁴⁵ and requirement for course V was the same as for courses I to III, plus an auxiliary education certificate.

Graduates of courses I to IV received an Elementary Auxiliary Education Certificate and an Intermediate Auxiliary Certificate was granted to those who completed course V, a second level course. The granting of an Intermediate Certificate was the first time the Minister recognized advanced studies in auxiliary education.

During the summer of 1946, the staff organized visits to several clinics in Toronto.⁴⁶ Over one-half of the teachers enrolled in the summer course visited the Occupational Therapy and Physiotherapy Clinic at 77 Richmond Street West, Toronto, where they were shown how crafts done by handicapped adults could be adapted for handicapped pupils in school

⁴⁵ Report of the Minister of Education, Toronto, Province of Ontario, 1946, p. 47.

⁴⁶ Ibid., p. 49.

settings.⁴⁷

In 1948, an educational clinic was set up as an adjunct of the Auxiliary Education Summer Course with Dr. A.H. Wingfield, Psychologist, Hamilton Board of Education, in charge. The purpose of the clinic was to provide practice in assessing exceptional pupils.

The following is a summary of the twenty-nine children assessed:

Speech Defectives	6
Hearing Defectives	4
Retarded Readers	8
Slow Learners	3
Limited Learners	5
Cripples	1
Blind-Deaf	1
Emotionally Maladjusted	1
Total	<u>29</u> 48

The reports of this clinic were particularly valuable to educators whose board did not have the services of speech correction and remedial reading teachers. It also gave the parents of the children assessed an opportunity to discuss their child's specific educational handicap with experienced auxiliary education teachers.⁴⁹

⁴⁷ Ibid., p. 49.

⁴⁸ Report of the Minister of Education, Toronto, Province of Ontario, 1948, p. 47.

⁴⁹ Ibid., p. 47.

In 1949, two courses were added at the third year level; one for secondary school and the other for elementary school teachers; however, the same content was offered to both groups. The difference appears to have been the certificate granted. The graduates of the secondary school course received a Specialist's Certificate in Auxiliary Education; whereas, the graduates from the elementary course received a Supervisor's Certificate in Auxiliary Education.

A course designed for teachers of home-instruction and hospital classes was also offered with only three candidates enrolled. The small enrolment did not reflect the provincial need since, in the same year, the number of teachers for home-instruction units and hospital classes increased by eighteen and four respectively.⁵⁰

In 1957, the Department stopped issuing the supervisor's certificate to elementary teachers and the specialist's certificate to secondary teachers. For the first time, elementary and secondary teachers who completed the third level course received the same specialist's certificate.

⁵⁰ Records of the Teacher Services Section, Information Systems and Records Branch, Ontario Ministry of Education, 16th Floor, Mowat Block, Queen's Park, Toronto, 1951 and 1952.

In order to accommodate teachers with varying needs options were introduced at both the elementary and intermediate levels. The teacher at the elementary level took three compulsory subjects: Principles and Philosophies of Auxiliary Education; Introduction to Testing; and, Instructional Techniques in Core Subjects, and selected one of the following options: Sight-saving, Orthopaedic, Auxiliary Work in Secondary Schools, Home-Instruction, Introduction to Remedial Work, Opportunity Class, Speech Correction, or Deaf and Hard-of-hearing.⁵¹

Teachers at the intermediate level took two compulsory subjects: Administration and Interpretation of Individual Mental Tests, and Mental Health and Child Study, and one option, selected from those offered at the elementary level or continued their concentration in depth by selecting a second level option.⁵²

⁵¹ Ontario Department of Education, General Announcement, Summer Courses, Toronto, March, 1957, p. 14-15.

⁵² Ibid., p. 15.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967

106

In 1964 Mr. D.A. MacTavish, Provincial Inspector - Coordinator, Special Education, conducted a provincial survey of the teachers of orthopaedic children

to determine the number of teachers who would take auxiliary training if the Option - 'The Education of the Orthopaedically Handicapped' were offered during the summer of 1964.⁵³

Only four teachers indicated an interest in taking the option. In a letter to Mr. A.H. McKague, Superintendent, Supervision Division, Department of Education, MacTavish reported that many school boards had obtained a Letter of Permission for unqualified staff and that only a small number of teachers held auxiliary education certification. MacTavish stated that if the auxiliary education legislation were enacted for these teachers, it would "promote more adequate professional preparation for this specialized work".⁵⁴ The legislation was not enforced and the option, The Education of the Orthopaedically Handicapped, was not offered.

In order to make training in auxiliary education more accessible to teachers outside Toronto, the Minister granted school boards permission to conduct auxiliary education

53 D.A. MacTavish, Inspector - Coordinator, Special Education, Ontario Department of Education, Letter to A.H. McKague, Superintendent, Supervision Division, Ontario Department of Education, June 4, 1965.

54 Ibid., June 4, 1965.

winter courses at the elementary level.⁵⁵ In the fall of 1965 Hamilton, London and North York school boards sponsored the first winter programs in auxiliary education for a total of 352 teachers.⁵⁶ Only five options were offered due to the limited enrolment; however, the success of these courses encouraged the Department to continue to have school boards conduct winter courses.

Between 1939 and 1967, the auxiliary education summer courses had experienced continuous increases in enrolment, except for the four years when auxiliary education courses were not offered due to the austerity brought about by World War II. Table IV indicates that only three teachers received training in the teaching of orthopaedic children, during a time when auxiliary education programs for orthopaedic and homebound children doubled. By 1967, forty-four teachers had been trained in orthopaedic education and there is no doubt that some of them were retired or possibly teaching in regular classes or other areas of exceptionality. Thus it appears that the majority of the teachers were teaching orthopaedic

⁵⁵ Report of the Minister of Education, Toronto, Province of Ontario, 1964, p. 13.

⁵⁶ Records of the Teacher Services Section, op. cit., 1965 and 1966, Microfiche.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967

108

TABLE IV

Enrolment of Teachers in Auxiliary Education
Summer and Winter Courses, 1938-1967

Year	Total Summer Course Enrolment	Total Winter Course Enrolment	Enrolment of Teachers in Courses related to the teaching of Orthopaedically Handicapped Children
1939	176	0	0
1940	214	0	0
1941	0 ^b	0	0
1942	0	25 ^a	0
1943	0	0	0
1944	0	0	0
1945	127	0	0
1946	101	0	0
1947	147	0	0
1948	122	0	0
1949	196	0	3
1950	165	0	0
1951	219	0	0
1952	242	0	0
1953	226	0	0
1954	221	0	0
1955	255	0	0
1956	293	0	0
1957	337	0	0
1958	375	0	0
1959	487	0	0
1960	561	0	0
1961	715	0	0
1962	896	0	0
1963	986	0	0
1964	1,111	0	0
1965	1,293	0	0
1966	1,220	344	0
1967	1,377	398	0

a The auxiliary education winter reading course

b The auxiliary education summer courses were not offered
due to the constraints of the Second World War

These figures taken from the Reports of the Minister
of Education, 1939 to 1967.

programs without holding special qualifications to do so.

4. Programs and Services

Auxiliary education programs and services for orthopaedic children continued to increase during the period 1939-1967. Schools were established in crippled children's centres to provide education for children admitted for treatment, a special school designed for crippled children was built by the Toronto Board of Education and auxiliary classes and home-instruction for orthopaedic children were established in municipalities and rural areas.

In 1939, Dr. H.E. Amoss retired and Dr. C.E. Stothers was appointed Provincial Inspector of Auxiliary Classes. Prior to his appointment, he had served as Inspector of Public Schools in Prince Edward County, Ontario.

Stothers' predecessors had organized the provincial auxiliary educational system; legislation, funding, and teacher training had been well established. Legislation for auxiliary education was permissive and not every board had established special programs. Rural school areas, where the population was sparse, had difficulty offering auxiliary education programs and services.

Dr. Stothers stressed the importance of teaching reading and arithmetic to all children, handicapped notwithstanding. He emphasized the need for early diagnosis and

urged that surveys of the school population be undertaken.⁵⁷ He also assisted boards and provided leadership in the development of educational programs in sanatoria and hospitals.

The expansion of sanatoria and hospital programs was mainly due to the grant structure of 1939 that made grants available to schools in sanatoria.⁵⁸ These schools had provided educational programs for patients including orthopaedic children and war veterans since 1920.⁵⁹ By 1939, Byron Sanatorium, London; Queen Mary Hospital, Weston; Brant Sanatorium, Brantford; Mountain Sanatorium, Hamilton; Muskoka Hospital, Gravenhurst; and Freeport Sanatorium, Kitchener; were offering adult classes and the new regulations of 1939 legalized the programs. The method of instruction in these schools was essentially individual and carried on at the patient's bedside. The courses offered were at the elementary, secondary and university level.⁶⁰

In 1940, home-instruction by telephone was introduced by the London Board of Education. The Bell Telephone Company

⁵⁷ Report of the Minister of Education, Toronto, Province of Ontario, 1939, p. 66.

⁵⁸ Report of the Minister of Education, op. cit., 1940, p. 63.

⁵⁹ Report of the Minister of Education, Toronto, Province of Ontario, 1952, p. 16.

⁶⁰ Report of the Minister of Education, op. cit., 1940, p. 58.

provided a set of telephones connected in such a way that homebound pupils could hear and participate in classroom activities.⁶¹ Students who were unable to attend school were able to receive instruction and communicate daily with their classroom teachers and school peers. This method allowed homebound students to keep abreast of current school topics, participate in school discussions and receive teacher assistance. The telephone did not eliminate home-instruction teachers; it could not compete with their personal contact. The telephone became an important vehicle for communication between the teacher and students but failed to extend fully the classroom to the home.

By 1940, correspondence courses had been firmly established and provided an educational alternative for orthopaedic children who were unable to attend school. Correspondence courses presented some difficulty for students at the grades 11 and 12 level because the Department offered courses only to grade 10. In order to overcome this problem, the visiting teacher spent longer than the usual period in

61 Ibid., p. 68.

home-instruction units, and at the Muskoka Sanatorium, senior correspondence courses from British Columbia were used.⁶²

The demands of World War II were beginning to affect auxiliary education programs. In 1941, school boards had closed twenty-three auxiliary classes because of the shortage of teachers; and the Department had granted twenty-seven temporary auxiliary teaching certificates. According to Stothers, a number of teachers were teaching in auxiliary classes without even a temporary certificate.⁶³ The auxiliary education summer courses had been discontinued, and by 1942 approximately forty-three percent of male teachers of auxiliary classes had enlisted in the armed forces. Due to gasoline rationing transportation was difficult, and school visits by Stothers and DeLaporte were reduced,⁶⁴ and surveys to identify children in need of auxiliary education were halted.⁶⁵

During the years 1942 to 1945, auxiliary education summer courses were discontinued resulting in a shortage of qualified teachers. In order to assist teachers of auxiliary classes, Stothers offered a reading course in 1942. Twenty-five

62 Report of the Minister of Education, Toronto, Province of Ontario, 1943, p. 55.

63 Ibid., p. 55.

64 Ibid., p. 51.

65 Ibid., p. 52.

teachers enrolled in this course. The next year, with voluntary help of selected teachers, Stothers prepared pamphlets for circulation among the schools in Ontario in the areas of:

1. The Organization and Operation of Sight-Saving Units in Ontario Schools.
2. Recognizing and Recording Common Speech Defects.
3. Data on Stuttering.
4. Supplementary Book List for Sight-Saving Classes.⁶⁶

The Auxiliary Education Branch had planned additional pamphlets with three of them dealing with habilitation of cripples, home-instruction, and instruction of the paralytic.⁶⁷ However, the war ended and Stothers became involved in the organization and administration of auxiliary education summer courses and the writing of additional pamphlets did not materialize.

In 1947, the Minister was granted authority to establish schools on lands held by the Crown. These schools were operated by boards appointed by the Minister of Education; they had the same authority and responsibilities as elected school boards. These schools played an important role in

⁶⁶ Ibid., p. 55.

⁶⁷ Ibid., p. 55.

providing education for orthopaedic children and adults. The teaching staff was "recruited almost exclusively from among the patients who had recovered from tuberculosis".⁶⁸ Many of them were unqualified; however, the program was successful in placing thirty-five men as radio mechanics, ten as bookkeepers and others in watch repair and clerical positions.⁶⁹

By 1948, the number of persons suffering from crippling effects of poliomyelitis had been reduced and more attention was being paid to the problem of educating cerebral palsied children.⁷⁰ The Windsor Board of Education requested the Auxiliary Education Branch to conduct a survey to locate cerebral palsied children. Seventy-five cerebral palsied children were examined. Upon completion of the survey, the

⁶⁸ Report of the Minister of Education, op. cit., 1945, p. 50.

⁶⁹ Ibid., p. 54.

⁷⁰ Report of the Minister of Education, op. cit., 1940, p. 45.

following recommendations were made:

(a) regular provision is needed for speech, occupational and physical therapy for 14 preschool and 9 pupils attending school;

(b) some educational provision should be made for 3 school age children;

(c) habilitation training should be attempted for 4 adolescents and adults;

(d) 15 pupils should continue in school, but be given treatment and observation from time to time in a curative workshop.⁷¹

During the next year, 1949, educational officials from Hamilton and London conducted their own surveys with the assistance of the Cerebral Palsy Parent Council and the medical profession.⁷² Following the surveys, the Ontario Society for Crippled Children opened Woodeden Hospital for cerebral palsied children in London. The Variety Club of Toronto established Variety Village which provided a residence and an educational program for crippled male adolescents aged seventeen and eighteen.⁷³ The school was staffed with five teachers and provided both academic and vocational training.⁷⁴

71 Ibid., p. 45.

72 Report of the Minister of Education, Toronto, Province of Ontario, 1949, p. 24.

73 Ibid., p. 25.

74 Ibid., p. 25.

The next year, the Toronto General Hospital, the Chatham Cerebral Palsy Centre, the Saint Lawrence Sanatorium, Cornwall, and the Ongwanda Sanatorium, Kingston, each opened a special class, and the Department extended correspondence courses to grades 11 and 12.⁷⁵

⁷⁵ Report of the Minister of Education, Toronto, Province of Ontario, 1950, p. 102.

By 1950, the programs and services for crippled children in Ontario included:

(i) Bedside teaching in hospitals, provided by boards of education in Hamilton, London and Toronto,

(ii) Home instruction classes in urban centres and units in rural areas, for children homebound from physical defects, arranged through boards of education,

(iii) Transportation to school for children attending orthopaedic classes and units,

(iv) Day classes:

(a) Under boards of education in Chatham, Hamilton, Kitchener, London, Ottawa, Toronto, Windsor,

(b) Under public school boards appointed under the Public Schools Act in Woodedden near London and Variety Village near Toronto,

(v) Volunteer centres providing care and treatment for cerebral palsied children in Chatham, Hamilton, Toronto,

(vi) A hospital centre for 22 junior cerebral palsied children at Woodedden under the Ontario Society for Crippled Children where children are kept a few months for inaugural training,

(vii) A residential hospital for 24 boys at Variety Village, maintained by the Variety Club of Toronto,

(viii) A residential home, the Home for Incurable Children, for children 16 years of age and under, in Toronto.⁷⁶

⁷⁶ Ibid., p: 16.

These programs provided a variety of alternatives for orthopaedic children with the exception of long term residence for children under eighteen years of age. The Minister suggested that the government build and operate a residential school which would provide elementary and secondary programs. Children from small communities and rural areas where auxiliary education programs and services were limited would have benefited from such a school. However, larger communities such as Toronto preferred special classes and small special day schools for the severely handicapped students. The Toronto board was interested in building a special school and conducted a survey to determine the number of physically handicapped children in the Toronto area who would benefit from a special facility.⁷⁷ The results of the survey indicated that within

⁷⁷ Harold Menzies, Chairman, Report No. 3 of the Special Committee re A Modern School for Crippled Children, Toronto Board of Education, November 15, 1948, p. 6.

the city limits there were:

62 children now attending Wellesley School;
20 cardiac cases;
17 orthopaedic cases not now attending school;
4 deaf children not now attending school;
32 deaf children now attending Clinton school;
5 diabetic cases.

Inquiries to adjacent municipalities indicate
that the following numbers might be expected -

North York	6
Scarborough	6
Leaside and North York	27
New Toronto	not known cases
Mimico	could not be ascertained
York Township	7
	78

Prior to building the special school, a committee
designated by the Toronto board was requested to visit Ameri-
can schools for physically handicapped children located in
Baltimore, Buffalo, Chicago, Cincinnati, Cleveland, Detroit,
Jersey City, Milwaukee, Minneapolis, Philadelphia, St. Louis,
and Washington.⁷⁹

Mr. C.C. Goldring, Director of Education, Toronto
Board of Education, also put forth a report to the board ex-
pressing his ideas and concerns for developing educational

78 Ibid., p. 6-7.

79 Ibid., p. 2-3.

programs and facilities for crippled children. He stated that the chief aim of educators "should be to teach a child to accept his handicap and make the best adjustment possible".⁸⁰ To accomplish this aim, Goldring felt that handicapped children should associate freely with normal children of similar age and that the teacher should focus on his strengths rather than on his weaknesses⁸¹, and that he should be treated so far as possible as if he had no handicap.⁸² Goldring went on to state that handicapped students should be placed within the classroom to which they would normally be assigned and that students in special classes should join normal classes whenever feasible.⁸³ He felt that special schools over-emphasized those features that relate to the child's physical disability and that the academics became an incidental part of convalescing.⁸⁴ He also expressed concern about the distance and time required to transport handicapped students to a special school which would serve Toronto and Metro Toronto.⁸⁵ He suggested that if a special school were

⁸⁰ Minutes of the Board of Education for the City of Toronto, Toronto, March 17, 1949, p. 95.

⁸¹ Ibid., p. 96.

⁸² Ibid., p. 97.

⁸³ Ibid., p. 98.

⁸⁴ Ibid., p. 99.

⁸⁵ Ibid., p. 102.

required, two smaller schools, one in the east and one in the west, would be more suitable.⁸⁶ He indicated that if a special school were built, it should be located on a site adjoining the new Hospital for Sick Children,⁸⁷ which would eliminate the need to duplicate therapeutic equipment. Contrary to Goldring's suggestions, the committee considered High Park, Toronto, as the most suitable site for the school⁸⁸ and recommended,

That the City Council and Parks Committee be requested to lease to the Board, property immediately to the north of the present High Park Forest School.⁸⁹

The board's application to the City Council for the lease of the property was rejected without reason. At the board's meeting May 18, 1950, Trustee Hardy, seconded by Trustee Kerr, moved that the City Council be requested to state reason for not leasing land in High Park. However, the motion was defeated. The Toronto Board of Education then decided to build the special school on land they owned at 450 Blythwood, Toronto. The school was named Sunny View Public School and was officially opened February 4, 1953.

86. Ibid., p. 100.

87. Ibid., p. 108.

88. Menzies, op. cit., November 15, 1948, p. 9.

89. Ibid., p. 9.

It accommodated approximately two hundred crippled children and offered academic programs from kindergarten to grade 9. The kindergarten program introduced the child to school life and provided a foundation for future learning.⁹⁰ The primary and junior levels followed the regular Ontario Department of Education course of study with the teachers modifying the program to accommodate children with severe perceptual disabilities and neurological handicaps.⁹¹ At the grades 7 and 8 levels, departmental courses were provided for those planning to continue their studies. Students planning on quitting school took a terminal course which was designed to prepare them for work, hobbies and how to cope independently.⁹²

In 1953, the Department of Education followed the recommendation put forth in the Royal Commission on Education in Ontario and established a Special Educational Services Division. The Division including such services as guidance, statistics and auxiliary education, was placed under the authority of Mr. H.R. Beattie, Assistant Superintendent,

⁹⁰ School Staff, Sunny View Public School, Toronto, no date, p.p. 18.

⁹¹ Ibid., p. 7.

⁹² Ibid., p. 7.

Department of Education. In this reorganization, Dr. Stothers became Director of Auxiliary Education and responsible to Mr. Beattie. Stothers and DeLaporte, his assistant, were not pleased with the reorganization; prior they had been in charge of auxiliary education, and now they were responsible to a provincial educator who lacked auxiliary education experience.⁹³

The following year, DeLaporte retired from her position which she had held for thirty-two years and established her own educational clinic in Toronto.⁹⁴

Stothers requested a transfer to the Ontario College of Education which was granted the following year.⁹⁵ He continued to hold his title, Director of Auxiliary Education Services, while teaching at the college, and the Department operated without a director for that year. In 1956, he retired and established the Stothers Exceptional Child Foundation, a charitable trust which provided assessment, remedial instruction and scholarships for teachers who pursued their studies in auxiliary education.⁹⁶

93 DeLaporte, op. cit., March 16, 1978.

94 Ibid., March 16, 1978.

95 Ibid., March 16, 1978.

96 Ibid., March 16, 1978.

During the period, 1939 to 1955, Stothers provided leadership and guidance in auxiliary education. When the school system experienced a shortage of qualified auxiliary education teachers during the war years, he initiated a reading course and prepared pamphlets for distribution. Under Stothers' leadership auxiliary education for orthopaedic children increased from 308 programs in 1939⁹⁷ to 668 in 1955.⁹⁸ Table V provides data regarding the number of teachers of orthopaedic students for each year that Stothers held office. The growth was one of quantity not quality. A number of teachers were not qualified to teach orthopaedic programs. This was a situation that Stothers could not control. The war absorbed qualified teachers and interfered with the training of others.

One of Beattie's first tasks was to obtain a competent staff to replace Miss DeLaporte and Dr. Stothers. In 1955, three staff inspectors at the provincial level were appointed: Mr. D.A. MacTavish, a psychologist; teacher of auxiliary education and Provincial Elementary School Inspector;

⁹⁷ Report of the Minister of Education, op. cit., 1939, p. 58-65.

⁹⁸ Report of the Minister of Education, Toronto, Province of Ontario, 1955, p. 63-65.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967

TABLE V

Teachers providing Auxiliary Education Programs and Services
for Orthopaedically Handicapped Children, 1939-1955

Year	Teachers of Open-Air Classes	Visiting Teachers of Orthopaedic Classes	Teachers of Orthopaedic Classes	Teachers of Hospital, Sanatorium, Institutional Classes	Teachers of Home-Instruction Units	Teachers of Orthopaedic Units	N
1939	13	30	8	17	84	2	154
1940	14	28	7	33	90	8	180
1941	13					8	
1942	13	19	7	28	45	4	116
1943	13	21	7	29	52	3	125
1944	9	23	7	36	55	2	132
1945	13	25	7	39	49	2	135
1946	17	26	7	42	100	2	194
1947	17	23	7	43	49	1 ^a	140
1948	15	27	7	50	96	2	197
1949	23	23	8	54	114	3	225
1950	27	26	17	61	119	2	252
1951	24	27	27	67	129	3	277
1952	24	26	29	77	156	2	314
1953	24	27	29	78	174	4	345
1954	24	29	17	81	220	5	377
1955	24	37	18	0 ^b	231	12	334

a Name of the orthopaedic unit changed to transportation unit

b No data reported

These figures taken from Reports of the Minister of Education, 1939 to 1955

Mr. W.R. Quance who had studied at Columbia University and who had taught special classes in New York; and Mr. J.G. Stinson, who had been an Assistant Supervisor of Auxiliary Education in Ottawa.⁹⁹

The staff was accepted and respected by educators, both at the provincial and school board level. Beattie and his staff made it a practice to be accessible and visible to auxiliary education teachers and administrators in Ontario. They visited schools and participated in conferences and workshops which allowed them to become familiar with the programs and services provided by school boards. They also offered in-service training to teachers and school administrators throughout Ontario.¹⁰⁰

The following year, 1956, Mr. W.K. Clarke, a former auxiliary class teacher and principal in Kingston, Ontario, joined the Special Educational Services Division. In the same year, Stinson was made Director of Auxiliary Education Services, and a year later was promoted to Assistant Superintendent. He resigned in 1959 from the Department to become

⁹⁹ MacTavish, op. cit., March 4, 1978.

¹⁰⁰ Ibid., March 4, 1978.

Superintendent of Special Education for the Etobicoke Board of Education, and Clarke was appointed Assistant Superintendent of Special Educational Services and MacTavish, Director of Auxiliary Education Services.¹⁰¹

Between 1955 and 1960 the Department had three different provincial administrators in auxiliary education: Stothers, Stinson and Clarke. With these frequent changes in leadership, the number of orthopaedic programs conducted by municipal school boards remained constant, with increases in programs in sanatoria, cerebral palsy centres and crippled children's treatment centres. According to Clarke, programs in the treatment centres increased because school board officials felt that the centres were better equipped than municipal boards to provide treatment and educational programs.¹⁰² By 1960, the following centres were offering

101 Ibid., March 4, 1978.

102 Clarke, op. cit., October 12, 1977.

educational programs:

Oshawa Cerebral Palsy School, Oshawa; Beechwood School for Crippled Children, Guelph; Hamilton Cerebral Palsy Centre School, Hamilton; J. B. Larway Cerebral Palsy School, Fort William; Niagara Peninsula Sanatorium School, St. Catharines; Mountain Sanatorium School, Hamilton; Sir Adam Beck Memorial Sanatorium School, London; Brant County Cerebral Palsy Treatment Centre School, Brantford; Fort William Sanatorium School, Fort William; Freeport Sanatorium School, Kitchener; St. John's Convalescent Hospital School, Toronto; St. Lawrence Sanatorium School, Cornwall; Sudbury Algoma Sanatorium School, Sudbury; Weston Sanatorium School, Sudbury; Brant Sanatorium School, Brantford.¹⁰³

MacTavish, the new Director of Auxiliary Educational Services, encouraged his staff to work with teachers and school administrators rather than inspect them and their programs. According to MacTavish, teacher education was the main vehicle to improve the quality of auxiliary education. He believed that teachers required an in-depth knowledge in their area of concentration. As a result, he stressed the importance of the auxiliary education training with emphasis on the field research project which dealt with an area of study selected by the teacher. He also provided workshops in teachers' colleges on how to identify and prepare programs

¹⁰³ Section 68 School Board Files, Special Education Branch, Ontario Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario.

for exceptional students.¹⁰⁴

By 1960, school board autonomy in auxiliary education was well established, especially in the larger urban centres. According to MacTavish, a number of larger urban boards had appointed inspectors to supervise their auxiliary education programs and smaller boards had appointed supervisors and co-ordinators.¹⁰⁵ To assist boards, MacTavish and his staff made visits to schools and offered suggestions to the teachers and administrators. They made 435 visits in 1963;¹⁰⁶ 396 in 1964;¹⁰⁷ and 446 visits in 1965.¹⁰⁸ Miss B.M. Butler of the Auxiliary Education Division visited the schools located in the crippled children's treatment centres, cerebral palsy centres and orthopaedic classes. In her report she indicated that the teachers were poorly qualified. In order to improve the qualifications of the teachers, MacTavish recommended that the Department pay grants for orthopaedic classes only if they were taught by teachers holding a special education certificate with the orthopaedic option as required by Ontario

104 MacTavish, op. cit., March 4, 1978.

105 Ibid., March 4, 1978.

106 Report of the Minister of Education, Toronto, Province of Ontario, 1963, p. 14.

107 Report of the Minister of Education, Toronto, Province of Ontario, 1964, p. 16.

108 Report of the Minister of Education, Toronto, Province of Ontario, 1965, p. 14.

Regulation 123/64, Auxiliary Education Services.¹⁰⁹ The Department, however, continued to grant Letters of Standing and Letters of Permission for unqualified auxiliary teachers.

During MacTavish's period as Director, the Ontario educational system experienced the after-effects of the Soviet scientists successfully placing a satellite into orbit. It appears that this event caused educators to shift their emphasis from the education of handicapped children to the critical examination of the quality of education for gifted students in Ontario. Within two years, the number of classes for gifted children at the elementary level increased from five in 1957 to thirty in 1959.¹¹⁰ The results of industrial automation also affected the kind of education needed. John Robarts, Minister of Education, responded to the need for vocational education by completely reorganizing the secondary school program. School boards received financial assistance from the Provincial and Federal governments to build and equip new vocational educational facilities.¹¹¹

¹⁰⁹ MacTavish, op. cit., June 4, 1965.

¹¹⁰ Report of the Minister of Education, Toronto, Province of Ontario, 1959, p. S33.

¹¹¹ Report of the Minister of Education, Toronto, Province of Ontario, 1961, p. 3.

The new plan, referred to as the "Robarts' Plan", revised the secondary school courses into three divisions: academic, technical and commercial. The plan also made provision for exceptional students by developing "Diversified Occupational Courses" for students who were unable to obtain regular promotion from elementary school. These courses initially were designed for students of low mental ability; however, the Ministry guideline, Circular H.S.1, stated that such programs were not intended for students from opportunity classes.¹¹² This meant that students from opportunity classes had no access to the occupational programs unless the elementary school principal placed the opportunity class student in a grade eight class and then transferred him to grade nine. This machination became unnecessary when Circular H.S.1 was amended in 1963 permitting admission of auxiliary class pupils to occupational courses.¹¹³ This change in legislation made a variety of courses at the secondary level available to slow learning and to orthopaedic students whose academic ability was below average.

¹¹² The Ontario Ministry of Education, Circular H.S.1, Requirements for Diplomas, Toronto, Province of Ontario, 1962, p. 34.

¹¹³ The Ontario Ministry of Education, Circular H.S.1, Requirements for Diplomas, Toronto, Province of Ontario, 1963, p. 36.

While the Department of Education was examining and reorganizing the secondary school programs, the Ontario Society for Crippled Children was investigating the building of the Ontario Crippled Children's Treatment Centre with an educational facility attached to serve as a resource centre for Ontario. The centre was granted permission by the Minister of Education to become a rural school section under the authority of Section 12 of The Public Schools Act to be effective January 1, 1962.¹¹⁴

Mr. D.I. Rose, Vice Principal, Junior Vocational School, Peel County Board of Education,¹¹⁵ was appointed principal of the school on the condition that he proceed to take further professional training in Special Education.¹¹⁶ Since there were no courses in orthopaedic education in Ontario, Rose enrolled in graduate studies with concentration in the area of orthopaedic education at the University of Syracuse.

During the first year, the school had an enrolment of eighty-nine children¹¹⁷ consisting of day pupils and

¹¹⁴ Letter to Dr. F.W. Minkler, Director, North York Board of Education, from E.E. Elborn, Deputy Minister, April 27, 1961.

¹¹⁵ Interview, D.I. Rose, Education Officer, Ontario Ministry of Education, Toronto, May 31, 1978.

¹¹⁶ Minutes, Ontario Crippled Children's Centre School, January 4, 1962.

¹¹⁷ Ontario Crippled Children's Centre School, Budget Estimates, 1962.

residential pupils. The objective of the school program was

1. to provide an educational programme so that the time spent at the hospital is not lost educationally and the child will return to his own community able to continue with his school there;

2. to provide an educational programme for the severely handicapped which will enable them to find a place in the community.¹¹⁸

Two years later, in 1964, the Minister granted permission to establish a Section 12 Board of Education for The Niagara Peninsula Crippled Children's Society School.¹¹⁹ The school originally had been established in 1952 by The May Court Club, St. Catharines.¹²⁰ Women from the club began a baby-sitting service once a week for cerebral palsied children in order to relieve parents. The program grew to three half-days per week with part-time occupational and physiotherapy being offered. The growth of the program required larger facilities and additional financing. The Rotary Club of St. Catharines made funds available and the General Hospital provided facilities in its basement without charge.¹²¹

¹¹⁸ W.J. McIntosh, Inspector of Public Schools, North York Board of Education, Inspectors Report, March 6 to 29, 1963, written June 5, 1963.

¹¹⁹ Letter to Dr. W.J. Orr, Medical Director, Niagara Peninsula Crippled Children's Treatment Centre, from E.E. Elborn, Deputy Minister, July 10, 1964.

¹²⁰ Brochure, Niagara Peninsula Crippled Children's Centre, no date, p. 2.

¹²¹ Ibid., p. 2.

In 1964, the Niagara Peninsula Crippled Children's Society was incorporated and took over the administration of the centre, and the Minister of Education established the centre as a rural public school section. Mrs. R.B. Conn was hired as principal of the school to organize and conduct education programs for the fifteen children enrolled.¹²²

In January, 1965, the structure of the Department of Education was reorganized. The basic aim for the reorganization was to decentralize and achieve more efficient and effective operation.¹²³ The new structure divided the Province into five areas: Northwestern, Thunder Bay; Midnorthern, Sudbury; Northeastern, North Bay; Western, London; and Midwestern, Waterloo.¹²⁴ An area superintendent was appointed for each area to be responsible for elementary and secondary education within the respective jurisdictions.¹²⁵ During the reorganization, a new Special Schools and Services Branch was created.¹²⁶ MacTavish, Director of Special Education, was transferred to the Supervision Division and was responsible for special education teacher training. The provincial

122 Letter from Dr. W.J. Orr to Mr. E.E. Elborn, Deputy Minister, July 10, 1964.

123 Report of the Minister of Education, Toronto, Province of Ontario, 1965, p. 11.

124 Ibid., p. 12.

125 Ibid., p. 11.

126 Ibid., p. 25.

auxiliary education inspectors were assigned to the Department of Education area offices. This move was to further decentralize the educational services in Ontario.¹²⁷ Now the provincial supervision of school board programs was at the regional level, each with a program consultant responsible for special education within their region. The newly formed Special Schools and Services Branch was responsible for the Ontario School for the Blind, Brantford; the Ontario Schools for the Deaf at Belleville and Milton; Hospital Schools; correspondence courses; and community programs.¹²⁸

The following year, five additional regional offices were established: Niagara, St. Catharines; West Central Ontario, Toronto; East Central, Toronto; Eastern, Kingston; and, Ottawa Valley, Ottawa, making a total of ten.¹²⁹ During the same year, MacTavish was transferred again, this time to the Teacher Education Branch. He was to

assist staff in bringing to teachers in training the importance of recognition of the special needs of children with disabilities or handicaps and of the resources available to them to help in their education.¹³⁰

127 Ibid., p. 25.

128 Ibid., p. 25.

129 Report of the Minister of Education, Toronto, Province of Ontario, 1966, p. 7.

130 Memorandum to Directors of Education, Regional and Area Superintendents, Program Consultants, Principals of Schools, Secretaries of School Boards, and Principals of Private Schools, 1967-68:11, Toronto, September 7, 1967, from G.L. Duffin.

MacTavish was also given a special assignment to visit teacher training programs in the United States and to prepare a report outlining the courses that might be credited towards Ontario certification in special education.¹³¹ He was to make a thorough study of the most desirable features of the United States programs that could be used to assist the Ontario Department of Education and universities in a cooperative venture to train teachers in special education.¹³² The final report of the United States program was not released and as a result, it had limited effect on the Ontario teacher training programs.

During the time that MacTavish was responsible for special education at the provincial level, special education witnessed a number of changes. The term "Special Education" replaced "Auxiliary Education"; local school boards assumed greater responsibility for organization, administration and in-service training in special education; and, the Department of Education special education summer courses provided greater specialization. Open-air classes decreased

¹³¹ Ibid., p. 2.

¹³² Ibid., p. 1-2.

from twenty to nine and orthopaedic classes increased from twenty-one to thirty-four. Home-instruction units for elementary and secondary schools increased from three hundred eighty-five to eight hundred seventy, and orthopaedic units from twenty to six hundred forty-eight. Table VI provides specific data about the orthopaedic programs available for each year that MacTavish held provincial responsibility.

In the same year, the Ottawa Board of Education opened Centennial Public School, a special school for 337 pupils. The school provided programs for crippled, deaf, hard-of-hearing and senior non-academic students. This new school accommodated Ottawa's Sunshine classes for crippled children that had been established in 1926. The school had six classrooms, each with its own exit on ground level and a special platform area for bus arrival and departure. The school also had a physiotherapy room with full time, qualified physiotherapists. Matrons and orderlies were hired to relieve teachers of caring for the physical needs of these children, allowing teachers to devote their full attention to teaching.¹³³

¹³³ Superintendents of Public Schools Annual Report 1966, The City of Ottawa Public Schools, Ottawa, 1966, Chapter 12, Centennial Public School, p. 1-2.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1939-1967

TABLE VI.

Auxiliary Education Programs and Services
for Orthopaedically Handicapped Children, 1960-1965

Year	Health and Hospital Classes	Orthopaedic Classes	Orthopaedic Units	Elementary Home- Instruction Units	Secondary Home- Instruction Units
1960	20	25	188	415	43
1961	26	29	216	480	106
1962	19	32	268	497	216
1963	18	35	353	451	134
1964	9	26	435	447	190
1965	9	32	596	622	259

a Open air classes were renamed health classes in 1958

These figures taken from Reports of the Minister of Education 1960 to 1965.

The following year, 1967, the Minister appointed a number of special education officers to the Regional Offices and to the Department of Health Regional Diagnostic Centres¹³⁴ none of whom had specific training or responsibility for orthopaedic children. Thus by 1967 leadership in orthopaedic education came from school boards with limited direction from the Department of Education.

5. Summary

Special education programs and services for orthopaedic children continued to increase during the period 1939-1967. The Department revised its legislation, method of funding, teacher training programs, and school boards developed more autonomy in their delivery of special education programs.

The government permitted the Department of Education to establish schools on tax exempt land and lands held by the Crown. As a result, special schools were established in crippled children's treatment centres and cerebral palsy centres. These schools became a major facility for educating

¹³⁴ Report of the Minister of Education, Toronto, Province of Ontario, 1967, p. 10.

orthopaedic children. The Cerebral Palsy Association and The Society for Crippled Children recognized that these schools provided an opportunity to expand educational programs for crippled children; they conducted their own surveys to locate children in need of treatment, built treatment centres and requested the Department to establish Section 66 school boards to be responsible for educating children in their centres. By 1967, nineteen such school boards were conducting educational programs in Ontario.

Department of Education officials increased from two in 1939 to eleven in 1967; however, their direct involvement in establishing and supervising auxiliary education programs decreased. With the increase in auxiliary education students from 11,825 in 1939 to 27,415 in 1967, it was impossible for Department officials to be involved in the admission and supervision of the programs. This responsibility became part of the function of the municipal school board inspectors. The Department officials became more involved in the operation of provincial schools, the development of education policies, provincial surveys and in-service training for teachers and administrators.

During this period the method of funding underwent a number of changes. In addition to providing grants for auxiliary units and a fixed sum for each student receiving a special education program, the Department paid incentive

grants to encourage boards to integrate their auxiliary education facilities and to develop individualized programs. Integrated classroom facilities received a higher grant than those located in basements, separate buildings, or in areas that tended to segregate auxiliary pupils. Programs that used special equipment and that stressed individualization also received a higher grant than those provided in a class group.

By 1953, the auxiliary education grant structure was integrated into the general grant structure and was based on the average daily attendance with weighting factors applied to artificially increase the attendance. The factors adjusted grants paid for auxiliary programs to approximately that paid for regular class programs. A factor of twenty was added to an orthopaedic class enrolment. Thus, a class with a maximum enrolment of sixteen received the same provincial funding as a regular class of thirty-six pupils. The weighting factors decreased in 1960 from twenty to ten for orthopaedic classes. This decrease reflected the lower pupil-teacher ratio that occurred in the regular grades. The trend in funding appears to have recognized the additional cost involved in providing auxiliary education programs. The Department's method of funding appeared to have contradicted its integration policy. The weighting factors served as an incentive for boards to label or categorize students into areas of exceptionality,

and on the other hand, provincial officials were verbally encouraging boards to integrate exceptional pupils whenever possible.

Training for auxiliary education teachers evolved to a specialist level; however, specific training of teachers of orthopaedic children remained inadequate. During this period only three teachers enrolled in the area of orthopaedic education. Teachers without specific training were given Letters of Standing and were hired by school boards to provide instruction to orthopaedic children. During the war years of 1941 to 1945, summer programs were discontinued, during a time when forty-three percent of the male teachers had enlisted in the armed forces creating a shortage of qualified teachers. To assist boards, the Department issued Letters of Permission for unqualified teachers.

During the sixties auxiliary education summer programs were offered in other cities as well as in Toronto, and the Department permitted school boards to conduct winter auxiliary education programs, as a result, teachers did not have to travel to Toronto to become qualified in auxiliary education. In spite of these opportunities, there was an insufficient number of teachers registered for the option dealing with the teaching of orthopaedic children to warrant the offering of it. Possibly if the Department had enforced its legislation requiring teachers to hold appropriate auxiliary education

qualifications for their respective teaching assignment, more teachers would have become qualified in the teaching of orthopaedic children.

In spite of the war years, the teacher shortage, the reorganization of the Department of Education and the absence of a provincial education official for orthopaedic education, special programs for orthopaedic children expanded. The Second World War brought about a change in public attitude toward disabled people. Veterans with scars of war were looked upon as heroes and the government established educational training and retraining programs for them which paved the way for vocational training for orthopaedic children. The Society for Crippled Children, the Association for Cerebral Palsy and service clubs brought pressure upon the government to provide special programs and schools for crippled children. They conducted their own surveys and requested the government and school boards to make provision for the disabled children they located. By 1967, the Department of Education and school boards in Ontario were meeting the needs of most orthopaedic children. Orthopaedic classes, home-instruction, orthopaedic units, transportation units, special schools and crippled children's treatment centres were established. A main weakness that existed was the lack of well-trained teachers for orthopaedic children.

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1968-1974

The period 1968 to 1974 began with a reorganization of school jurisdictions. The major goal of the reorganization was to create educational jurisdictions of sufficient size and wealth to be capable of extending equal educational opportunity to each student. Boards assumed greater responsibility for the education of orthopaedic students; universities became involved in the training of teachers; and, funding for special education programs and services de-emphasized the labelling of handicapped students.

1. Legislation

Integration of exceptional students with regular students was a goal of the Minister and board administrators. To accelerate integration, the Minister in 1968 made Regulation 123/64 Auxiliary Education a part of Regulation 272/68 Elementary and Secondary Schools - General¹ rather than having it as a separate regulation. He also replaced the term, "Auxiliary Education" with "Special Education" and made

¹ "Ontario Regulation 272/68, Elementary and Secondary Schools - General", in The Ontario Gazette, Toronto, Province of Ontario, August 10, 1968, p. 377.

changes in the admission procedures to special education programs.² Prior to 1968, admission procedures were the same for all auxiliary classes. The revised regulation prescribed procedures which differed according to the type of class.

Orthopaedic students no longer required an individual intellectual assessment.³ Often physically handicapped students, especially those afflicted with cerebral palsy, have difficulty in expressive and receptive language, resulting in inaccurate assessments of their intellectual potential.

The new regulation stated that

(3) a legally qualified medical practitioner and the school superintendent concerned shall recommend the admission of a pupil to, ...

(g) an orthopaedic class.⁴

The medical practitioner now assessed the pupil's physical condition, and the school superintendent evaluated the educational needs and implications. This procedure considered both physical and educational needs of orthopaedic children.

2 Ibid., Section 46, p. 377.

3 Ibid., Section 47, Subsection 3, p. 378.

4 Ibid., Section 47, Subsection 3 (g), p. 378.

Another change in the regulations increased the minimum teaching time for home-instruction from one hundred fifty minutes, with a minimum of two periods each week, to one hundred eighty minutes in at least three periods per week.⁵ The new regulation also provided guidelines for establishing home-instruction and made the school principal responsible for its supervision. The revision made it clear that home-instruction was intended for pupils absent from school with medical evidence that they were unable to attend school.⁶

The demand for qualified home-instruction teachers continued to outnumber the supply and the Minister continued to permit boards to hire teachers for home-instruction who did not hold special qualifications. Any teacher certified to teach in an elementary or secondary school, and who held other suitable qualifications could be deemed qualified in

5 Ibid., Section 49 (2), p. 379.

6 Ibid., Section 49 (1a), (4), p. 378.

special education by the Minister. The regulation stated:

A special education teacher shall hold,

(a) a certificate qualifying him to teach in an elementary or secondary school, as the case may be; and

(b) (i) a certificate in special education in an appropriate option for the type of position held, or

(ii) other qualifications deemed by the Minister to be suitable for the instructional programme in the area concerned.⁷

This revision allowed teachers holding special qualifications from universities and colleges to teach in special education classes. This provision was particularly relevant for teachers of orthopaedic students, since the Department of Education had not offered a program dealing with the teaching of orthopaedic students since 1949.

The qualifications of a supervisor or consultant of special education were also modified. A supervisor or consultant was now required to hold a specialist certificate in special education or other qualifications deemed by the

⁷ Ibid., Section 50 (1) (b) (ii), p. 379.

Minister to be suitable. The regulation stated that

(3) A supervisor or consultant of special education shall hold,

(a) a certificate qualifying him to teach in an elementary or secondary school, as the case may be; and

(b) (i) a Specialist Certificate in Special Education, or

(ii) other qualifications deemed by the Minister to be suitable for the instructional programme in the area concerned.⁸

The term, "co-ordinator" developed shortly after 1968. Clarke, former Director of Special Education, indicated that boards used this term to circumvent the qualifications requirement established in the regulation.⁹

In 1971, the Minister made provision that allowed school boards to assume the responsibility for the operation of education programs in hospitals and sanatorium schools as well as the programs in cerebral palsy centres and crippled children's treatment centres.

⁸ Ibid., Section 50 (3), p. 379.

⁹ Clarke, op. cit., October 12, 1977.

The revised act stated:

A Board may,

when requested by the board of a cerebral palsy treatment centre school, a crippled children's treatment centre school, a hospital school or a sanatorium school, and with the approval of the Minister, by agreement, assume the assets and liabilities of such board and continue to operate such a school, and, upon the effective date of the agreement between the two boards, the board making the request is dissolved;¹⁰

Under this section of the Act, Lakehead, Frontenac, Hamilton, and Brant County Boards of Education took over the operation of the school programs in their respective crippled children's treatment centres and cerebral palsy centres. Details concerning the takeover of such school programs are dealt with under the heading Programs and Services.

In 1974, The Department of Education Act, The Public Schools Act, The Schools Administration Act, The Secondary Schools and Boards of Education Act, and The Separate Schools Act were consolidated into one act, The Education Act, 1974. The purpose for the consolidation was to arrange the legislation according to specific areas and to remove duplication,

¹⁰ "The Schools Administration Act", 1971, Chapter 90, in the Revised Statutes of Ontario, Chapter 424, Toronto, Queen's Printer, 1971, Section 34, subsection 43, p. 28.

ambiguity, and outdated terminology.¹¹

The consolidation of the acts was recommended by the Commission on Education in 1950; however, Premier Frost did not put the recommendation into practice presumably because of the reaction of Roman Catholic supporters. Mr. B. Newman, Member of Parliament, Windsor, raised concern that the consolidation of the acts would eliminate The Separate Schools Act which might abandon the rights of Roman Catholic supporters.¹² By 1974, Roman Catholic supporters were assured that the consolidation of the acts would not affect their educational rights, and The Education Act, 1974 was given consent.¹³

The new act did not alter provisions for special education programs and services for orthopaedic students. Section 12 of The Schools Administration Act, which granted the Minister power to establish schools on Crown lands, became Section 68 with no changes in the wording.¹⁴ School boards operating schools in crippled children's treatment centres were now referred to as Section 68 Boards instead of

¹¹ Bill 72, The Education Act, 1974, in Bills Ontario, Toronto, Queen's Printer, Volume 1, p. 1.

¹² Ontario Legislature Assembly Debates, November 18, 1974, Mr. B. Newman, M.P.P., Windsor, p. 5392.

¹³ Statutes of the Province of Ontario, The Education Act, 1974, Toronto, Queen's Printer, Chapter 109, December 20, 1974, p. 771.

¹⁴ Ontario Ministry of Education, The Education Act, 1974, Toronto, Queen's Printer, 1974, Section 68 (1), p. 76.

Section 12 Boards.

This period of study witnessed a number of changes in the acts and regulations. The special education regulations were made part of the general regulations, orthopaedic students no longer required an intellectual assessment for admission to an orthopaedic class, well-defined guidelines for home-instruction programs were provided, and qualification requirement for supervisors and consultants of special education were established. The most significant legislative change that affected the education of orthopaedic children was the provision in The School Administration Act, 1967, allowing school boards to assume the responsibility for the educational programs and services in cerebral palsy centres, crippled children's treatment centres, hospitals, and sanatorium schools.

2. Funding

~~The~~ The grant structure for special education continued to be stimulative and based on excess costs. The Department of Education continued to reimburse school boards for a percentage of the auxiliary class teacher's salary, special equipment and for extra transportation costs.

In 1968, the grant regulation regarding special education was revised and grants were now paid for each qualified full-time special education teacher employed by a

school board.¹⁵

A board was reimbursed \$6,000 per year for each qualified special education teacher providing instruction in an orthopaedic class.¹⁶ For related programs such as hospital, health and institutional classes, it received grants of \$2,500, \$1,200, and \$1,200 respectively.¹⁷ When the funding factor was placed on the exceptional pupil, there was a financial incentive for boards to place the maximum number of exceptional students in their special classes. With funding based on the special education teacher, boards could lower the pupil-teacher ratio without losing grants. Thus, the new funding approach was an incentive for school boards to provide greater individualization of programming in special education.

This method of funding was short lived. In 1969, special education grants were eliminated with the approval of Regulation 82/69.¹⁸ However, school boards could recover additional costs for transportation and special equipment for handicapped children by extending the general grant

¹⁵ Ontario Regulation 43/68, Regulation General Legislative Grants, Toronto, Province of Ontario, Section 25, 1968, p. 9, (Appendix XXVII)

¹⁶ Ibid., Column 1 and 2, p. 9.

¹⁷ Ibid., Column 1 and 2, p. 9.

¹⁸ Ontario Regulation 82/69, General Legislative Grants, Toronto, Province of Ontario, March 13, 1969, p. 1.

regulations to include special cases. Thus transportation costs for handicapped children became part of the general transportation policy.

This structure remained until 1972 when a specific weighting factor for special education was introduced.¹⁹ A grant weighting factor was determined for each school board based on the number of qualified special education teachers the board employed. A provincial weighting factor median was calculated, and boards with a weighting factor above the median received additional funding.²⁰ The Minister established a maximum factor that could be applied; thus, boards with special education services generating a factor above the maximum recognized for funding had to rely on funds raised through local taxation. The formula used to calculate the factor and its application is illustrated in Appendix XLI.

In order to qualify for special education funding, the board had to provide special services beyond that of the average board. The Ministry did not release information concerning the weighting factor and boards were not aware of the

¹⁹ Special Education Branch Internal Memorandum, to Education Officers - Special Education in the Regional Offices, 1972.

²⁰ Interview, Wayne Burtnyk, School Finance Analyst, School Business and Finance Branch, Ontario Ministry of Education, Toronto, October 19, 1977.

extra money generated by the factor. As a result, the financial incentive to expand special education programs and services was lost.

Another shortcoming of this method of funding was that as school boards provided more special education programs, the provincial median was raised respectively. As a result, boards were spending more money on special education services and were receiving a lower proportion in funding. Many boards increased their special education services in expectation of raising their weighting factor only to find that the provincial median had been raised. This method of funding did not allow boards to plan their special education budget because the median changed every year.

In 1974, the median concept was replaced with a fixed basic level of \$23.25 per pupil.²¹ Information concerning the fixed factor was not released to school board officials; thus, such a change did not assist them with the planning of their special education budgets. The boards, however, which increased their special education services received a higher

21 Ibid., October 19, 1977.

weighting factor which generated additional funds.

The special education weighting factor treated all special education programs regardless of type or class size as equal. Teachers of orthopaedic classes with a low pupil-teacher ratio, itinerant and/or homebound teachers were given the same consideration in the calculation of the weighting factor as all other special education teachers.

This method of funding allowed boards to develop a variety of alternative programs ranging from the self-contained special class to the full integration of exceptional students with support services. The fact that the teacher instead of the exceptional student was considered for funding purposes removed the financial incentive for a board to label a student "emotionally disturbed" or "physically handicapped" in order to receive additional funds. This method of funding encouraged boards to re-examine the pupil-teacher ratio since the teacher with four students received the same financial consideration as the teacher with twenty students. Thus, by the end of this period of study, 1974, school boards could provide segregated special education programs or integrated programs with no distinction in provincial funding.

3. Teacher Training

The period 1968 to 1974 witnessed a number of changes in the special education teacher training program. School boards became more involved in winter special education programs, teachers colleges were closed and faculties of education were established with some of them offering special education programs for teachers. The courses were designed to assist teachers in developing programs for exceptional students, to appreciate the value of tests and testing procedures, and provided testing and teaching experiences.²² During this period, greater emphasis was placed on individual diagnosis and the development of prescriptive programs.

In 1969, Department summer courses offered an option for teachers of orthopaedic students. The courses involved one hundred thirty hours with sixty hours in the area of orthopaedic education. It consisted of classroom seminars, guest lectures and visits to the Ontario Crippled Children's Treatment Centre. A total of ten teachers enrolled in this program. The low enrolment did not reflect the demand for

²² Orientation Bulletin, Summer Courses, Special Education, 1972, Ontario Department of Education, Toronto, p. 1-2.

qualified teachers in orthopaedic education. A teacher shortage and the fact that the Department of Education issued Letters of Permission for teachers teaching without the appropriate option appear to have influenced the lack of interest in this field.

In the same year, universities became involved in the training of teachers at the elementary level. Their involvement followed the recommendations made by the Minister's Committee on the Training of Elementary School Teachers which stated that the universities should become involved in the training of elementary school teachers.²³ The Lakehead University and the University of Ottawa were the first to establish faculties of education in 1969. The following year the Windsor Teachers' College was transferred to the Faculty of Education at the University of Windsor, and in 1971 the St. Catharines Teachers' College and the Lakeshore Teachers' College were integrated with Brock University and York University, respectively.²⁴

²³ Ontario Department of Education, Report of the Minister's Committee on the Training of Elementary School Teachers, The Province of Ontario, 1966, recommendation 24, p. 25.

²⁴ Report of the Minister of Education, Toronto, Province of Ontario, 1971, p. 18.

The teacher education and special education branches worked with York University to develop the first university sponsored special education teacher training program which was offered in the summer of 1972. The course was rather general. It did not categorize pupils in areas of exceptionality or emphasize the causes, nor did it offer specific training for the teaching of handicapped conditions. The reason for a general focus was put forth in the course outline:

Since there appears to be no direct correspondence between named handicapping conditions and educational needs, we have pursued a plan which will assist a teacher to respond to the educational needs of most children as she finds them in her own skilled observation without a preconceived notion of how you provide for, say, a 'neurologically impaired' child. During this course teachers will, no doubt, become cognizant of the terms used to label handicapping condition, through their reading, but these labels and this style of thought is not central to the planning and teaching of this course and, indeed, will be avoided as much as possible.²⁵

The course also allowed teachers to gain concurrently a university credit in psychology and a Ministry certificate in special education. The program was six weeks in length rather than five, as required by Ministry conducted courses.

²⁵ Brochure, Special Education Summer Program, Toronto, York University, 1972, p. 1.

The additional attendance was necessary to fulfill the university's requirements for the psychology credit. The program consisted of lectures, seminars and a practicum designed to provide assessment and teaching skills in special education.²⁶ Mr. D. Keillor, Head, Educational Assessment Centre, Board of Education for the Borough of Etobicoke, was the Program Coordinator, and Professor B. Quarrington, Clinical Psychologist, Department of Psychology, York University, was the Course Director.²⁷ Successful students received a full university credit in psychology and the Ministry's Elementary Certificate in Special Education.

In the fall of 1972, the Toronto board sponsored a winter special education program which offered option 101, a course dealing with the teaching of orthopaedic children. Fifteen teachers enrolled in this option for certification with a number of teachers auditing it for in-service training. This was the last time that the option dealing with orthopaedic education was offered.

²⁶ Ibid., p. 2.

²⁷ Ibid., p. 5.

In 1972, the Minister established a "Task Force on Teacher Preparation, Special Education".²⁸ Its report consisting of forty recommendations was submitted in January 1973.²⁹ Appendix XL outlines the recommendations made by this task force. The report made two basic assumptions, the first being that special education was little more than good general education practice.³⁰ The second assumption de-emphasized the traditional categories of disabilities. It stated that

specialization ignores the reality that children who are handicapped are likely to be handicapped in multiple ways. Their problems cannot be as neatly segregated for remedial purposes as our traditional categories of disability would suggest.³¹

and...

such categories carry the implicit suggestion that the goals and remedial techniques appropriate for a given category of problem are largely unique to that category and are not certain specific aspects of general goals and principles that are applicable to the education of all children.³²

28 Ontario Ministry of Education, Report of Curriculum Services Branch Task Force on Teacher Preparation, Special Education, Toronto, Ontario Ministry of Education, January 1973, p. 3, (Appendix XL)

29 Ibid., p. 1.

30 Ibid., p. 3.

31 Ibid., p. 4.

32 Ibid., p. 4.

A year later, in the summer of 1974, the Ministry of Education summer courses began to implement the recommendations put forth in the Report of Curriculum Services Branch Task Force on Teacher Preparation, Special Education. The first change was to replace the options with four general areas of study: behavioural exceptionality, intellectual exceptionality; physical exceptionality and communications exceptionality.³³ The course still categorized children; however, the broad grouping tended to lessen the focus on the pupil's specific disability.

The elementary level of the course which led to the Elementary Special Education Certificate remained as a general area of study with a broad overview of the entire field of special education.

The intermediate level provided specific training in the four general areas of study: behaviour, intellectual, physical and communications exceptionalities. The student selected two of these areas of study. Specialization in the teaching of orthopaedic students was offered within the area

33 Ontario Ministry of Education, Professional Summer Courses for Teachers, Toronto, Ontario Ministry of Education, 1974, p. 22-23.

of physical exceptionalities if a sufficient number of candidates were interested in forming a seminar group for the afternoon session. During the first summer, 1974, only two such seminars were held.³⁴ The specialist level continued to require each teacher to assess, teach an exceptional child, and prepare an individual case study. According to Mr. A. G. Smith, Principal, Summer Special Education Course, Toronto, individual case studies did not involve severely handicapped children because the budget did not allow for special transportation of such children to summer school.³⁵ Teachers at the specialist level interested in having an orthopaedic child for their individual case study would have had to make special arrangements with the parents for the transportation of their children. As a result the study of such children was eliminated.

The year 1974 also witnessed the first time that the specialist course was offered in communities other than Toronto. Hamilton, London and Ottawa were selected to provide all three levels of the special education courses.³⁶ This change in policy made it more convenient for teachers

³⁴ Interview, W. F. Hanson, Chief Education Officer, Special Services Section, Special Education Branch, Ontario Ministry of Education, Queen's Park, Toronto, (Co-ordinator of Ministry Summer Courses), December 9, 1977.

³⁵ Interview, A. G. Smith, Principal, Summer Special Education Course, Toronto Campus, Sudbury, May 28, 1978.

³⁶ Files, Teacher Services Section, Information Systems and Records Branch, Ontario Ministry of Education, Queen's Park, Toronto, 1974.

to study at the specialist level. Teachers from the Hamilton, London and Ottawa areas did not have to travel as far and their local school resource materials were more readily available for them to use.

By the end of 1974 a variety of special education teacher training programs was available. The University of Ottawa provided training for French and English-speaking teachers. York University had developed the beginning of a concurrent special education program at the pre-service level. Table VII illustrates that twenty-five teachers received training in orthopaedic education during this period of study and that four teachers took part in two one-hour seminars during the summer of 1974.

The special education course had shifted from preparing teachers for specific areas of exceptionality to that of being generalists in special education. The focus reflected the Minister's policy of integration which neglected the reality that there was still a need for specialization for those pupils so handicapped that they required specialized facilities, equipment and programs.

4. Programs and Services

The period 1968 began with Honourable W.G. Davis, Minister of Education, determined to achieve "Equality of

AUXILIARY EDUCATION FOR
ORTHOPAEDICALLY HANDICAPPED STUDENTS, 1968-1974

164

TABLE VII

Enrolment of Teachers in Auxiliary Education
Summer and Winter Courses, 1968-1974

Year	Total Summer Course Enrolment	Total Winter Course Enrolment	Total University Enrolment	Enrolment of Teachers in Courses related to the Teaching of Ortho- paedically Handicapped Children
1968	1,661	275	0	0
1969	1,629	890	0	10
1970	1,741	684	0	0
1971	1,708	711	0	0
1972	1,299	713	117	15
1973	1,209	783	194	0
1974	1,278	431	363	4 ^a

a Two seminars regarding the education of orthopaedic children

These figures taken from the Reports of the Minister
of Education, 1968 to 1974

Educational Opportunity". Davis believed that

all children, regardless of their handicaps, must be given equal opportunity to learn and enjoy an education consistent with their capacity and desire.³⁷

To achieve this goal, the development of larger and better financed school boards that would enable them to offer comprehensive educational programs and services were needed.³⁸

On March 15, 1968, Davis introduced Bill 44 which dealt with the reorganizing of school boards to create larger school areas. In his introduction he stated that:

the major goal of the reorganization is to create educational jurisdictions capable of extending equal educational opportunities to the boys and girls of Ontario.³⁹

In the Minister's guide for reorganization of school jurisdictions, Davis elaborated on the advantages of larger administrative units for special education. He stated that many school jurisdictions were unable to meet the needs and interests of their students "because of the limitations imposed on them by too small a student population, too small a

37 Honourable W.G. Davis, Minister of Education, Province of Ontario, The Reorganization of School Jurisdictions in the Province of Ontario, Conference for School Trustees, Toronto, January 29, 1968, p. 1.

38 Honourable W.G. Davis, Minister of Education, Province of Ontario, Larger Units of School Administration, Legislature, Toronto, March 15, 1968, p. 1-2.

39 Ibid., p. 1-2.

geographic area, too narrow a tax base, ..."⁴⁰ He went on to state that the larger units would permit boards of education to give consideration for the provision of a comprehensive range of programs including kindergarten, music, art, guidance, physical education, science, home economics and industrial arts; and that, programs might include classes to meet the needs of students with special talents or handicaps.⁴¹

While the Department of Education was pursuing the goal of equality of educational opportunity, there was a provincial committee investigating the aims and objectives of education in the schools of Ontario. Their report entitled Living and Learning was released in June 1968.⁴² It supported Davis' concept that small boards had outlived their day, and that the complexities of modern education required larger boards to provide leadership and administration.⁴³ The report made two hundred fifty-eight recommendations, a number of which dealt with the needs of the exceptional students. The overall tone of the report was that the educational system must meet the needs of all students; that no

40 Ontario Department of Education, The Reorganization of School Jurisdictions in the Province of Ontario, A Guide for Southern Ontario, Toronto, Province of Ontario, June 1968, p. 4.

41 Ibid., p. 4-5.

42 Justice E.M. Hall and L.A. Dennis, Co-Chairmen, Living and Learning, The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Toronto, Ontario Department of Education, 1968, p.4.

43 Ibid., p. 12.

boy or girl should be without a suitable place for learning; and that the welfare of the individual child must be paramount in all educational decisions.⁴⁴ It also indicated that special education had to assume a greater role for exceptional students if they were to realize their potential. It stressed the need for integrated programs to permit all children with disabilities to enter the regular school program on a partial or total basis, and called for a lower teacher-pupil ratio that would encourage discussion, inquiry, experimentation, and enhance the dignity of the pupils.⁴⁵

This provincial report made educators and the public aware of the changing needs of education, and that exceptional children were entitled to the same equal opportunities as their more fortunate brothers and sisters.⁴⁶

While the provincial committee was investigating the aims and objectives of the Ontario school system, a Commission on Emotional and Learning Disorders in Children was conducting a national study of Canadian children with emotional and learning disorders. The study which took three and one half

44 Ibid., p. 12.

45 Ibid., p. 14.

46 Ibid., p. 13.

years to complete presented one hundred forty-four recommendations, a number of which dealt with the provision of special education. The overall tone of the report was also one of equal opportunity for all children.⁴⁷ It stressed that isolating a child in a special facility reinforces the child's negative self-image and did little to stimulate his educational progress.⁴⁸ The report recognized that segregated classes might be necessary for the severely disabled, and stressed that some of the ill effects of segregation could be lessened by extensive and active participation of regular classroom children in special education programs.⁴⁹

The emphasis placed on special education by these two reports and the expectation of Davis for the newly formed larger school areas to provide special programs for exceptional children warranted a need for provincial leadership in Special Education. The Minister appointed Mr. F.J. Reynolds to the position of Assistant Superintendent of Special Education, to be responsible for the coordination and development of all aspects of special education in Ontario. Prior

47 R.H. Shannon, Chairman, One Million Children - The Celdic Report, Toronto, Leonard Crainford for the Commission on Emotional and Learning Disorders in Children, October 1969, p. 1.

48 Ibid., p. 101.

49 Ibid., p. 115.

to his new appointment, Reynolds had been Administrator, Schools for Retarded Section, Ontario Department of Education. To assist Reynolds, four additional special educators were appointed.⁵⁰ Mr. D.I. Rose, former principal of Ontario Crippled Children's Treatment Centre School, was one of them. This was the first time that the Department had a specialist responsible for the educational programs of physically handicapped students in Ontario.⁵¹

Before the newly appointed staff became effective in providing leadership to Ontario schools, Reynolds resigned from the Department and accepted a supervisory position with the Wentworth Board of Education. Mr. H.K. Fisher, former Assistant Superintendent with the Supervision Section of the Department of Education, was appointed Superintendent of Special Education.⁵² At the time of his appointment, 1969, the special education staff consisted of six provincial supervisors, ten Regional Program Consultants, Special Education, and nine Regional Educational Consultants.⁵³

⁵⁰ Report of the Minister of Education, Toronto, Province of Ontario, 1968, p. 18.

⁵¹ Rose, op. cit., May 23, 1978.

⁵² Report of the Minister of Education, Toronto, Province of Ontario, 1969, p. 8.

⁵³ Ibid., p. 8.

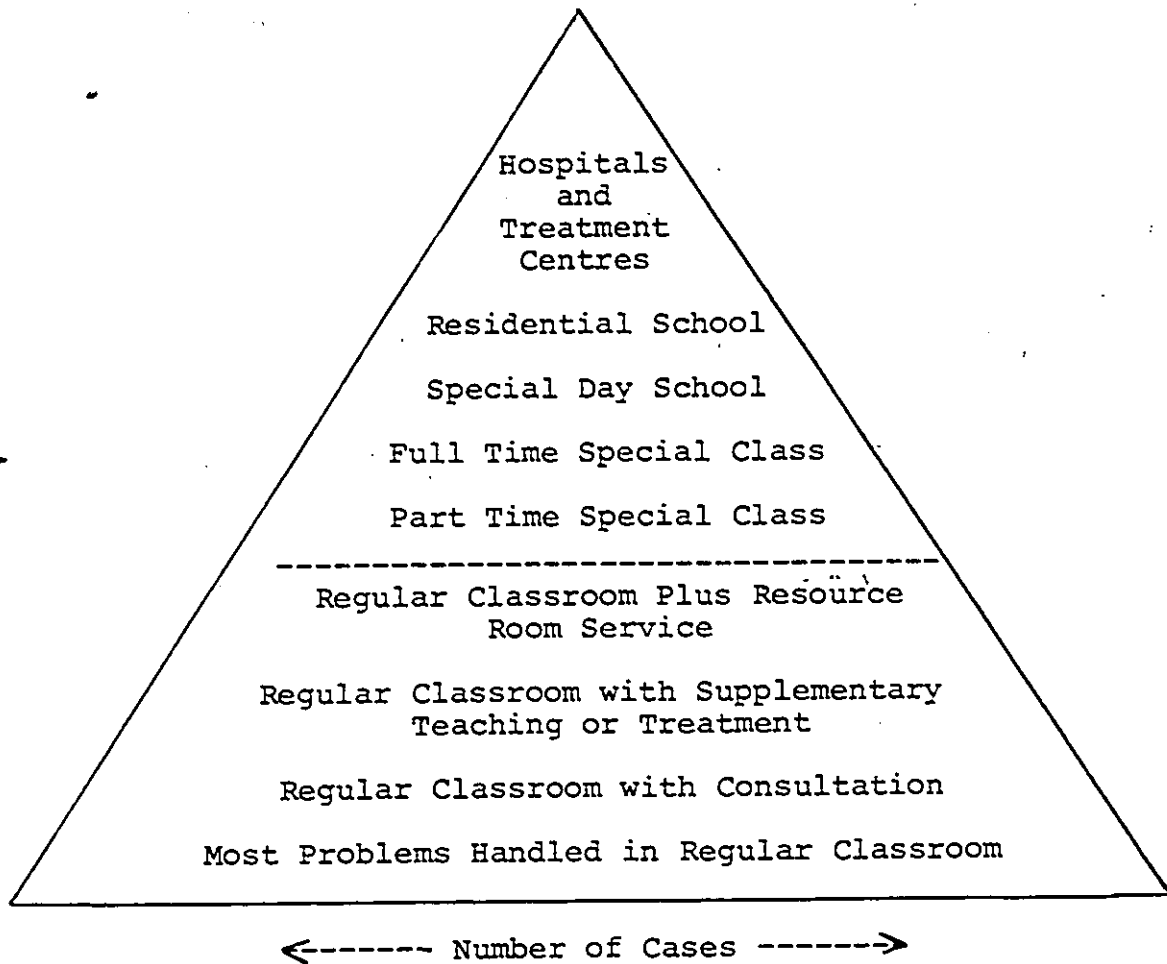
Under Fisher's leadership, the Special Education Section took the position that every child had the right to an education appropriate to his needs and capabilities as was outlined in the reports One Million Children and Living and Learning. Fisher recognized the necessity for a variety of programs to meet the needs of exceptional children and adopted M.C. Reynold's model for the delivery of special education programs and services in Ontario.⁵⁴ Diagram I illustrates the organizational framework for Reynold's Model.

The model suggested that most exceptional children might be taught in the regular classroom; however, as the handicap became more severe, the educational setting became more restrictive. The reports, One Million Children and Living and Learning, added the dimensions that support assistance might be needed in order to keep exceptional children in their own community school and in the regular school program. In keeping with the concept of integration, the Department of Education began to encourage the transfer of responsibility of the Section 12 school boards for crippled

⁵⁴ Special Education Branch, Special Education Advisory Handbook, Queen's Park, Toronto, Ontario Department of Education, 1971, p. 21.

DIAGRAM I

Reynold's Model



This diagram taken from Special Education Advisory
Handbook, 1971

children's and cerebral palsy treatment centres to municipal school boards. The Department established a task force consisting of W. C. VanderBurgh, Assistant Superintendent, Supervision Branch; L. E. Maki, Assistant Superintendent, Supervision Branch; D. I. Rose, Assistant Superintendent, Special Education; and jointly chaired by G. H. Waldrum, Superintendent, Supervision Branch, and H. K. Fisher, Superintendent, Special Education Branch, to encourage the local school boards to assume the responsibility for the educational programs in the centres.⁵⁵ In a memorandum, J. R. McCarthy, Deputy Minister of Education, instructed the task force to integrate as many of the schools as possible by June 30, 1971.⁵⁶

The members of the task force met on December 28, 1970, to discuss their responsibilities in bringing the boards of education and the Section 12 boards together.⁵⁷ Rose and Maki were instructed to meet with members of the Section 12.

55 H. K. Fisher, Superintendent, Special Education Branch, Ontario Department of Education, Memorandum to G. H. Waldrum, Superintendent, Supervision Branch, VanderBurgh, W.C., Assistant Superintendent, Supervision Branch, Maki, L. E., Assistant Superintendent, Supervision Branch, Rose, D. I., Assistant Superintendent, Special Education Branch, Toronto, Ontario Department of Education, December 23, 1970.

56 J. R. McCarthy, Deputy Minister of Education, Ontario Department of Education, Memorandum to W. C. VanderBurgh, Superintendent, Supervision Branch, Toronto, Ontario Department of Education, December 31, 1970.

57 Fisher, op. cit., December 23, 1970

school boards for crippled children's treatment centres to discuss the advantages of having the local school boards take over the operation of their schools.

The following are the advantages as outlined by the task force, for having municipal school boards assume responsibility for crippled children's treatment centres schools.

(A) The school would receive direct supervision from the County.

(B) All the resources of the County Board of Education would be available to the school, such as: consultants, special equipment, transportation, etc.

(C) Staff professional development would be ensured, since the teachers would be part of local associations.

(D) Staff replacement problems would become less of a problem. The County Board would be able to select good staff from anywhere in the County for the highly specialized school.

(E) Salary negotiations would no longer be set by the Centre, thus alleviating possible friction from other professionals within the Centre.

(F) All bookkeeping regarding the school would be removed from the Centre to the County Board Office.⁵⁸

58 D.I. Rose, Assistant Superintendent, Special Education Branch, Ontario Department of Education, Letter to Dr. W.J. Orr, Chairman, Niagara Peninsula Crippled Children's Society Board of Education, October 28, 1969.

Rose and Maki met resistance; some of the directors from the municipal school boards agreed with the principles of the proposed organization but argued that their boards could not afford it. Mr. K. D. Munroe, Associate Director, Durham County Board of Education, stated that

the cost of operating such programs would increase three or four times without any appreciable improvement in the program....

As soon as there is county board involvement the voluntary support would cease.⁵⁹

The Lincoln County Board of Education was also reluctant to take over the crippled children's treatment centre school in their area. It felt that the Department of Education was trying to unload the costs of educational programs at the centre onto the local municipality.⁶⁰ The crippled children's centre board pointed out that an excellent relationship had existed with the Lincoln County Board of Education and that they were already receiving supervision, school inspection, consultative and library services without cost.⁶¹

59 L. E. Maki, Assistant Superintendent, Supervision Division, Ontario Department of Education, Memorandum re Visit to the Oshawa Cerebral Palsy Centre Board of Education, to W. C. VanderBurgh, Superintendent, Supervision Division, January 21, 1971.

60 D. I. Rose, Assistant Superintendent, Special Education Branch, Ontario Department of Education, Memorandum re Meeting with Niagara Peninsula Crippled Children's Society Centre School, to W. C. VanderBurgh, Superintendent, Supervision Branch, March 3, 1971.

61 Ibid., March 3, 1971.

The Kitchener-Waterloo-Rotary Children's Centre also preferred a Section 12 school board operation and indicated that it had an excellent program, an excellent relationship with the Waterloo County Board of Education, assistance from volunteers, a good financial position and that it would prefer to operate its own school for as long as possible.⁶²

The Windsor Red Cross Centre Board of Education, however, liked the concept and indicated that it would be happy to have the Windsor Board of Education take over its school program. It felt that by doing so, it would be able to get a new school,⁶³ and that

The operation of a school for the physically handicapped would be more efficiently handled under the control of the Windsor Board of Education than under the Red Cross School.⁶⁴

The task force report submitted on March 21, 1971, gave a brief overview of the programs offered and indicated that the centres were finding it difficult to finance the school operation. To assist with financial matters, the

62 D.I. Rose, Assistant Superintendent, Special Education Branch, Ontario Department of Education, Memorandum re Meeting with Kitchener-Waterloo Rotary Centre Board of Education, to W.C. VanderBurgh, Superintendent, Supervision Branch, January 22, 1971.

63 D.I. Rose, Assistant Superintendent, Special Education Branch, Ontario Department of Education, Memorandum re Meeting with Windsor Board of Education and the Red Cross School Board, to W.C. VanderBurgh, Superintendent, Supervision Branch, March 11, 1971.

64 R. Quinton, President, Cerebral Palsy Association of Windsor and Essex County, Letter to R. Welch, Minister of Education, Province of Ontario, October 15, 1971.

centre charged the municipal school boards, that had students attending its school, the difference between the cost of operation and the legislative grants received. Rose and Maki pointed out that there was no legal basis for determining the fee and that there was no legislation requiring a board to pay it. They recommended that the Department of Education provide a standard method for determining the fees to be charged and that the act be amended to require school boards to pay such fees.⁶⁵ The report recommended two solutions. The first being that the government would pay municipal school boards which assumed responsibility for the education program in a crippled children's treatment centre its regular grant, and an additional thousand dollars for each pupil attending class in the centre.⁶⁶ The second alternative, that the government introduce legislation that would dissolve Section 12 boards in crippled children's treatment centres, hospitals and sanatoria. Neither alternative was accepted; however, Rose and Maki were successful in assisting Hamilton, Kingston, Brantford and Thunder Bay Section 12 school boards to integrate with the local school boards. These boards, prior to

65 D. I. Rose, Assistant Superintendent, Special Education Branch, Ontario Department of Education, and L. E. Maki, Assistant Superintendent, Supervision Branch, Ontario Department of Education, Memorandum re Education of Children in Crippled Children's Treatment Centres, to W. C. VanderBurgh, Superintendent, Supervision Branch, March 26, 1971, p. 1-2.

66 Ibid., p.p. 3.

the establishment of the task force, had considered such action.⁶⁷

As early as 1965, the Ontario Society for Crippled Children had recommended that the Hamilton Cerebral Palsy Treatment Centre request the Minister of Education for permission to have the Hamilton Board of Education accept the responsibility for its educational program.⁶⁸ On November 13, 1968, it made a formal request, and the Minister granted approval on November 27, 1968.

When the Board of Education for the City of Hamilton assumed the responsibility for education in the centre, there were no legal documents outlining "mechanisms of the absorption of the Section 12 Board".⁶⁹ According to an internal memorandum from Rose to Fisher, Superintendent of Special Education, the Board of Education for the City of Hamilton began to draw up legal documents, outlining the responsibilities of the board after the fact.⁷⁰

The settlement of financial matters created a problem. The Department paid grants to the school board based on the

⁶⁷ Ibid., p. 3

⁶⁸ Ontario Society for Crippled Children, Hamilton Cerebral Palsy Treatment Centre Study, mimeograph, June 1965, p. 5.

⁶⁹ D. I. Rose, Assistant Superintendent, Special Education Branch, Ontario Department of Education, Memorandum to H. K. Fisher, Superintendent, Special Education, March 25, 1970.

⁷⁰ Ibid., March 25, 1970

operating cost of the previous year. Thus, when the school board ceased to operate school programs, the board was entitled to grants based on the operating costs for the previous year; however, the agreement indicated that the Board of Education for the City of Hamilton was to assume the assets and liabilities of the Hamilton Cerebral Palsy School.⁷¹ Thus the final grant of \$11,318 was paid to the Hamilton Board of Education rather than the Centre Board.

The Frontenac County Board of Education had assumed the responsibilities for the Kingston and District Cerebral Palsy Centre Board in 1970.⁷² In lieu of conducting programs at the Cerebral Palsy Centre, the board established orthopaedic classes within its regular school facilities. That same year, the Brant County Board of Education assumed the responsibility for the Brant County Cerebral Palsy Treatment Centre Board of Education on December 31.⁷³ Instead of renting space for the school program from the local hospital, the Brant County Board of Education rented space in the wing of Lansdowne Elementary School to the crippled children's

71 S.F. Ross, Secretary-Treasurer, Hamilton Cerebral Palsy Centre School, Letter to W.G. Davis, Minister of Education, Province of Ontario, November 13, 1968.

72 Report of the Minister of Education, Toronto, Province of Ontario, 1970, p. 10.

73 J.R. McCarthy, Deputy Minister of Education, Ontario Department of Education, Letter to Mr. R.D. Terry, Secretary-Treasurer, Brant County Cerebral Palsy Treatment Centre Board of Education, December 9, 1970.

treatment centre. Dr. G.T. Hackett, Education Officer, Special Education, with Ministry responsibility for special education in Brant county, stated that this "...was an excellent setting with orthopaedic children attending a regular school and participating in functions with their normal peers".⁷⁴

The Lakehead Board of Education discussed the takeover of the J.B. Larway Cerebral Palsy School with Mr. R.R. Steele, Regional Director of Education, Northwestern Ontario, Ministry of Education in 1969. Steele indicated that the instructional and operating costs of the cerebral palsy school had multiplied from the time it was a one-room school, to the present three-room school. He stated that it was difficult for the Section 12 school board to raise the difference between the Department of Education grants and the total cost of operation.⁷⁵ He recommended to Mr. J.F. Kinlin, Assistant Deputy Minister of Education, that:

This problem has now reached crisis proportions, and it appears unlikely that the project can continue on its present basis beyond the end of the current school year.⁷⁶

⁷⁴ Interview, Dr. G.T. Hackett, Education Officer, Special Education, Ontario Ministry of Education, Midwestern Ontario Regional Office, Toronto, June 7, 1978.

⁷⁵ R.R. Steele, Regional Director of Education, Northwestern Ontario, Ontario Department of Education, Memorandum to J.F. Kinlin, Assistant Deputy Minister of Education, Ontario Department of Education, November 19, 1969.

⁷⁶ Ibid., p. 1.

Steele also suggested that the Department could facilitate the funding problems by placing the schools in treatment centres under the secondary school panel for grant purposes.⁷⁷ The grants for secondary schools were higher than those for elementary schools, thus such placement would assist the Section 12 boards financially.

Steele's recommendation was not accepted and the Minister granted permission for the Lakehead Board of Education to assume the responsibility for the J.B. Larway Cerebral Palsy Centre Board of Education, effective January 1, 1971.

The remaining Section 12 school boards for crippled children's treatment centres decided not to transfer their responsibility for educational programs to their municipal school boards. In an effort to incite the Section 12 boards to amalgamate with their respective municipal boards of education, the Department planned to withhold their grants; however, the plan did not materialize⁷⁸ and the Section 12 boards continued their responsibilities for the educational programs in crippled children's treatment centres.

77 Ibid., p. 1.

78 G.H. Waldrum, Superintendent, Supervision Branch and H.K. Fisher, Superintendent, Special Education Branch, Memorandum to J.F. Kinlin, Assistant Deputy Minister of Education, Ontario Department of Education, September 17, 1971.

By 1971 most county school boards had their own consultants, coordinators and specialized student services, which resulted in decreased demand for Ministry consultants. Because of the uncertainty of the role of the Ministry regional offices, a task force was appointed by the Minister of Education in September 1971 to review and recommend changes in the Ministry organization.⁷⁹

The task force, headed by Mr. A.R. Aird, a senior partner of P.S. Ross and Partners, Management Consultants, Toronto; conducted a study in close cooperation with the educational community and submitted its findings February 1972.⁸⁰

The report indicated that larger boards tended to duplicate many of the consultative services offered by regional offices, and that some boards planned and budgeted on receiving free regional office service.⁸¹ The report also suggested that there was a conflict between the role of Ministry of Education consultants and school board consultants. It also stated that regional office personnel were

79 A.R. Aird, Director, Task Force on Organization, Ontario Ministry of Education, Structure for Education Administration, Toronto, Province of Ontario, February, 1973, p. 1.

80 Ibid., p. 1.

81 Ibid., p. 8.

concerned by the lack of authority to take initiative due to restricted access to the boards and the boards seemed frustrated by extra and seemingly inconsequential steps in getting assistance from the Ministry.⁸² In reference to regional office special education services, the principals and teachers expressed a desire to have the Ministry regional program consultants assigned to the boards for specific blocks of time.⁸³ The report also recommended that boards operating schools in sanatoria, hospitals, and treatment centres be disbanded and that the schools be placed under the jurisdiction of the municipal boards of education in whose area they were located.⁸⁴ This recommendation was supportive of the 1971 Task Force on Education of Children in Crippled Children's Treatment Centres. The report also recommended that the regional offices be organized in three areas - Curriculum Services; Supervision Services; and Grants and Finance Services, and that the number of regional offices be reduced to six, in a phase-down process.⁸⁵

82 Ibid., p. 9.

83 Ibid., p. 10.

84 Ibid., p. 57.

85 Ibid., p. 99.

By March 1972, as recommended in the task force report, the Ministry's Central Office was reorganized. The new structure divided the responsibilities of the Ministry into three divisions; Education Development Division, Education Administration Division and Administration and Financial Services Division, each headed by an Assistant Deputy Minister. Separate from these divisions, a chairman for the Council on French-Language Schools was appointed, and held the same status as an Assistant Deputy Minister. During the reorganization, the Special Education Branch was dissolved and the Special Education personnel were integrated within the three divisions. Fisher became Director, Supervisory Services,⁸⁶ and was responsible for all of the regional offices. Rose, who had specific responsibility for the education of physically handicapped students, was transferred to the Curriculum Services Division.⁸⁷ The responsibility for the educational programs in crippled children's treatment centres was transferred to the Supervisory Services Division.⁸⁸ Mr. M.J. Beverley, Education Officer, Supervision, who had

⁸⁶ Interview, Miss T.M. Forman, Education Officer, Special Education Branch, Ontario Ministry of Education, Toronto, May 11, 1978.

⁸⁷ Ibid., May 11, 1978.

⁸⁸ Ibid., May 11, 1978.

administrative responsibility for the Section 68 school boards, for the National Defence and the Ontario Hydro Centre schools, was given the responsibility for all Section 68 school boards including those operating schools in crippled children's treatment centres.⁸⁹ The direct supervision of the crippled children's treatment centres programs remained with the supervisory officers from the Ministry of Education regional offices and municipal school boards. This arrangement was not very satisfactory because there was no central coordination of programs or in-service teacher training, and few or no supervisory officers had training or experience in teaching physically handicapped children.

In the absence of the Special Education Branch, the Minister established the Minister's Advisory Council on Special Education to review policies concerning special education and to provide a "liaison between the Ministry and those involved with exceptional children".⁹⁰ The Council consisted of ten members representing teachers, school trustees and Ontario associations.

⁸⁹ Ibid., May 11, 1978.

⁹⁰ T.L. Wells, Minister of Education, Province of Ontario, Trends in Special Education in Ontario, Toronto, 1976, November 6, p. 1.

Miss T.M. Forman, Education Officer, Curriculum Services Branch, was appointed the liaison person for special education with responsibilities in all areas except for trainable mentally retarded programs.⁹¹ The task was impossible for one person to manage effectively. With the number of telephone inquiries, correspondence, Minister's replies and increased demand for the special education summer courses, it became evident that the disbandment of The Special Education Branch was an error. The Minister's Advisory Council also recognized the need for a separate special education branch and conveyed to the Minister that one should be re-established.⁹²

On July 1, 1974, a new special education branch was established with its goal to achieve quality and equality of educational opportunity for all students.⁹³ Clarke, Director, Provincial Schools Branch, was appointed Director of the new Special Education Branch and was now responsible for all aspects of special education in Ontario. The new branch consisted of four sections: Ontario Schools for the Blind and Deaf; Developmental Centres Schools; Special Services Section;

91 Forman, op. cit., May 11, 1978.

92 T.L. Wells, op. cit., 1976, November 6, p. 2.

93 Report of the Minister of Education, Toronto, Province of Ontario, 1974, p. 12.

and Correspondence Courses.⁹⁴ The Special Services Section was to develop provincial special education policies; provide leadership to school boards in special education; coordinate special education summer courses; provide leadership to educators of French-speaking students; and, to be responsible for the educational programs in crippled children's treatment centres.

Dr. G.D. Bergman was appointed Chief Education Officer for the Special Education Section. Prior to his appointment, he had been a special education teacher and vice-principal in Niagara Falls; Assistant Superintendent for Hospital Schools, Department of Education; Special Education Officer, Special Education Branch; and Special Education Officer, Curriculum Branch.⁹⁵

Mr. B.L. Borthwick, Program Consultant, Special Education, Ministry of Education, Thunder Bay Regional Office, was transferred to Bergman's staff to be responsible for special education curriculum development, gifted education and the administration and supervision of the educational

⁹⁴ Ibid., p. 12.

⁹⁵ Interview, G.D. Bergman, Education Officer, Special Education Branch, Ontario Ministry of Education, February 6, 1978.

programs in crippled children's treatment centres.

One of the first tasks assigned to Borthwick was to

a) conduct a study of the feasibility of placing educational programs in Crippled Children's Treatment Centres (Section 12 School Boards) under local school board jurisdictions.⁹⁶

This had been a goal of the Ministry since 1970.⁹⁷

The transfer of the responsibility of the educational programs in the crippled children's treatment centres had been recommended in a Ministry position paper prepared by the Special Education Branch in 1971,⁹⁸ in the task force report submitted in 1971 by VanderBurgh, Rose, Maki, Fisher and Waldrum,⁹⁹ and in the Report of the Task Force on Organization of the Ministry of Education.¹⁰⁰ This goal was part of the Minister's integration policy and it was this assignment that stimulated the present research thesis.

By 1974, municipal school boards had assumed greater responsibility for the educational programs for crippled children. The Brant County Board of Education, Brantford; Frontenac County Board of Education, Kingston; Board of

96 Special Education Branch, Personnel Responsibilities and Activities in "Special Services Section Manual", 1975, p. 8.

97 Fisher, op. cit., December 23, 1970.

98 Special Education Branch, Ontario Ministry of Education, Consideration of Special Education, in "New Dimensions", Toronto, Ontario Ministry of Education, 1971, December, p. 366.

99 Rose, op. cit., March 26, 1971, p. 1.

100 Aird, op. cit., February 1973, p. 57.

Education for the City of Hamilton, Hamilton; and, Lakehead Board of Education, Thunder Bay, had taken over the responsibilities for the educational programs in treatment centres in their areas. This left the following eleven Section 68 school boards operating educational programs in hospitals and treatment centres:

London District Crippled Children's Treatment
Centre Board of Education;

Niagara Peninsula Crippled Children's Centre
Board of Education;

Ontario Crippled Children's Centre Board of
Education;

Oshawa and District Cerebral Palsy Centre Board
of Education;

Ottawa Crippled Children's Treatment Centre
Board of Education;

St. John's Convalescent Hospital Board of
Education;

Sarnia and District Crippled Children's Treatment
Centre Board of Education;

Toronto General Hospital Board of Education;

Variety Village Board of Education;

Waterloo North Children's Centre Board of
Education; and

Windsor Red Cross Board of Education.

The municipal school boards had also expanded their special education programs to accommodate all orthopaedic children with mild, normal and superior intellectual ability.¹⁰¹

Due to the integrated programs and general categories of exceptionality used by the Ministry of Education, it was difficult to determine the number of orthopaedic children receiving special programs in Ontario. The Ministry's statistical report indicated that there were 974¹⁰² students in orthopaedic classes and 1,417¹⁰³ students in classes for the multiple handicapped. The report also showed seventy-four¹⁰⁴ orthopaedic teachers and eighty-one¹⁰⁵ teachers of multiple handicapped classes. The statistical data for itinerant and home-instruction programs did not isolate the programs for orthopaedic students; as a result, data for orthopaedic students on home-instruction were not available.

5. Summary

The period 1968-1974 witnessed the consolidation of the education acts, a restructuring of funding for special

101 Clarke, op. cit., October 12, 1977.

102 Ontario Ministry of Education, June Board Report for 1974, Toronto, Province of Ontario, 1974, page type 9.

103 Ibid., page type 9.

104 Ibid., page type 8.

105 Ibid., page type 8.

education, a generalist approach to the training of teachers, and a Ministry of Education reorganization.

During this period the policy of the Ministry of Education was to encourage school boards to reduce the labelling of exceptional students and to integrate them where possible with their normal peers. This policy was reflected in the Ministry's legislation, funding structure and training of special education teachers. The auxiliary education regulations became integrated with the general elementary and secondary regulations. The method used for provincial funding for special education shifted its focus from the exceptional student to the teacher, removing the incentive to label exceptional students. Although the funding structure encouraged integration, it did not support total integration of all exceptional students. In fact, boards which lowered their regular classroom pupil-teacher ratio in order to accommodate exceptional students in a total integrated setting did not qualify for special education funding. The funding pattern, however, did allow boards a degree of flexibility without losing financial incentives. Boards received the same funding for partially integrated programs with support assistance as they did for segregated programs.

The teacher education programs in special education focussed on providing a teacher with a broad general knowledge. The specific options were replaced with four broad categories.

This approach seemed valid, since a number of the regular classroom teachers enrolled in the special education summer courses. With more regular classroom teachers trained in special education, boards were able to integrate more exceptional students. This approach left some educators concerned about the lack of specific training for teachers placed in charge of a specialized program.

To assist boards, the Ministry appointed subject specialists, including specialists in special education, to regional offices. Rose, a specialist in orthopaedic education, was appointed to the head office at Queen's Park to provide provincial leadership. Rose was the first provincial educator with expertise in orthopaedic education; however, when the Ministry was reorganized in 1972, the Special Education Branch was dissolved and Rose was transferred to the Curriculum Branch. Two years later the need for special education leadership became apparent, and the Special Education Branch was re-established with a renewed focus on the education of crippled children in Ontario.

SUMMARY AND CONCLUSION

Throughout the evolution of auxiliary education definite trends in the development of programs and services for orthopaedic children evolved. Provincial legislation and funding were the most influential factors with teacher training having a limited effect. Legislation, funding and teacher training do not stand alone since there were many factors that influenced their development. Thus in responding to the questions raised in the introduction, the researcher has examined all factors and has identified those which have influenced the establishment of auxiliary education for orthopaedic children.

1. Legislation

The Toronto Board of Education played a major role in the development of Ontario auxiliary education legislation. The board conducted a survey for retarded children, established the needed auxiliary programs in 1910, and then requested the Department of Education to legalize its auxiliary education classes. The government responded to the board's request and in 1911 passed An Act Respecting Spécial Classes. At the time, senior Department officials were convinced that auxiliary education legislation would likely apply only to large cities and prepared an act that was general allowing boards

flexibility in establishing and conducting auxiliary education programs. Dymond of the Law Department stated that it should be permissive and general, and allow boards to establish their own criteria and procedures. This act permitted school boards to establish and conduct programs for two categories of exceptionality: the retarded and the physically handicapped.

Orthopaedic children benefited from this legislation and from the results of the surveys conducted by MacMurchy and the Toronto school board. Although the surveys were designed to identify and locate feeble-minded children, data analysis revealed that a number of feeble-minded children also had physical defects. When the provincial government responded to the request of the Toronto board to legalize classes for feeble-minded pupils it also made provision for physically handicapped pupils. The fact that the surveys showed a number of feeble-minded pupils with physical disabilities appears to have been the reason for including them in the first auxiliary education act.

When boards other than Toronto began to develop auxiliary education programs, the Minister recognized the need for guidance. In 1915, he appointed MacMurchy, a physician, to the position of Provincial Inspector of Auxiliary Classes to assist and encourage school boards in establishing auxiliary classes and interpreting The Auxiliary Classes Act. One of her first tasks was the writing of the book entitled,

Organization and Management of Auxiliary Classes, which was published in 1915. This book provided information and guidance for establishing and conducting auxiliary programs; however, it was not a legal document and did not govern school boards.

To regulate provincial standards, the Minister in 1917 provided regulations for auxiliary education. These regulations increased the number of auxiliary education programs that a board could establish from two to fourteen and set a maximum enrolment for each type of program. It established qualification standards for auxiliary education teachers and provided a grant structure for auxiliary education programs and services. Although the acts of 1911 and 1914 for auxiliary education had made provision for the Department to pay grants for auxiliary education programs, such grants were not actually paid until 1917 when regulations for auxiliary education specified the amount of funding to be paid.

The regulation of 1917 also allowed school boards to shorten the school day for hospital, sanatorium, ambulance, training and special classes. School boards were allowed to start these classes thirty minutes later and close fifteen minutes earlier than the regular classes. The shorter day allowed additional time for the transportation of orthopaedic students.

In 1928 the regulations were revised and permitted the Department of Education to conduct free surveys to identify and locate exceptional children at the request of a school board. The results of these surveys influenced both school boards and government decisions. Associations demanded that the Department and school boards provide educational programs for the children identified and located in these surveys. Pressure from the Ontario Trustees Association encouraged the Department to add auxiliary education training to the normal school curriculum and to make legal provision to permit rural school boards to establish integrated auxiliary programs in areas with a low population.

The revision which allowed boards to establish partial and rural school classes reflected the Minister's desire for exceptional children in rural areas to have the same equal opportunity as their urban peers. These classes were designed for communities and areas with an insufficient number of exceptional pupils to form special classes. Partial classes with a maximum enrolment of twenty-four were designed to accommodate from four to twelve handicapped students. The lower pupil-teacher ratio was to allow for the individual assistance that might be required. The rural class permitted a board to accommodate from one to three exceptional pupils in ungraded programs. These amendments in the regulations made it possible for orthopaedic students in rural areas who

had previously been denied the right to attend to be admitted to school programs.

The Minister also recognized the difficulty a rural school board might have in obtaining qualified auxiliary education teachers and in conducting official pupil assessments before placement in auxiliary classes. In order to assist the rural boards, the regulations allowed exceptional children to be admitted and then to be assessed. It also made exception in the hiring of unqualified auxiliary education teachers. This relaxed attitude toward teacher qualifications appeared to have contributed to low enrolment in auxiliary teacher training courses related to orthopaedic education.

During the early thirties, the Minister was concerned about misplacement of exceptional children. To provide a measure of control he revised the regulation to state that no child was to be admitted to an auxiliary class without an approved official examination. The regulation was not explicit enough; it failed to specify the type of the qualifications of the person making the assessment. As a result, the new criteria had minimal effect; some assessments remained as mere observation made by a principal or school inspector.

In 1947, the Minister attempted to standardize provincial criteria for school boards to follow before admitting pupils to auxiliary classes. The regulations indicated that a child was not to be admitted to any auxiliary class

until psychological and medical assessments had been made.

Orthopaedic pupils should not have been subjected to psychological testing because many have difficulty expressing themselves, resulting in invalid assessments. This fact alone should have been reason enough for removal of psychological testing; however, twenty years passed before the regulation was amended to remove such a requirement.

The need for personal attention in teaching orthopaedic pupils was again recognized in 1947 with the lowering of class enrolment. The reduced maximum enrolments for open-air classes made little difference; it was still almost impossible for a teacher to conduct specialized programs for thirty-five children. However, the reduction for orthopaedic classes from twenty to sixteen was significant as it allowed time for individual and small group teaching. Individualized programs were needed because the children were often absent for physiotherapy and treatment.

In the same year the government passed legislation permitting the Minister to appoint school boards for tax exempt and lands held by the Crown. This amendment allowed hospitals, sanatoria, cerebral palsy and crippled children's treatment centres to have their own school boards. It was now possible for severely orthopaedically handicapped children to receive special education assistance while convalescing in a hospital or treatment centre.

In 1954, The Auxiliary Classes Act became part of The Schools Administration Act. This was an administrative step towards the integration of exceptional students; the new legislation governed programs for both exceptional and regular pupils. The revised legislation gave school boards the authority to require exceptional students as well as regular students to attend school. There are no recorded incidents where the legislation was enacted, nor do present senior officials know of any. DeLaPorte indicated that the low life expectancy, coupled with sympathy and the fact that the auxiliary programs were high cost programs, dissuaded school officials from enforcing the legislation.

The regulations were revised in 1958 and open-air classes were renamed health classes. It also allowed school boards to provide transportation and special equipment for crippled children, whereas, previously an orthopaedic unit provided only transportation.

In 1967 the Minister replaced the term auxiliary education with special education and provided legislation permitting school boards the authority to assume the responsibility for the educational programs in cerebral palsy and crippled children's treatment centres. This legislation formed the legal base for the recommendations to transfer the responsibility for educational programs in cerebral palsy and crippled children's treatment centres to municipal school

boards, which were made in the 1971 Task Force on Education of Children in Crippled Children's Treatment Centres and in the 1972 Report of the Task Force on Organization, Minister of Education.

Throughout the history of special education in Ontario a trend for permissive legislation evolved. However, in spite of its being permissive it legalized auxiliary education and set forth provincial standards and policies, and provided guidance to school boards in developing special education programs and services for orthopaedic children.

Although the legislation served as an incentive and influenced school boards, there were times when it was not enforced. Had the legislation been mandatory and strictly enforced, it might have had a greater influence upon the development of special education for orthopaedic children.

To determine this, a study would be required, which investigates and compares the evolution of special education in Ontario, with the development of special education in a province or country that has mandatory special education legislation.

2. Funding

During the evolution of special education, funding became a major factor in influencing the development of programs and services for orthopaedic children. In the beginning

the school boards conducted auxiliary education programs from 1910 to 1916 without the assistance of special education funding. During this time fourteen auxiliary classes were established in Ontario. After the government began to pay additional grants to boards which conducted auxiliary education programs and services the number of such programs began to increase more rapidly. —

The 1917 auxiliary education regulations specified the grants available to school boards for auxiliary education programs. The grant structure was designed to pay a percentage of the excess cost encountered by a school board for providing auxiliary programs; however, it was not consistent with the specified maximum for class size. Orthopaedic classes with a low enrolment and a high operating cost received the same provincial funding as an open-air class with a higher enrolment.

Although the 1917 regulation included orthopaedic and home-instruction programs, boards did not establish any until 1923 when the Toronto board began its first home-instruction program for crippled children. The available funding by itself appears to have had minimal effect for orthopaedic programs. However, once it was coupled in 1926 with transportation grants for orthopaedic children both Toronto and Hamilton established special classes for orthopaedic children.

During the period between 1917 and 1947 the funding structure remained the same with modest increases in the amount to be paid to school boards.

In 1947 the Minister established a funding structure that was intended to promote program quality. Lower grants were paid to boards which operated substandard classrooms with higher grants to boards which used equipment for individual instruction. The structure also provided assistance for individual tuition fees. Grants of \$250.00 for habilitation training and \$500.00 for tuition fees were made available for exceptional students studying at the grades XI to XIII levels. Separate grants of eighty percent of instructional salaries, fifty percent of tuition fees, fifty percent of the approved operating and transportation costs were made available to sanatoria, hospitals and cerebral palsy school boards. Since these schools were located on tax exempt lands, the boards could not levy taxes and the centres had to raise the balance of the educational cost by charging a voluntary fee to local school boards whose resident pupils attended the school located in the centres. To assist the centres with funding, the Ontario Society for Crippled Children and Rotary clubs conducted fund raising campaigns.

The funding structure for schools on Crown and tax exempt lands was a major factor in encouraging expansion of such schools. The fact that it made higher grants available to schools when operated by Section 68 boards than if

operated by municipal school boards prevented the Ministry in later years in persuading municipal boards to assume responsibility for school programs in crippled children's treatment centres.

In 1953 the funding structure for auxiliary education programs provided by municipal boards was modified and fixed factors were added to the average daily pupil attendance for each auxiliary education program. The factors represented the difference between the enrolment of the regular classes and that of auxiliary classes which artificially increased the average daily attendance for grant purposes. This method of funding gave school boards comparable grants for regular and auxiliary education programs. Under this structure it was possible for municipal boards to operate high cost auxiliary education programs without raising the municipal taxes.

In 1967 the Minister recognized the need and cost involved in hiring auxiliary education support staff and provided fixed sums of money for psychologists and supervisors of auxiliary programs. At this time the funding structure reverted back to fixed sums for the various auxiliary education programs. Example: A sum of \$2,500.00 was paid for each hospital class, \$1,700.00 for each orthopaedic class, and \$170.00 for each home instruction, transportation, and telephone unit. The fixed sums of money were more visible than the factors added to the average daily pupil attendance and served as an incentive for school boards

to develop auxiliary programs and services.

In 1969 the funding incentives were lost when the special education grants were integrated with the regular grants. Boards which had inadequate special education programs or none received the same special education funding as a comparable board with comprehensive auxiliary education programs and services. School officials considered that the special education grants had been eliminated. School officials complained to the Minister that they could not afford to maintain their special education services without financial assistance.

In 1972 a special education funding formula was developed in an attempt to give greater visibility. A special education weighting factor was calculated for each board based upon the number of special education teachers the board employed. Those boards with a factor above the provincial median received additional funding. Thus in order to qualify for additional funding a board had to provide special education services beyond those of an average board. Boards increased services in expectation of receiving additional financial assistance often to find that a rise in the provincial median disqualified them. School boards, as a whole, were spending more money on special education, and the Ministry was paying less in the form of grants because of the rising provincial median. To rectify and stabilize the

formula, the median concept was replaced with a fixed factor of \$23.25 per pupil in 1973.

During the history of special education programs and services the Ministry developed the trend of providing funds for such programs based on the previous year's data. As a result boards had to operate their new special education programs for the initial year without the assistance of special education funding. This meant that financial incentives were delayed a year; however, in spite of the delay, the grants were an incentive for boards to develop special education programs and were a factor in equalizing the education opportunities for exceptional children.

Funding for orthopaedic pupils appears to have been a priority in that when auxiliary education funds were based upon categories of exceptionality, orthopaedic programs received the highest grant. The government also extended special consideration to those children who were admitted to hospitals, sanatoria, cerebral palsy and crippled children's treatment centres by establishing and funding schools on tax exempt lands. Throughout the evolution of special education funding for orthopaedic children the Minister's position was that funding should allow a board either to take the child to the program or take the program to the child. This was accomplished by providing funding for special education programs within the school, home-instruction, and transportation.

The method and structure for funding special education varied throughout the history of special education. By 1974 the funding structure did not support the special education regulations in that the regulations recognized difference for maximum enrolments and the funding structure did not. A teacher with a low pupil ratio received the same weight as one with a higher ratio, yet for funding purposes all special education teachers, regardless of responsibility or class size, were considered equally. Had the funding structure weighted each special education teacher and category of exceptionality according to actual cost, funding might have had a greater influence.

To determine this, a study would be required which investigates and compares the effect of Ontario funding structure with one in a province, state or country that provides funds according to actual cost.

3. Teacher Training

During the period of study 1911 to 1974 the Department/Ministry of Education was responsible for the training of teachers for auxiliary education. Because auxiliary education programs had evolved prior to establishment of Ontario auxiliary education teacher training programs school boards sent their teachers to the United States for special training.

MacMurchy recognized the need for special training and organized the first Ontario auxiliary education summer teacher training programs in 1915 and the second in 1919. These programs became a pattern for the development and organization of future ones. She believed that auxiliary education teachers should have regular teaching experience and empathy toward exceptional children. As a result of MacMurchy's involvement in the preparation of the 1917 auxiliary education regulation, teachers were required to have at least three years of regular school teaching experience. Although the qualifications were modified during the evolution of special education the prerequisite for regular teaching experience remained intact.

The first auxiliary education courses were designed primarily for teachers of mentally defective and slow learners with some focus on physically handicapped conditions. The beginning courses consisted of a few lectures on the conditions and medical inspection of schools for physically handicapped children.

Sinclair, who succeeded MacMurchy as Provincial Inspector of Auxiliary Classes, continued the operation of the summer programs and expanded the curriculum to include areas of study other than the education of the retarded. In 1925, he organized courses for teachers of lip-reading, open-air, orthopaedic and sight saving programs.

The training of auxiliary education teachers for specialized areas continued until 1972 when the options were discontinued. The Ministry of Education task force report on special education teacher preparation appears to have influenced the discontinuation of options. It stated that the traditional categories of exceptionality should be de-emphasized and that teachers should be trained to be generalists rather than specialists in special education. The curriculum was reorganized into the broad categories of behavioural, communications, physical and intellectual exceptionalities, with a focus on generalization.

During the evolution of special education periodical attempts were made to insure that every teacher had training in special education. The first attempts were made by the provincial inspectors followed by a request by the rural school trustees in 1928. The trustees were concerned about the education of exceptional children identified in the provincial surveys and requested that every rural school teacher have training in auxiliary education. Sinclair responded by introducing a course for teachers in training at Normal Schools on diagnosing and teaching of handicapped children. Provincial inspectors of auxiliary education also made visits to teacher colleges and lectured on the education of exceptional children. In order to make it easier for teachers to study, the Department extended the course locations and

assisted boards in sponsoring winter courses. In 1959, Sault Ste Marie was selected as the first site outside of Toronto for the auxiliary education summer programs. In 1965, the Department granted permission to boards to sponsor winter courses. Hamilton, London and North York school boards were the first to offer such programs. In 1972 special education teacher training had taken another direction with universities becoming involved in special education teacher training.

The first auxiliary education courses were given exclusively in English. French-speaking teachers enrolled in the English courses and adapted information and knowledge gained to the teaching of French-speaking exceptional children. In 1967 the Department granted permission to Ottawa Teachers' College to offer special education courses in the French language. In the fall of 1968, permission was given for the Ottawa board to offer the first French special education winter course. By 1973 the Faculty of Education, University of Ottawa, was involved in offering all three levels of special education in the French language.

By 1974 special education teacher training had evolved to the level where summer auxiliary education teacher training programs were offered in a number of locations depending upon teacher response; board-sponsored winter programs were firmly established and universities had made a beginning toward a new trend in teacher education.

The training of teachers in orthopaedic education during this period of study was inadequate. During the fifty-four summers that auxiliary education programs were offered, only five of them provided training for teachers of orthopaedic children. The auxiliary education teacher training programs appear to have had no influence on the growth of orthopaedic education. Education programs for orthopaedic children increased, creating a demand for qualified teachers; however, the demand did not stimulate a sufficient teacher interest to justify the Department to offer courses for them. The fact that the Department of Education granted Letters of Standing to unqualified teachers and Letters of Permission to school boards to hire unqualified teachers appears to have curtailed the incentive for orthopaedic teachers to become qualified for their teaching assignments. By 1974 the Department of Education had trained a total of fifty-four teachers in orthopaedic education during a time when orthopaedic classes had increased to eighty-one. The fact that some of the teachers trained in the orthopaedic education courses offered in 1925, 1930, 1949, 1969 and 1972 retired or were involved in areas other than orthopaedic education further reduced the number of qualified teachers in these programs.

Throughout the evolution of special education, the training of teachers for orthopaedic programs does not appear to have been a priority. The fact that the government did

not enforce its legislation appears to have influenced the low interest in teacher training programs for teachers of orthopaedic classes. Had the regulations been enforced more teachers of orthopaedic children might have become qualified in the area of orthopaedic education.

Analysis of the data pertaining to special education teacher training indicates an increase in enrolment from 1915 to 1974 and a lack of interest in orthopaedic education. It is evident that the Department/Ministry was lax in enforcing its regulations which required special education teachers to hold appropriate qualifications for their teaching assignments. The Department granted Letters of Standing to unqualified teachers and Letters of Permission to school boards to hire unqualified teachers for orthopaedic programs.

The fact that a number of teachers of orthopaedic children did not have specific training for their teaching assignment does not necessarily mean that their programming was inadequate. A study to investigate the quality of education for orthopaedic children in Ontario is warranted.

4. Programs and Services

The evolution of special education programs and services for orthopaedic children began in 1910 with the Toronto board establishing classes for backward children.

They were established as a result of two surveys; one

conducted by the Toronto board, the other by MacMurchy. MacMurchy was dissatisfied with the educational programs available for retarded children and made a private survey of the Toronto area. The results of her survey indicated that thirteen to fifteen percent of the population would benefit from auxiliary education programs. The Toronto board was still not convinced of the need and conducted its own survey which located a sufficient number of retarded children to establish four part-time classes.

The first auxiliary education legislation came about as a result of a campaign led by MacMurchy to urge the government to provide special services for feeble-minded persons and a request made by the Toronto board for the government to legalize the auxiliary classes it had already established.

In 1911 the first act pertaining to auxiliary education was passed which became the legislative base from which future legislation for auxiliary education was developed. The first act legalized two types of programs, those for the retarded and those for the physically handicapped. The concern for the education of the retarded paved the way for programs and services for the physically handicapped. The fact that the government made provisions for the physically handicapped when it was specifically requested to make provision for the feeble-minded appears to have been a result of the Toronto survey which revealed that retarded children

usually have about three times as many physical defects as normal children.

Throughout the history of special education, Department/Ministry of Education legislation evolved as a major factor that influenced the development of special education programs and services for orthopaedic children. Although the legislation for auxiliary education did not require school boards to establish auxiliary education programs, it influenced the development and growth of special education in Ontario. The act provided the legal base and the regulations set forth the Department of Education's policy. The regulation for auxiliary education indicated the type of programs that a board might develop and governed them once they were established. The regulation outlined the admission procedures, maximum enrolments, available grants and teacher qualifications, all of which influenced the development of orthopaedic programs and services.

The first auxiliary education programs were designed primarily for pupils who were mentally defective and for those who had health problems. The open-air classes, one of the first types of auxiliary education programs to be established, were designed for children who had tuberculosis, who were frail, anaemic or malnourished; however, they accommodated children with physical disabilities. The primary focus of the open-air program was to improve the physical condition of the

children with education being secondary. In Ontario the first open-air school was established by the Toronto Hospital for Sick Children on the Toronto Islands. The operation of this program was taken over by the Toronto board in 1912 when it opened its first open-air schools in High Park and in Alexandra Park. Due to improved medical treatment, the need for these schools lessened and by 1960 they were phased out.

Home-instruction was the second type of auxiliary education to be established in Ontario that accommodated orthopaedic pupils. It was established in 1921 by the Toronto board for five pupils. The success of this program and the fact that the government made grants available to school boards for the transportation of pupils influenced the development of orthopaedic classes. Orthopaedic classes were first established by Toronto and Ottawa school boards in 1926. These programs were the first to focus primarily on the educational needs of orthopaedic children.

In 1930 legal provision was made for auxiliary rural school classes. These were established in areas where there was an insufficient number of handicapped children to establish a full-time special class. By 1939 the poliomyelitis epidemic had created a need for a new type of program called an orthopaedic unit. These units were designed for children who were eligible to attend but who had a physical handicap which prevented them from travelling to and from school.

Orthopaedic units became a means by which school boards might receive financial assistance for special transportation and equipment in order to accommodate handicapped children who otherwise might have had to rely on home-instruction programs.

Hospital and treatment centre school programs became the fifth type of special education program available to orthopaedic children. As early as 1920 sanatoria had been providing school programs for patients without Department of Education authority and funding. In 1947 The Public School Act was revised allowing the Minister to appoint school boards to legalize programs conducted on Crown and tax exempt lands. As a result cerebral palsy and crippled children's treatment centres began to offer educational programs for crippled children who were admitted for therapy. By 1960 fifteen such centres were offering educational programs to crippled children. These programs continued to increase until 1968 when the Department reorganized school boards into larger units in order to equalize educational opportunities. The Minister believed that larger boards with a broader tax base and a larger number of students would be able to develop more comprehensive programs. At the time of the reorganization, senior Department of Education officials suggested to the Minister that the newly formed school boards should assume responsibility for the educational programs in cerebral palsy and crippled children's treatment centres. By 1971 four of

the Section 12 school boards had relegated their educational responsibilities to municipal school boards.

The concept of special schools for crippled children such as the Sunnyview Public School did not evolve. Educators were not convinced that segregation of crippled children was in the best interest of the children and the fact that most areas had an insufficient number of crippled children to warrant such a school appears to have discouraged any further building of these special schools.

By 1974 crippled children in Ontario had four types of programs available: orthopaedic classes, home-instruction, programs in crippled children's treatment centres, and in Toronto, a special school.

The development of auxiliary education for orthopaedic children was influenced by a variety of factors. The provincial auxiliary education inspectors played a major role in assisting school boards to meet the needs of exceptional children. MacMurchy conducted one of the first surveys for exceptional children, organized the first auxiliary education teacher training programs, assisted in the preparation of government legislation and wrote the book, Organization and Management of Auxiliary Classes, which provided information and suggestions for the education of orthopaedic children.

Sinclair introduced the first auxiliary education teacher training programs that specialized in the teaching of

orthopaedic children and pioneered provincial surveys which identified and located exceptional children in need of auxiliary education programs. It was the results of these surveys that influenced school trustees to take action on behalf of handicapped children. In 1927 the Rural School Trustees Association passed an unanimous resolution requesting the Ontario government to make special provision for the handicapped children identified in the surveys. As a result of their request a course in diagnosis and treatment became part of the Normal School curricula. The association also persuaded the government to provide legislation which would allow school boards to establish partial and rural school classes for handicapped children in areas where there was an insufficient number to establish special classes.

Amoss and DeLaporte continued the practice of conducting auxiliary education teacher training programs, provincial surveys and prepared the text, Training Handicapped Children, which became a bible for auxiliary education teachers. The text offered specific suggestions for teachers and administrators on the teaching of orthopaedic children. Amoss' philosophy of educating handicapped children influenced the growth of home-instruction. He stated that in educating handicapped children you either bring the child to school or take the school to the child. During his period in office, home-instruction programs increased from zero to eighty-four.

Stothers, the fourth Provincial Inspector of Auxiliary Classes, continued the practice of his predecessors and made endeavours to improve the quality of education to handicapped children. He stressed the importance of early identification and the teaching of reading and arithmetics to all children. When forty-three percent of the male teachers enlisted in the Second World War during a time when auxiliary education teacher training programs were discontinued, he organized a reading course in auxiliary education and prepared pamphlets on the teaching of exceptional children. He also assisted Section 66 school boards in pioneering programs in sanatoria, cerebral palsy and crippled children's treatment centres.

MacTavish's philosophy on education was an influential factor in the development of special education for orthopaedic children. He believed that the best way to prepare an exceptional child to cope with his environment was to integrate him with his normal school peers, and the best way to improve the quality of special education was to upgrade the teacher's training. His success with integration was noted by the increased number of integrated special education programs and municipal school board involvement with Section 12 school boards in the operation of programs in crippled children's treatment centres. His attempts to improve the quality of education for orthopaedic children by stressing that teachers hold appropriate certification did not materialize because

the government refused to enforce legislation relative to qualifications for special education teachers.

Rose, the ~~first~~ provincial educator with expertise in the teaching of physically handicapped children, had limited opportunity to influence the quality of education for orthopaedic children. He was appointed to the task force on Section 12 schools to aid and assist municipal school boards and Section 12 school boards to enter agreements, whereby the municipal boards would assume the responsibilities for the educational programs in cerebral palsy and crippled children's treatment centres. This assignment and the fact that the Ministry of Education was reorganized, removing him from his responsibility for the education of physically handicapped, interfered with his plans to provide in-service training for teachers of orthopaedic children.

Associations also played a role in influencing the government and boards to make special provision for handicapped pupils. The Ontario Society for Crippled Children and Rotary clubs were two associations that took particular interest in the education of crippled children. The Society's first constitution reflected its intent to assist with the care, cure and education of crippled children in Ontario. The Society conducted campaigns to raise money to sponsor research and to assist crippled children's treatment centres in their operations. It made the public aware of the prevailing conditions,

the needs of crippled children and aided service clubs in their efforts to provide aid to parents of crippled children.

The Rotary clubs conducted surveys to locate children with physical disabilities detrimental to their development and provided transportation for crippled children and their parents to clinics. The Rotary clubs also raised money to assist school boards in their purchase of special equipment for crippled children.

The after-effects of World War I also influenced the development of auxiliary education programs for orthopaedic children. The period following the war was one of prosperity; more money was available for school boards to develop programs. Ex-army surgeons trained in orthopaedic surgery were better able to treat crippled children. The science of orthopaedic surgery had been advanced in efforts to save lives and limbs of wounded soldiers. The success in the retraining of incapacitated war veterans served as an incentive and example for school boards in accommodating and teaching crippled children in technical programs.

The poliomyelitis epidemic of 1937 also had an impact on the development of auxiliary programs for orthopaedic children. In order to provide efficient assistance, the Departments of Health and Education worked with school boards in the identification, treatment and education of children afflicted with poliomyelitis. The Department officials

surveyed the school areas, provided in-service teacher training and assisted personnel in establishing instructional units, home-instruction and correspondence courses. The provincial government revised the legislation to permit schools to establish orthopaedic units which provided funding for the transportation of handicapped children to and from school. By the end of 1938, between eighty and ninety percent of the children afflicted with poliomyelitis had returned to school. During this epidemic department and board officials gained knowledge and skills in educating orthopaedic children. They noted that many of the students who were receiving home-instruction returned to school without losing academic progress. Home-instruction became an important alternative for homebound children. By 1966, eight hundred seventy pupils were receiving home-instruction programs.

Government reports also influenced the evolution of orthopaedic education. The Royal Commission on Public Welfare in 1930 investigated the services available for the physically handicapped. As a result of its findings it recommended that the government establish a department for handicapped children, a central registry of all handicapped children, the integration of handicapped children where possible and increased funding for special transportation and equipment. Although the government did not establish a central registry the Ontario Society for Crippled Children did. This registry

was inadequate because only those diagnosed at the crippled children's treatment centres were recorded. The other recommendations were implemented as the special education programs and services evolved.

The reports Living and Learning of 1968 and the Commission on Emotional and Learning Disorders in Children of 1969 stressed the need for individualization of programs and the integration of exceptional students. As a result of these two reports, educators were encouraged to emphasize individualization and integration. The Department of Education made efforts to integrate the operation of the educational programs in crippled children's treatment centres with municipal school programs. In 1971 the Minister established a task force specifically for the purpose of encouraging and assisting school boards to assume responsibility for the educational programs in cerebral palsy and crippled children's treatment centres. Although not fully successful, it did assist in the transfer of four such programs.

Throughout the evolution of special education programs and services for orthopaedic children, boards responded to the needs of orthopaedic children under permissive legislation. Although the Department provided funds to assist school boards, conducted teacher training in orthopaedics and set its policy in its regulations, there was a lack of leadership in the field of orthopaedic education. Rose, the first special

education official with experience in orthopaedic education, was transferred to the Curriculum Branch where his involvement in orthopaedic education was limited. In spite of limited provincial leadership, special education programs and services for orthopaedic children evolved to the level where few, if any, children were denied an education because of their orthopaedic handicap. However, it was noted that educators were more concerned with the access of programs than with the quality of programs available. A number of the teachers did not have specific qualifications for teaching orthopaedic children, few boards had special curriculum materials and provincial guidance was limited.

In investigating the factors and trends that influenced the evolution of special education programs and services for orthopaedic children a number of related questions arose, two of which are:

- Should orthopaedic handicapped children be integrated into regular school programs and what are the long term effects of integration? To determine this a longitudinal study that involves subjects of both integrated and segregated education programs would be required.

- Are the educational programs for orthopaedic children provided by municipal school boards superior to those offered by Section 68 school boards? To

answer this question a study would be needed that compares the quality of educational programs conducted by Section 68 school boards with those provided by municipal boards.

BIBLIOGRAPHY

Abt, H.E., The Care, Cure and Education of the Crippled Child, Elyria, Ohio, International Society for Crippled Children, 1924, 222 p.

This book provides an overview of the difficulties facing the care, treatment and education of crippled children prior to 1920.

Amos, Harry, and DeLaPorte, L. Helen, Training Handicapped Children, Toronto, The Ryerson Press, 1933, 328 p.

This book was recommended by the Minister of Education to be placed in every school library. It provides suggestions for establishing and conducting auxiliary education programs.

Ayers, Leonard, Open-Air Schools, New York, Doubleday, Page and Company, 1911, 171 p.

This book reveals how open-air schools evolved and presents suggestions for operating such schools.

Bain, Ian, Executive Director, Ontario Society for Crippled Children, Interview with researcher, Toronto, October 20, 1977.

This interview provided information on the development and operation of the Ontario Society for Crippled Children. During this interview permission to examine the files of the Society was granted.

Bergman, Gordon D., Director, Special Education Branch, Ontario Ministry of Education, Interview with researcher, Toronto, February 6, 1978.

This interview provided information regarding the re-establishment of the provincial Special Education Branch in 1974.

Burtnyk, Wayne, School Finance Analyst, School Business and Finance Branch, Ontario Ministry of Education, Interview with researcher, Toronto, October 19, 1977.

The interview provided information on the special education funding structure for the period 1971 to 1974.

Canadian Council of Child Welfare, Special Training for School-Aged Children in Need of Special Care, Ottawa, 1925, 44 p.

This report contains suggestions and recommendations for school boards and the government to consider on behalf of exceptional children.

Child Welfare Council of Toronto, Report of a Survey of Physically Handicapped Children in Toronto, Toronto, 1923, 64 p.

This report contains a summary of the survey results and specific recommendations that were presented to the school boards and the government.

Clarke, W. Keith, former Director of Special Education, Ontario Ministry of Education, Interview with researcher, Toronto, October 12, 1977.

This interview provided information and leads to Department of Education files recording the reorganization of the Provincial Special Education Branch.

Council for Exceptional Children, Policy for the Education of Exceptional Children in Ontario, Executive of the Federation of Chapters, Canada, October 1973, 39 p.

This document gives an account of all aspects of special education and presents recommendations for school boards and the government to consider.

-----, Principles Governing Legislation for Services for Children with Special Needs, The Canadian Committee, Canada, September 1974, vi-25 p.

This report outlines the principles to be considered in the development and revision of legislation.

Cowan, Ross I., School Accounting Officer, Grants Services Section, School Business and Finance Branch, Ontario Ministry of Education, Interview with researcher, Toronto, October 13, 1977.

This interview provided information on provincial funding available to school boards located on tax exempt lands.

Crosland, Margaret R., Administrative Programming for Crippled Children in Six Canadian Special Schools, A thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1965, vi-386 p.

This thesis examines and compares the educational programs in six of Canadian Special Schools. It gives an account of the Ontario Crippled Children's Treatment Centre school with reference to its development.

Davis, William G., Statement by the Honourable William G. Davis, Minister of Education, Re Larger Units of School Administration for Separate School Purpose, June 28, 1968, 8 p.

This statement contains the reasons for the establishment of larger county school boards, one of which was to provide better service for exceptional students.

DeLaporte, L. Helen, former Assistant Provincial Inspector of Auxiliary Education, Interview with researcher, Toronto, March 16, 1978.

This interview provided information regarding the development of school board programs for crippled children. It revealed the rationale for government policies and decisions between 1922 and 1953.

Foord, Esme N., Special Education in British Columbia, A thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1959, vi-307 p.

This thesis gives an inventory of the services available for exceptional children in British Columbia. The theoretical model of the present research is based on this thesis.

Forman, Theresa M., Education Officer, Special Education Branch, Ontario Ministry of Education, Interview with researcher, Toronto, May 11, 1978.

The interview provided information regarding the dissolving of the Special Education Branch in 1971 and the re-establishment of it in 1974.

Hackett, Gerry T., History of Public Education for the Mentally Retarded Children in the Province of Ontario, 1867-1964, A thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1969, v-435 p.

This thesis traces the development of special education services available to the mentally retarded in the province of Ontario. The theoretical model of the present research is based on this thesis.

Hackett, Gerry T., Education Officer, Special Education, Ontario Ministry of Education, Midwestern Ontario Regional Office, Interview with researcher, Toronto, June 7, 1978.

This interview provided information regarding the history of special education in Ontario. Dr. Hackett also made available his personal files and books which dealt with the development of auxiliary education in Ontario.

Hall, Justice E.M., Dennis, L.A., Living and Learning: The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Toronto, Ontario Department of Education, June 1968, 221 p.

This report identifies the needs of children and presents recommendations for school boards and the government to act upon in order to give every individual equal access to learning experiences best suited to his needs.

Hanson, W. Foster, Chief Education Officer, Special Services Section, Special Education Branch, Ontario Ministry of Education, Interview with researcher, Toronto, December 9, 1977.

This interview provided information regarding the operation of special education summer courses.

Hardy, E.A., and Cochrane, M., Editors, Centennial Story, The Board of Education for the City of Toronto, 1850-1950, Toronto, Thomas Nelson & Sons, 1950, 306 p.

This book traces the evolution of the educational programs provided by the Toronto Board of Education. It contains specific reference to the establishment of programs for orthopaedic children.

Hopper, Reginald, A Short History of the Ontario Society for Crippled Children, unpublished report, Toronto, 1975, 101 p.

This unpublished report reveals the difficulties and successes that the Ontario Society for Crippled Children had in developing programs and services for crippled children in Ontario.

Johnston, Marion C., The Development of Special Programme for Gifted Children in the Elementary Schools of Ontario from 1910 to 1962, A thesis submitted in conformity with the requirements for the Degree of Doctor of Education in the University of Toronto, 1964, iv-282 p.

This thesis traces the history of programs and services available for gifted children in Ontario. The theoretical model of the present research is based on this thesis.

Jones, Rocyn, "Pioneers in Orthopaedics", in The Cripple, February 1930, Volume VI, No. 23, p. 398-412.

This article gives an account of the men who developed treatment techniques which were applied to persons with orthopaedic impairments prior to 1930.

Kessler, Henry H., The Crippled and the Disabled, New York, Columbia University Press, 1935, xii-337 p.

This book outlines the difficulties facing crippled people with reference to: social attitude, vocational rehabilitation, legislation, compensation and individual emotional needs.

MacTavish, Donald A., Education Officer, Ontario Ministry of Education, Western Ontario Regional Office, Interview with researcher, Toronto, March 4, 1978.

This interview provided information regarding the activities and developments which occurred during the time 1960 to 1966.

Laycock, Samuel R., Special Education in Canada, Toronto, W.J. Gage, 1963, 187 p.

This book contains information regarding the various special education programs and provides suggestions related to trends and problems in special education. Specific reference is made to the education of crippled children.

Levesque, Denis R., Evolution des service à l'enfance exceptionnelle dans les écoles séparées françaises d'Ottawa 1934-1973, Thèse présentée à l'Ecole des études supérieures en vue de l'obtention du Ph.D., en éducation, Université d'Ottawa, 1974, xiii-271 p.

This thesis traces the evolution of special education programs and services for French speaking students in Ottawa. The theoretical model of the present research is based on this thesis.

Love, Harold D., and Walthall, Joe E. A Handbook of Medical, Educational, and Psychological Information for Teachers of Physically Handicapped Children, Springfield, Illinois, Charles C. Thomas, 1977, xii-219 p.

This handbook provides suggestions for teachers of physically handicapped children. It contains specific reference on conducting orthopaedic classes.

MacMurchy, Helen, Organization and Management of Auxiliary Classes, Toronto, Ontario Department of Education, Educational Pamphlets, No. 7, 1915, 211 p.

This book contains a history of auxiliary education and provides suggestions for teachers and administrators on how to establish and conduct auxiliary education programs. It also provides an interpretation of the 1914 Auxiliary Classes Act.

McMurtrie, Douglas C., "Notes on the Early History and Care for Cripples", in Care for Cripples, 1914, No. 1, p. 27-28.

This article gives an account of the difficulties facing the cripple at the turn of the century.

Nethery, D.J., Librarian, Historical Collection, Toronto Board of Education, Letter to Mr. Jenner, Principal, Sunny View Public School, Toronto, February 11, 1975.

This letter contains specific data in reference to the establishment of orthopaedic classes by the Toronto Board of Education.

North York Board of Education, Inspectors Reports for Ontario Crippled Children's Treatment Centre School, 1961 to 1974.

These documents contain statistical data and reports on the operation of the Ontario Crippled Children's Treatment Centre School.

Ontario Department/Ministry of Education, Annual General Announcements of Summer Courses, 1915 to 1974.

These documents indicate the Department of Education courses to be offered. They contain specific information in regard to admission requirements and give an overview of each of the courses.

-----, Annual Reports of the Inspector of Auxiliary Classes, 1915 to 1919.

These annual reports prepared by the Ontario Provincial Inspector of Auxiliary Education contain information and recommendations on auxiliary education programs. These reports influenced the Ministry of Education in extending special provision for exceptional children.

-----, Annual Reports of the Minister of Education for the Province of Ontario, 1900 to 1974.

These annual reports contain information and statistics on the educational programs in Ontario under the signature of the Minister of Education. Specific information regarding the Ontario auxiliary education programs is found in these reports.

-----, Auxiliary Classes Act, 1914, 1927, 1950 and 1952.

This is the act which permitted school boards to establish and conduct auxiliary education programs and services for exceptional children.

-----, Circular H.S.1 - Requirements for Diplomas, 1961 to 1964.

This document presents guidelines for the courses offered at the secondary level and the requirements for student graduation.

-----, Designing Schools for the Physically Handicapped, 1974, 35 p.

This document provides illustrations and suggestions for designing school facilities to accommodate the physically handicapped.

-----, Elementary and Secondary Schools - General, proposed regulation, 1976.

This proposed regulation preceded the new Ontario Regulation 704/78, Elementary and Secondary Schools and Schools for Trainable Retarded Children - General.

-----, Files regarding Section 66, 12 and 68 School Boards, 1946 to 1974.

These files contain reports and correspondence regarding the establishment, operation and closing of schools for crippled children located on tax exempt lands.

-----, Key No. 9A Cerebral Palsy, 1950 (mimeographed), 11 p.

This mimeographed document was forwarded to school boards. It contains suggestions for teaching of cerebral palsy children.

-----, Memoranda to Directors of Education, Regional Directors and Chairmen of School Boards, 1967 to 1974.

These memoranda provide statistical data and information regarding the Ministry of Education decisions, policies. Some of these pertain to the operation of special education programs and services.

-----, Niagara Peninsula Crippled Children's Centre, Brochure, 1968, 4 p.

This brochure contains a brief history of the Niagara Peninsula Crippled Children's Centre School and presents an outline of the programs offered in 1968.

-----, Records regarding teacher education training, 1921 to 1974.

These records contain statistical data regarding the courses given and the number of teachers who were successful in completing the auxiliary education course assignments.

-----, Regulations - Auxiliary Education, 1917 to 1966 inclusive.

These regulations govern school boards on their establishment and conducting of auxiliary education programs for exceptional children.

-----, Regulations - Elementary and Secondary Schools - General, 1966 to 1971 inclusive.

These regulations regulate the organization and the operation of elementary and secondary schools. After 1966, these documents contained regulations for special education programs and services.

-----, Regulations - General and Special Legislative Grants, 1930 to 1974 inclusive.

These regulations provide the structure for funding special education programs and services.

-----, Reorganization of the Department of Education, statement by the Minister of Education on March 14, 1972, 12 p.

This statement contains the rationale for reorganizing the Department of Education into three divisions: Education Development Division; Education Administration Division; and Administrative and Financial Services Division.

-----, Report of The Minister's Committee on The Training of Elementary School Teachers, 1966, 70 p.

This report contains the findings of the committee, and recommendations for teacher training programs.

-----, Report of Curriculum Services Branch Task Force on Teacher Preparation, Special Education, January 1973, 34 p.

This report contains the findings of the task force with specific recommendations for teacher training in special education programs.

-----, School Attendance and Adolescent School Attendance Act, 1919 to 1937 inclusive.

This act imposed compulsory school attendance for children of eight to sixteen years of age. It also gives the guidelines for excluding an adolescent from school.

-----, Schools Administration Act, 1950 to 1971 inclusive.

This act governs the administration of programs conducted by school boards in Ontario.

-----, Special Classes Act, 1911.

This was the original act which permitted school boards to establish and conduct auxiliary education programs and services for exceptional children.

-----, Special Education Advisory Handbook, 1971, 73 p.

This handbook contains the policies of the Department of Education and outlines the responsibility of the Special Education Branch.

-----, Special Education Branch Administration Manual, 1971, 96 p.

This manual outlines the role and responsibilities of the Special Education Branch for 1971.

-----, "A Consideration of Special Education", position paper, in New Dimensions, December 1971, p. 3-6.

This paper presented possible directions for the Special Education Branch to consider. One specific direction was that Section 68 School Boards be amalgamated with local school boards.

-----, Structure for Education Administration, The Report of the Task Force on Organization, February 1973, 94 p.

This report examined the role of the Ministry of Education Regional Offices. It contains recommendations for reorganization with specific reference to Section 68 School Boards.

-----, Suggestions for Teachers of Subnormal Children, Toronto, Clarkson W. James, 1925, 24 p.

This document contains suggestions for auxiliary education teachers to consider in developing educational programs. One section provides specific information on the teaching of physically handicapped children.

-----, The Development of Comprehensive Programs and Services in Special Education, 1971, iii-80 p.

This document presents a model for school boards to consider in their development of special education programs. It also contains definitions and incidence figures for the various categories of exceptionality.

-----, The Education Act, 1974, 272 p.

The act consolidated The Department of Education Act, The Public Schools Act, The Schools Administration Act, The Secondary Schools and Boards of Education Act, and The Separate Schools Act. It contains the legal provision which allows school boards to establish and conduct special education programs and services.

-----, The Provision of Education for Pupils who are Homebound or Hospitalized, 1971, 24 p.

This document provides guidelines for school boards to consider in developing home-instruction programs. It indicates how and when such programs should be given.

-----, The Reorganization of School Jurisdictions in the Province of Ontario, A Guide for Northern Ontario, January 1968, xxxi-19 p.

-----, The Reorganization of School Jurisdictions in the Province of Ontario, A Guide for Southern Ontario, June 1968, xxxi-19 p.

These two documents provide guidelines for school boards to follow in developing larger school units. They also present the government reasons for having school boards re-organize; one of which was that larger school boards would be better able to serve exceptional students.

-----, The Report of the Task Force on Organization - Structure for Education Administration, chaired by A.R. Aird, P.S. Ross and Partners, Toronto, February 1973, 94 p.

This report contains the findings and recommendations of the task force that evaluated the function and role of the Ministry of Education Regional Offices. It presents specific recommendations in reference to special education programs for the Ministry of Education to consider.

Ontario Medical Association, Program for Handicapped Children, Conference Report re Ontario Conference on Handicapped Children, Niagara Falls, November 1961, ix-44 p.

This conference report contains a summary of the proceedings and specific recommendations on the care, treatment and education of handicapped children.

Ontario Provincial Government, Annual Report on the Care of the Feeble-Minded in the Province of Ontario, Toronto, 1906 to 1913.

These reports contain the recorded efforts of the government, school boards, hospitals, etc., to improve the services available for feeble-minded people.

-----, Archives, 77 Grenville Street, Toronto, Ontario.

The archives contain books, brochures, reports, correspondence, etc., concerning auxiliary education programs, services and activities in Ontario.

-----, Bills Ontario, Toronto, 1910 to 1974.

These documents contain the first, second and third reading of bills before becoming assented.

-----, Newspaper Hansard, 1900 to 1974.

These newspaper clippings placed on microfiche contain events and debates regarding the Ontario Provincial Government.

-----, Ontario Gazette, Toronto; 1944 to 1974.

These papers contain a printing of all new and amended provincial regulations.

-----, Ontario Legislative Assembly Debates, 1944 to 1974.

These documents contain the government debates prior to the assenting of provincial acts. The debates for the Department of Education new and amended acts are documented in these books.

Ontario Society for Crippled Children, Files, Toronto, 1922 to 1974.

These files contain historical documents of the Society, its constitutions and records of men who contributed to the development of services for crippled children in Ontario.

Ottawa Board of Education, Files regarding Centennial Public School, 1966 to 1974.

These files contain statistical data and correspondence concerning the establishment and operation of Centennial Public School, a school which accommodates physically handicapped children.

Ottawa Public School Board, Chief Inspector's Annual Report, Ottawa, 1926 to 1966.

These annual reports prepared by the Chief Inspector describe the education programs available. Reference is made to the auxiliary education program for orthopaedic children provided by the Ottawa school board.

Proceedings of a Conference Sponsored by the Ontario Committee on Children, "Realization of the Full Potential of Every Child", Guelph, Ontario, May 23-24, 1963, 45 p.

This report gives a summary and outline of speeches made at the conference. It also contains recommendations for school boards and the government to consider in reference to the education of crippled children.

Project Equity, G.D. Fossey, Project Director, The Carleton Board of Education, Ottawa, 1973, xii-337 p.

This document presents a model for the development of educational programs for each category of exceptionality including the physically handicapped.

Preuter, H.J., Facing the Future, The Care and Education for Crippled Children in Ontario, A thesis submitted in conformity with the requirements for the Degree of Doctor of Pedagogy in the University of Toronto, 1937, 94 p.

This thesis contains an account of the auxiliary education programs and services available in Ontario for crippled children prior to the turn of the century to 1935.

Putnam, H.H., Chief Inspector of Public Schools, Letter to Dr. J. Seath, Superintendent of Education, Ontario Department of Education, re Act Respecting Special Classes, 1911, March 10, 1914.

This letter requests clarification of the act in regards to admission of students and qualifications of teachers.

Report of the Royal Commission on Education in Ontario, J.A. Hope, Chairman, Toronto, Province of Ontario, 1950, xxiii-933 p.

This report presents the findings of the commission in reference to aims and objectives of education; supervision of education and proposed reorganizations of school boards and the Department of Education. It contains historical data and makes specific recommendations for school boards and the Department of Education to consider.

Report of the Royal Commission on Public Welfare, P.D. Ross, Chairman, Toronto, Province of Ontario, 1930, ii-111 p.

This report presents the findings and recommendations of the commission. It contains specific reference to the care, treatment and education of physically handicapped children.

Report: Education of Children who are Handicapped, Eighth World Congress, International Society for the Welfare of Cripples, New York City, August 28-September 2, 1960, 16 p.

This report presents a summary of the conference proceedings and contains recommendations for school boards and the government to consider.

Rose, Donald L., Education Officer, Ontario Ministry of Education, Interview with researcher, Toronto, May 31, 1978.

This interview provided information regarding the development of the Ontario Crippled Children's Treatment Centre School. During the interview personal files regarding Section 68 school boards were made available.

Royal Commission on Health Services, submitted by The Canadian Council for Crippled Children and Adults, May 1962, 72 p.

This report was submitted to the Royal Commission on Health Services. It contains specific recommendations for the development of special education programs and services for physically handicapped children.

Sandiford, Peter, The Mental and Physical Life of School Children, New York, Longman's Green & Co., 1913, 346 p.

Sandiford intended this book to be a text for students in teachers' training colleges. It presents a comprehensive account of the physical and physiological aspect of child development with focus on the exceptional child.

Smith, Aubrey G., Principal, Summer Special Education Course; Interview with researcher, Toronto Campus, Sudbury, May 28, 1978.

This interview provided information and statistical data regarding the Ministry of Education summer course located in Toronto 1973 and 1974.

Social Science Research Council, Theory and Practice in Historical Study: A Report of the Committee on Historography, New York, The Council, 1946.

This report provides guidelines for historical research.

Sollenberger, E., Care and Education of Crippled Children in the United States, New York, Russell Sage Foundation, 1914, 252 p.

This book presents an overview of the care, treatment and education programs available in the United States prior to 1914.

Stewart, E.E., Deputy Minister of Education, Memorandum to Regional Directors, Directors of Education, Principals, re Reorganization of the Ministry of Education, May 19, 1972, 12 p.

This memorandum announces and presents the reasons for the reorganization of the Ministry of Education.

Stothers, C.E., and Turner, A., Editors, The Education of Children with Handicaps, the Sixteenth Yearbook of the Ontario School Inspectors' Association, Toronto, Copp Clark, 1960-1961, xvii-250 p.

This book presents a review of all aspects of auxiliary education and projects trends for the education of exceptional children. It also contains historical facts and data for the period prior to 1960.

Stothers, Robert, R. H. Cowley 1859-1927, Toronto, Thomas Nelson & Sons, 1935.

This book contains the biography of R.H. Cowley, who was appointed Chief Inspector of Public Schools of Toronto, in 1913. During the time that Cowley was Chief Inspector orthopaedic classes and home-instruction were established.

The Commission on Emotional and Learning Disorders in Children, One Million Children - The CELDIC Report, Toronto, Leonard Crainford, 1970, 521 p.

The report contains statistical data, definitions and recommendations concerning the education of exceptional children in Canada.

Toronto Board of Education, Annual Report of the Board of Education for the City of Toronto, Inland Printing House Limited, Toronto, 1928, 1929, 1930 and 1932.

These annual report contains the minutes of the Toronto Board of Education for all aspects of education including historical facts and data on the development and operation of auxiliary education programs and services for orthopaedic children.

-----, Files regarding Sunny View Public School, 1948 to 1956.

These files contain reports, correspondence and recommendations concerning the building of Sunny View Public School.

-----, Handbook Public Schools, 1910 to 1926.

This book contains the names and teaching assignments of the auxiliary education teachers employed by the Toronto board.

-----, Historical Collection - Vertical File, Wellesley Public School Orthopaedic Classes, 1926 to 1931.

These files contain correspondence, statistical data and the reports of the inspector regarding the establishment and operation of orthopaedic classes by the Toronto board.

-----, Personnel Records, 1920 to 1930.

These records contain the qualifications and teaching assignments of the auxiliary education teachers employed by the Toronto board.

-----, Report of Special Committee re Establishment and Erection of Modern School for Crippled Children, November 1948, 21 p.

This document contains the reports and recommendations of the committee which was selected by the Toronto board to investigate the feasibility of building a special school for crippled children. The document contains historical facts pertaining to the establishment of Sunny View Public School, Toronto.

Watson, Frederick, "Civilization and the Cripple", in The Cripple, April 1930, Volume VI, No. 24, p. 466-467.

This article presents an historical account of the development of care and treatment programs for physically handicapped people.

Willard, Joseph J., Director, Rehabilitation Services in Canada, Part I, General Review, Ottawa, Research and Statistics Division, Department of National Health and Welfare, Health Care Series, Memorandum No. 8, March 1960, viii-235 p.

-----, Rehabilitation Services in Canada, Part II, Provincial and Local Programs, Ottawa, Research and Statistics Division, Department of National Health and Welfare, Health Care Series, Memorandum No. 9, February 1959, vii-222 p.

These two reports, Part I and II, give a comprehensive account of rehabilitation services available in Canada. They contain definitions, statistics and historical facts and data in reference to rehabilitation of physically handicapped people.

York University, Brochure, regarding Special Education Summer Programs, Toronto, 1972, 4 p.

This brochure outlines the programs to be offered and lists the staff for the programs.

An Act respecting Special Classes
1911

1. The Board of Education or the Board of Public School Trustees or the Board of Separate School Trustees of any city may establish and conduct in connection with any school building or in a separate school building provided for that purpose special classes for children Establishment of special classes for backward or defective children.

(c) Who are backward or abnormally slow in learning;

(b) Who, from physical or mental causes require special training and education;

and subject to the regulations made by the Minister of Education may cause a register of such children to be made and may provide teachers and suitable appliances, books and furniture for such classes.

2. Children may be admitted to such special classes upon the application of their parents or guardians and upon the report of the Inspector and the principal of any school at which they are in attendance. Admission to special classes.

3. The Board may provide for medical inspection by a duly qualified medical practitioner of the children attending special classes, and upon the recommendation of the medical inspector may provide for medical treatment being given to any child who appears to the medical inspector to require the same and whose parents are unable from poverty or other cause to provide adequately for the treatment of the child. Medical inspection.

Duty of School Boards as to health and treatment of child.

4. It shall be the duty of a Board which has established special classes under this Act to provide for the proper supervision of the health and treatment of every child attending a special class, and for this purpose to direct the medical inspector, or such officer as the Board may appoint, to visit the children in their homes and to consult and advise with the parents of the children as to their treatment in their homes and the conditions which will best enable the children to attain a normal degree of intelligence and education.

Special courses of teaching.

5. Subject to the approval of the Minister, the Board may provide a special course of study for children attending the special classes established under this Act.

Regula-
tions.

6. The Minister of Education may from time to time make regulations for the administration and enforcement of this Act and for the establishment, organization, government and examination and inspection of special classes and for prescribing the accommodation and equipment of school rooms or buildings and the arrangement of school premises for special classes.

Apportion-
ment of
special
grant.

7. Subject to the regulations, the Minister shall annually apportion among the special classes all sums of money appropriated as a special grant therefor.

An Act to amend The Act respecting Special Classes
(Bill No. 122)

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. Section 4 of *The Special Classes Act* is amended as follows:—

Rev. Stat.
c. 272, s. 4,
amended.

"(a) by striking out the words 'a duly qualified medical practitioner' in the first and second lines, and inserting in lieu thereof the words:—

Medical in-
spection of
children
attending
special
classes.

"a medical officer of health of the municipality."

"(b) by striking out the word 'inspector' in the fourth and fifth lines, and inserting in lieu thereof the words 'officer of health.'"

2.—(1) Section 5 of the said Act is amended:—

Rev. Stat.
c. 272, s. 5,
amended.

(a) by striking out the word "inspector" in the fifth line, and inserting in lieu thereof the words "officer of health."

(b) by striking out the words "the board" in the fifth line, and inserting in lieu thereof the word "he."

Supervision
of children's
health and
treatment.

Bill 122, "An Act to amend The Act respecting Special Classes", in Bills Ontario 1914, March 20, 1914, 1 page.

An Act respecting Auxiliary Classes
1914

Assented to 1st May, 1914

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Short title. 1. This Act may be cited as *The Auxiliary Classes Act*.

2. In this Act,

Interpreta-
tion "Regu-
lations."

(a) "Regulations" shall mean regulations made by the Minister of Education under the authority of this Act and *The Department of Education Act*.

"Board."

(b) "Board" shall mean and include a board of education, board of public school trustees, and board of separate school trustees in a city.

Classes
which may
be establish-
ed

3. A board may establish and conduct classes for children who, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, are from any physical or mental cause, unable to take proper advantage of the ordinary public or separate schools' courses.

Powers of
Board

4.—(1) For the purposes of section 3 the board may, subject to the approval of the Minister of Education,

(a) Acquire a site and erect thereon such buildings as may be suitable for the education and training of the pupils;

(b) Establish such courses of instruction and training as may be best adapted to secure the mental and physical development of the pupils;

(c) Appoint such teachers and special instructors in ordinary learning or in any useful and beneficial occupation as the board may think proper;

(c)

(2) Provide in connection with the classes in the same or a separate building a suitable residence and home for the pupils or such of them as in the judgment of the board, subject to the approval of the Inspector of Auxiliary Classes, can be more suitably provided for in such residence and engage such officers and servants as may be deemed proper for the oversight and care of the pupils in the residence.

(3) With the approval of the Minister a site may be acquired and buildings erected thereon in an adjoining township, and for that purpose the board shall have and may exercise within such township the like powers as within the city for which the board is constituted. ^{Acquiring site, etc. in adjoining municipality.}

(4) It shall be the duty of a board where a residence is established to provide for the due instruction of the pupils in religion by the clergymen or ministers of the respective churches or religious denominations to which they belong, and for their attendance at religious worship. ^{Duty of Board as to religious instruction and worship.}

(5) Where a board establishes a residence under this Act every pupil admitted thereto shall be a ward of the board and shall be subject to the control and custody of the board during school age and for such further period, but not after reaching the age of twenty-one years, as the board, subject to the approval of the Inspector of Auxiliary Classes, may deem advisable. ^{Pupils to be wards of the Board.}

(6) (1) Subject to the regulations pupils shall be admitted to auxiliary classes upon the report of a board consisting of the principal of the school, the school medical inspector and another school inspector or the chief or senior school inspector as the case may be, of which board the principal shall be the chairman approved by the Inspector of Auxiliary Classes. ^{Admission.}

(2) Pupils may be admitted to Auxiliary Classes from other municipalities upon such terms as may be permitted or prescribed by the regulations. ^{Admission from other Municipalities.}

(3) Such fees for instruction and for board and lodging shall be payable by the parents or guardians of the pupils, as may be fixed by the Board, with the approval of the Minister of Education. ^{Fees.}

(4) Where a board has established auxiliary classes under this Act, it shall be its duty to provide for the proper supervision of the health and treatment of every pupil attending the classes and for proper medical treatment of every pupil who appears to the principal or inspector to require the same. ^{Supervision of health, etc., of pupils.}

Visiting pupils in their homes. 9. The board may direct the school medical inspector or such other officer as the board may appoint, to visit pupils in their homes and to consult and advise with their parents as to their treatment and the conditions which will best enable the pupils to attain the greatest possible degree of intelligence and education.

Transportation of pupils. 10. Subject to the regulations, the board may provide for the transportation of pupils to and from the classes, and may pay for the same out of the funds provided under section 11.

Raising money for classes. 11. The moneys required by the board for the carrying out of the objects of this Act shall be raised and levied in the same manner as for the erection, establishment, improvement or maintenance of the public or separate schools under the control of the board.

Regulations. 12.—(1) The Minister of Education may from time to time make regulations subject to the approval of the Lieutenant-Governor in Council for the administration and enforcement of this Act and for the establishment, organization, government, examination and inspection of auxiliary classes, the admission and dismissal of pupils, the duration of their term of residence, and for prescribing the accommodation and equipment of school houses, residences and buildings and the arrangement of school premises for auxiliary classes.

Inspector. (2) The regulations may provide for the appointment of a duly qualified medical practitioner who may be an officer of any department of the government to be Inspector of Auxiliary Classes and may define the duties and powers of the Inspector.

Apportionment of grant. 13. Subject to the regulations the Minister shall annually apportion among auxiliary classes all sums of money appropriated as a special grant therefor.

Rev. Stat. c. 272 repealed. 14. *The Special Classes Act*, being chapter 272 of the Revised Statutes of Ontario, 1914, is repealed.

Statutes of the Province of Ontario, An Act respecting Auxiliary Education, 1914, Chapter 49, p. 256.

An Act respecting Compulsory School Attendance
1919

Assented to 24th April, 1919.

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Short title. 1. This Act may be cited as *The School Attendance Act, 1919.*

Inter-pretation. 2. In this Act—

"Inspector." (a) "Inspector" shall mean inspector of public or separate schools;

"Principal." (b) "Principal" shall mean head teacher of a public or separate school;

"Regulations." (c) "Regulations" shall mean regulations made under the authority of *The Department of Education Act* or of this Act;

"School." (d) "School" shall mean public or separate school.

School attendance required. 3. Every child between eight and fourteen years of age shall attend school for the full term during which the school of the section or municipality in which he resides is open each year, unless excused for the reasons hereinafter mentioned.

Duty of person in loco parentis. 4. A person who has received into his house another person's child under the age of fourteen, who is resident with him or in his care or legal custody, shall be subject to the same duty with respect to the instruction of the child during such residence as a parent, and shall be liable to be proceeded against as in the case of a parent if he fails to cause such child to be instructed as required by this Act, but the duty of the parent under this Act shall not be thereby affected or diminished.

5.—(1) A parent, guardian or other person shall not be ^{when at-} liable to any penalty imposed by this Act in respect of a ^{tendance} ~~excused~~ child if,—

- (a) The child is under efficient instruction in reading, spelling, writing, grammar, geography and arithmetic;
- (b) The child is unable to attend school by reason of sickness or other unavoidable cause;
- (c) There is no public or separate school which the child has the right to attend within two miles measured by the nearest highway from such child's residence, if he is under ten years of age, or within three miles ~~if he is over that age,~~ and transportation is not provided by the school board for the children going to and from the public or separate school of the section or municipality;
- (d) There is not sufficient accommodation in the school which the child has the right to attend;
- (e) The child has been excused as hereinafter provided by the school attendance officer, or by a Justice of the Peace, or by the principal of the public or separate school which the child is entitled to attend; or
- (f) The child has passed the university matriculation examination in Arts, or has completed the examination for admission to the normal schools or a course which gives him an equivalent standing.

(2) The fact that a child is blind or deaf shall not be ^{child who} deemed an unavoidable cause within the meaning of clause b ^{is blind} ~~or deaf~~ of section 5 if the child is a fit subject for admission to the Ontario School for the Blind or the Ontario School for the Deaf.

(3) The provincial school attendance officer may inquire ^{Enquiry} as to the instruction given to any child who is not attending ^{by provincial} school or as to any other reason or excuse for non-attendance ^{officer.} of a child at school, and as to the general educational proficiency of such child, and the other circumstances of the case, and may by order in writing signed by him, determine whether or not the child shall be exempt from school attendance, and if he deems the instruction given to the child is

inadequate, or that there is no valid reason why the child should not attend school, he may by such order direct that the child shall attend school, and thereafter, and so long as such order remains in force, the child shall not be excused from school attendance under the provisions of subsection 1 of this section.

Children attending school before eight years of age.

(4) Where a child over five years of age but under eight has been enrolled as a pupil in a public or separate school, the provisions of this Act shall apply during the school term for which the child is enrolled as if he was of an age between the ages of eight and fourteen.

Employment of children during school hours.

6.—(1) Except as provided by subsection 2, no child under the age of fourteen years shall be employed by any person during school hours, and any person who employs a child in contravention of this section shall incur a penalty not exceeding \$20.

Certificate authorizing employment.

(2) Where in the opinion of the school attendance officer or of a justice of the peace, or of the principal of the school attended by any child, the services of such child are required in husbandry, or in urgent and necessary household duties, or for the necessary maintenance of such child or of some person dependent upon him, the school attendance officer, justice of the peace or principal may by certificate setting forth the reasons therefor, relieve such child from attending school for any period not exceeding six weeks out of each school term so long as such child is required in any occupation stated in the certificate.

Appointment and duties of provincial officer.

7. The Lieutenant-Governor in Council may appoint an officer, to be known as the provincial school attendance officer, whose duty it shall be, under the direction of the Minister, and subject to the regulations, to superintend and direct the enforcement of this Act and in that behalf to perform such duties and exercise such powers as may be prescribed by this Act and the regulations.

Provincial officer acting as trustee.

8. Where it appears to the Minister that in any territory without municipal organization or in unsurveyed territory school trustees are not providing accommodation for the children entitled to attend school, or have neglected or failed to raise the necessary funds for the establishment and maintenance of a school, or have in other respects failed to comply with *The Public Schools Act* and the regulations, or that the election of trustees has been neglected and no regular board of trustees is in existence, the Minister may by commission under his hand authorize and direct the Provincial School Attendance Officer to do all things, and exercise all powers which may be necessary for the establishment and

Rev. Stat.
c. 266.

maintenance of a school, the erection of school buildings and providing accommodations, the opening and conducting of a school, the assessing and levying of all sums of money required for school purposes, and generally whatever may be required for the purpose of establishing, maintaining and conducting a school in accordance with *The Public Schools Act* and the Regulations, and thereupon the Provincial School Attendance Officer shall have and may exercise and perform with regard to all matters set forth in the commission, all the authority, powers and duties vested in and to be performed by a board of school trustees under *The Public Schools Act* and the Regulations. Rev. Stat., c. 266.

9.—(1) The Board of Education, or public school board, or separate school board in every urban municipality shall appoint a school attendance officer or two or more school attendance officers for the enforcement of this Act. Appointment of officers of school boards.

(2) A school attendance officer shall, for the purposes of this Act, be vested with the powers of a peace officer and shall have authority to enter factories, workshops, stores, shops and all other places where children may be employed or congregated and shall perform such services as may be necessary for the enforcement of this Act. Powers as a peace officer.

(3) The council of every township shall appoint a school attendance officer or two or more school attendance officers who shall have the same powers and perform the same duties as a school attendance officer in an urban municipality, but the appointment of a school attendance officer by the council of a township shall not affect the powers and duties of a school attendance officer heretofore appointed by the board of public school trustees of a school section or by a rural separate school board. Appointment by township council.

(4) The board of school trustees of a school section in territory without municipal organization and a board of school trustees in unsurveyed territory may appoint a school attendance officer. In unorganized or unsurveyed territory.

(5) Where the council of a county has heretofore appointed a truant officer under the provisions of *The Truancy Act*, such truant officer shall be the school attendance officer for the county, and it shall not be necessary for any urban school board or township council to appoint a school attendance officer for any part of the county in which the officer appointed by the county council acts. Truant officer.

(6) The municipality or school corporation appointing a school attendance officer may make rules not inconsistent with the provisions of this Act or the regulations for the direction of such officer. Rules.

Recovery
of pen-
alties.
Rev. Stat.
c. 90.

17. The penalties imposed by this Act shall be recoverable under *The Ontario Summary Convictions Act*.

Convic-
tions not
to be
removed.

18. A conviction or order made in any matter arising under this Act shall not be removed either at the instance of the Crown or of any private person into the Supreme Court.

Onus of
proof of
age of
child.

19. Where a person is charged with an offence under this Act in respect to a child who is alleged to be within the ages of eight and fourteen years and the child appears to the court to be within such ages the child shall, for the purposes of this Act, be deemed to be within such ages unless the contrary is proved.

Children
of separate
school
supporters.

20.—(1) Nothing herein shall be held to require the child of a Roman Catholic who is a separate school supporter to attend a public school or to require the child of a public school supporter to attend a Roman Catholic separate school.

Absence
on holy
days ex-
cused.

(2) No penalty shall be imposed in respect to the absence of a child from school on a day regarded as a holy day by the church or religious denomination to which such child belongs.

Regula-
tions.

21. Regulations may be made in the manner provided by *The Department of Education Act*—

Qualifica-
tion and
duties of
officers.

(a) Prescribing the duties and qualifications of the provincial school attendance officer and of school attendance officers, inspectors, and other officers acting under this Act;

Notices
and
returns.

(b) Respecting the notices to be given and the returns to be made under this Act and the time and manner of giving or making the same;

Forms.

(c) Prescribing the forms to be used under this Act;

General.

(d) Generally for the better carrying out of the provisions of this Act.

Rev. Stat.
c. 274 and
amend-
ments
repealed.

22. *The Truancy Act*, being chapter 274 of the Revised Statutes of Ontario, sections 62 and 63 of *The Statute Law Amendment Act, 1914*, and sections 52, 53 and 54 of *The Statute Law Amendment Act, 1917*, are repealed.

Commence-
ment of Act 23. This Act shall come into force and take effect on from
and after the 1st day of January, 1920.

Statutes of the Province of Ontario, An Act respecting
Compulsory School Attendance, 1919, Chapter 77, p. 406-412.

The Auxiliary Classes Act
1927

1. In this Act,—

Interpreta-
tion.

- (a) "Regulations" shall mean regulations made by the Minister of Education under the authority of this Act and *The Department of Education Act*; "Regulations." Rev. Stat. c. 322.
- (b) "Board" shall mean and include a board of education, board of public school trustees, and board of separate school trustees in a city. 1914, c. 49, s. 2. "Board."

2. A board may establish and conduct classes for children who, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, are from any physical or mental cause, unable to take proper advantage of the ordinary public or separate schools courses. 1914, c. 49, s. 3. Classes which may be established.

3.—(1) For the purposes of section 2 the board may, subject to the approval of the Minister of Education, Powers of Board.

- (a) acquire a site and erect thereon such buildings as may be suitable for the education and training of the pupils;
- (b) establish such courses of instruction and training as may be best adapted to secure the mental and physical development of the pupils;
- (c) appoint such teachers and special instructors in ordinary learning or in any useful and beneficial occupation as the board may think proper;
- (d) provide in connection with the classes in the same or a separate building a suitable residence and home for the pupils or such of them as in the judgment of the board, subject to the approval of the Inspector of Auxiliary Classes, can be more suitably provided for in such residence and engage such officers and servants as may be deemed proper for the oversight and care of the pupils in the residence.

Acquiring
site, etc.,
in adjoining
municipality.

(2) With the approval of the Minister a site may be acquired and buildings erected thereon in an adjoining township, and for that purpose the board shall have and may exercise within such township the like powers as within the city for which the board is constituted. 1914, c. 49, s. 4.

Power of
city over
200,000 to
acquire site
and erect
buildings.

(3) With the approval of the Minister, the council of a city having a population of not less than 200,000 may acquire land in the municipality, or elsewhere, or may set aside land already owned by the corporation, or any land acquired or held for industrial farm purposes, as a site or sites, and may erect suitable buildings thereon for the purposes of subsection 1 of this section, at any rates levied for the aforesaid purposes shall be levied on the property of public school supporters only. 1917, c. 62, s. 1.

Duty of
board as to
religious
instruction
and worship.

4. It shall be the duty of a board where a residence is established to provide for the due instruction of the pupils in religion by the clergymen or ministers of the respective churches or religious denominations to which they belong; and for their attendance at religious worship. 1914, c. 49, s. 5.

Pupils to be
wards of the
Board.

5. Where a board establishes a residence under this Act, every pupil admitted thereto shall be a ward of the board and shall be subject to the control and custody of the board during school age and for such further period, but not after reaching the age of twenty-one years, as the board, subject to the approval of the Inspector of Auxiliary Classes, may deem advisable. 1914, c. 49, s. 6.

Admission.

6.—(1) Subject to the regulations pupils shall be admitted to auxiliary classes upon the report of a board consisting of the principal of the school, the school medical inspector and another school inspector or the chief or senior school inspector as the case may be, of which board the principal shall be the chairman approved by the Inspector of Auxiliary Classes.

Admission
from other
municipalities.

(2) Pupils may be admitted to auxiliary classes from other municipalities upon such terms as may be permitted or prescribed by the regulations.

Fees.

(3) Such fees for instruction and for board and lodging shall be payable by the parents or guardians of the pupils, as may be fixed by the board, with the approval of the Minister of Education. 1914, c. 49, s. 7.

Supervision
of health,
etc., of
pupils.

7. Where a board has established auxiliary classes under this Act, it shall be its duty to provide for the proper supervision of the health and treatment of every pupil attending the classes and for proper medical treatment of every pupil who appears to the principal or inspector to require the same. 1914, c. 49, s. 8.

8. The board may direct the school medical inspector or ^{Visiting} such other officer as the board may appoint, to visit pupils ^{pupils in} in their homes and to consult and advise with their parents ^{their homes.} as to their treatment and the conditions which will best enable the pupils to attain the greatest possible degree of intelligence and education. 1914, c. 49, s. 9.

9. Subject to the regulations, the board may provide for ^{Transporta-} the transportation of pupils to and from the classes, and may ^{tion of} pay for the same out of the funds provided under section 10. ^{pupils.} 1914, c. 49, s. 10.

10.—(1) The moneys required by the board for the carry- ^{Raising} ing out of the objects of this Act shall be raised and levied in ^{money for} the same manner as for the erection, establishment, improve- ^{classes.} ment or maintenance of the public or separate schools under the control of the board. 1914, c. 49, s. 11.

(2) The moneys required for the purposes of subsection 3 ^{Raising} of section 3 shall be raised and levied in the same manner as ^{money for} for the erection, establishment, improvement or maintenance ^{certain} of public schools under the control of the board. 1917, c. 62, ^{purpose.} s. 2.

11.—(1) The Minister of Education may from time to ^{Regulations} time make regulations subject to the approval of the Lieutenant-Governor in Council for the administration and enforcement of this Act and for the establishment, organization, government, examination and inspection of auxiliary classes, the admission and dismissal of pupils, the duration of their term of residence, and for prescribing the accommodation and equipment of school houses, residences and buildings and the arrangement of school premises for auxiliary classes.

(2) The regulations may provide for the appointment of ^{Inspector.} a duly qualified medical practitioner who may be an officer of any department of the government to be Inspector of Auxiliary Classes and may define the duties and powers of the Inspector. 1914, c. 49, s. 12.

12.—Subject to the regulations the Minister shall annually ^{Apportion-} apportion among auxiliary classes all sums of money appro- ^{ment} priated as a special grant therefor. 1914, c. 49, s. 13. ^{of grant.}

Statutes of the Province of Ontario, The Auxiliary Classes Act, 1927, Chapter 324.

The Auxiliary Classes Act
1937

Interpreta-
tion.

"Board."

1. In this Act,—

(a) "Board" shall mean and include a board of education, board of public school trustees, and board of separate school trustees in a city;

"Regula-
tions."

(b) "Regulations" shall mean regulations made by the Minister of Education under the authority of this Act and *The Department of Education Act*, R.S.O. 1927, c. 324, s. 1.

Rev. Stat.,
c. 356.

Classes
which may
be estab-
lished.

2. A board may establish and conduct classes for children who, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, are from any physical or mental cause, unable to take proper advantage of the ordinary public or separate schools courses. R.S.O. 1927, c. 324, s. 2.

Powers of
board.

3.—(1) For the purposes of section 2, the board may, subject to the approval of the Minister of Education,—

- (a) acquire a site and erect thereon such buildings as may be suitable for the education and training of the pupils;
- (b) establish such courses of instruction and training as may be best adapted to secure the mental and physical development of the pupils;
- (c) appoint such teachers and special instructors in ordinary learning or in any useful and beneficial occupation as the board may think proper;
- (d) provide in connection with the classes in the same or a separate building a suitable residence and home for the pupils or such of them as in the judgment of the board, subject to the approval of the Inspector of Auxiliary Classes, can be more suitably provided for in such residence and engage such officers and servants as may be deemed proper for the oversight and care of the pupils in the residence.

(2) With the approval of the Minister, a site may be acquired and buildings erected thereon in an adjoining township, and for that purpose the board shall have and may exercise within such township the like powers as within the city for which the board is constituted.

Acquiring
also, etc., in
adjoining
municipality.

(3) With the approval of the Minister, the council of a city having a population of not less than 200,000 may acquire land in the municipality, or elsewhere, or may set aside land already owned by the corporation, or any land acquired or held for industrial farm purposes, as a site or sites, and may erect suitable buildings thereon for the purposes of subsection 1, but any rates levied for the aforesaid purposes shall be levied on the property of public school supporters only. R.S.O. 1927, c. 324, s. 3.

Power of
city over
200,000 to
acquire site
and erect
buildings.

4. It shall be the duty of a board where a residence is established to provide for the due instruction of the pupils in religion by the clergymen or ministers of the respective churches or religious denominations to which they belong, and for their attendance at religious worship. R.S.O. 1927, c. 324, s. 4.

Duty of
board as to
religious
instruction
and
worship.

5. Where a board establishes a residence under this Act, every pupil admitted thereto shall be a ward of the board and shall be subject to the control and custody of the board during school age and for such further period, but not after reaching the age of twenty-one years, as the board, subject to the approval of the Inspector of Auxiliary Classes, may deem advisable. R.S.O. 1927, c. 324, s. 5.

Pupils to be
wards of
the board.

6.—(1) Subject to the regulations pupils shall be admitted to auxiliary classes upon the report of a board consisting of the principal of the school, the school medical inspector and another school inspector or the chief school inspector as the case may be, of which board the principal shall be the chairman, approved by the Inspector of Auxiliary Classes.

Admission.

(2) Pupils may be admitted to auxiliary classes from other municipalities upon such terms as may be permitted or prescribed by the regulations.

Admission
from other
municipalities.

(3) The fees for instruction and for board and lodging shall be payable by the parents or guardians of the pupils, as may be fixed by the board, with the approval of the Minister of Education. R.S.O. 1927, c. 324, s. 6.

Fees.

7. Where a board has established auxiliary classes under this Act, it shall be its duty to provide for the proper supervision of the health and treatment of every pupil attending the classes and for proper medical treatment of every pupil who appears to the principal or inspector to require the same. R.S.O. 1927, c. 324, s. 7.

Supervision
of health,
etc., of
pupils.

Visiting pupils in their homes. 8. The board may direct the school medical inspector or such other officer as the board may appoint, to visit pupils in their homes and to consult and advise with their parents as to their treatment and the conditions which will best enable the pupils to attain the greatest possible degree of intelligence and education. R.S.O. 1927, c. 324, s. 8.

Transportation of pupils. 9. Subject to the regulations, the board may provide for the transportation of pupils to and from the classes, and may pay for the same out of the funds provided under section 10. R.S.O. 1927, c. 324, s. 9.

Raising money for classes. 10.—(1) The moneys required by the board for the carrying out of the objects of this Act shall be raised and levied in the same manner as for the erection, establishment, improvement or maintenance of the public or separate schools under the control of the board.

Raising money for certain purposes. (2) The moneys required for the purposes of subsection 3 of section 3 shall be raised and levied in the same manner as for the erection, establishment, improvement or maintenance of public schools under the control of the board. R.S.O. 1927, c. 324, s. 10.

Regulations. 11.—(1) The Minister of Education may from time to time make regulations subject to the approval of the Lieutenant-Governor in Council for the administration and enforcement of this Act and for the establishment, organization, government, examination and inspection of auxiliary classes, the admission and dismissal of pupils, the duration of their term of residence, and for prescribing the accommodation and equipment of school houses, residences and buildings and the arrangement of school premises for auxiliary classes.

Inspector. (2) The regulations may provide for the appointment of a duly qualified medical practitioner who may be an officer of any department of the Government to be Inspector of Auxiliary Classes and may define the duties and powers of the Inspector. R.S.O. 1927, c. 324, s. 11.

Apportionment of grant. 12. Subject to the regulations the Minister shall annually apportion among auxiliary classes all sums of money appropriated as a special grant therefor. R.S.O. 1927, c. 324, s. 12.

An Act to amend The Public Schools Act
1947

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1. Subsection 7b of section 15 of *The Public Schools Act*, as enacted by subsection 2 of section 16 of *The School Law Amendment Act, 1939*, is repealed and the following substituted therefor:

Rev. Stat.,
c. 357, s. 15,
subs. 7b
(1939,
c. 44, s. 16,
subs. 2),
re-enacted.

(7a) The board of a township school area shall have the same powers as an urban public school board in the matter of the selection and purchase of school sites, the filling of vacancies on the board, and other matters of an incidental or similar nature.

Powers of
township
school area
board.

(7b) The council or councils of the township or townships in which a township school area has been established, upon the application of the board of the township school area, shall have the same powers to pass by-laws for borrowing money by the issue and sale of debentures as are conferred on the council of an urban municipality by subsection 1 of section 54, and the provisions of subsections 2, 3, 4 and 6 of section 54 shall, *mutatis mutandis*, apply.

Power of
council to
issue
debentures.

2. *The Public Schools Act* is amended by adding thereto the following heading and section:

Rev. Stat.,
c. 357,
amended.

In Township under Board of Education

54a. The council of a township over which a board of education has jurisdiction, upon the application of the board of education, shall have the same powers to pass by-laws for borrowing money by the issue and sale of debentures as are conferred on the council of an urban municipality by subsection 1 of section 54, and the provisions of subsections 2, 3, 4 and 6 of section 54 shall, *mutatis mutandis*, apply.

Power to
issue
debentures
where board
of education
has jurisdic-
tion.

Rev. Stat.,
c. 357,
amended. 3. *The Public Schools Act* is amended by adding thereto the following section:

Public school
on Crown
lands.

62a.—(1) Where, in the opinion of the Minister, it is desirable to establish and maintain a public school on lands held by the Crown in right of Canada or Ontario, the Minister may designate any portion of such lands as a rural school section, and may appoint as members of the board such persons as he may deem proper.

Powers of
board.

- (2) The board so appointed shall be a body corporate by the name indicated in the order establishing the rural school section, and shall have all the authority of a board of public school trustees for the purposes of this Act.

Rev. Stat.,
c. 357, s. 87,
subs. 2,
amended.

- 4.—(1) Subsection 2 of section 87 of *The Public Schools Act* is amended by striking out the words and figures "sections 111 and 112" in the eleventh line and inserting in lieu thereof the word and figures "section 112", so that the said subsection shall now read as follows:

Providing
for admis-
sion of
pupils from
rural school
section to
urban or
Indian
schools.

- (2) The board of a rural section may provide for the admission of the pupils of such section to the schools of any adjoining urban municipality or school section or to an Indian school under the supervision of a public school inspector, subject to the approval of the Minister and of the board of such urban municipality or school section or authority having control of the Indian school, and the accommodation provided under such arrangement shall be taken in lieu of the accommodation which the board is required by this Act to make for the pupils of the section, and as a public school within the meaning of section 112.

Rev. Stat.,
c. 357, s. 87,
subs. 4,
amended.

- (2) Subsection 4 of the said section 87 is amended by striking out the words and figures "subsection 1 of section 111 and" in the fifth line, so that the said subsection shall now read as follows:

Expenses
payable by
township.

- (4) The township council shall pay to the board of such rural section their actual disbursements for the maintenance of their pupils at and their transportation to and from the school which they attend, not exceeding the minimum sum required by subsections 1 and 2 of section 112, to be levied, collected and applied to teachers' salaries.

Rev. Stat.,
c. 357, s. 110,
repealed.

5. Section 110 of *The Public Schools Act* is repealed.

Statutes of the Province of Ontario, An Act to amend
The Public Schools Act, 1947, Chapter 88.

An Act to amend The Auxiliary Classes Act
1947

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1. Section 2 of *The Auxiliary Classes Act* is amended by adding at the commencement thereof the words "Subject to the regulations," so that the said section shall now read as follows:

Rev. Stat.,
c. 358, s. 2,
amended.

2. Subject to the regulations, a board may establish and conduct classes for children who, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, are from any physical or mental cause unable to take proper advantage of the ordinary public or separate schools courses.

Classes
which may
be estab-
lished.

2. *The Auxiliary Classes Act* is amended by adding thereto the following section:

Rev. Stat.,
c. 358,
amended.

2a. A public, separate or high school board or board of education of a municipality having a population of over 50,000, may establish oral day classes to accommodate all the deaf children within its jurisdiction, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, provided that any child who is under eleven years of age on the 1st day of September in any year may, subject to the regulations respecting admission thereto, attend The Ontario School for the Deaf.

Classes
for deaf
children.

Proviso.

3. This Act shall come into force on the day upon which it receives the Royal Assent and shall be deemed to have had effect on and after the 1st day of January, 1947.

Commence-
ment of Act.

4. This Act may be cited as *The Auxiliary Classes Amendment Act, 1947*.

Short title.

Statutes of the Province of Ontario, An Act to amend
The Auxiliary Classes Act, 1947, Chapter 6, p. 27.

Schools Administration Act, - Auxiliary Classes
1960

55.—(1) Subject to the regulations, a board may establish ^{Classes which may be established} and conduct classes for children who, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, are from any physical or mental cause unable to take proper advantage of the elementary or secondary school courses.

(2) Subject to the regulations, a board may establish day ^{Classes for deaf children} classes in oral speech and lip-reading to accommodate deaf children within its jurisdiction. 1954, c. 86, s. 47.

56.—(1) For the purposes of section 55, the board may, ^{Powers of board} subject to the approval of the Minister,

- (a) acquire a site and erect thereon such buildings as may be suitable for the education and training of the pupils;
- (b) establish such courses of instruction and training as may be best adapted to secure the mental and physical development of the pupils;
- (c) appoint such teachers and special instructors in ordinary learning or in any useful and beneficial occupation as the board may think proper.

(2) With the approval of the Minister, a site may be ^{Acquiring site, etc., in adjoining municipality} acquired and buildings erected thereon for the purposes of this Part in an adjoining municipality. 1954, c. 86, s. 48.

57.—(1) Subject to the regulations, pupils may be ad- ^{Admission only on recommendation} mitted to auxiliary classes upon the report and recommendation of a board consisting of,

- (a) the principal of the school;
- (b) a legally qualified psychiatrist or other legally qualified medical practitioner appointed by the school board; and
- (c) the school inspector. 1954, c. 86, s. 49 (1); 1955, c. 75, s. 3.

(2) The principal of the school shall be the chairman of ^{Chairman and inspector} the board and where there is more than one inspector in the inspectorate the senior inspector, or an inspector nominated by him, shall be the school inspector on the board.

(3) Subject to the regulations, a resident pupil,

- (a) who is required to attend school under Part I; and

^{Compulsory attendance}

- (b) in respect of whom a report recommending his admission to an auxiliary class established by the school board has been made and approved under subsection 1,

may be required by the school board to attend such auxiliary class.

Non-
resident
pupils

- (4) Non-resident pupils may be admitted to auxiliary classes under the terms permitted or prescribed by the regulations, and upon payment of such fees for instruction as may be fixed by the board and approved by the Minister. 1954, c. 86, s. 49 (2-4).

Supervision
of health,
etc., of
pupils

58. Where a board has established auxiliary classes under this Part, it may provide for the proper supervision of the health and treatment of pupils attending the classes and for proper medical treatment of pupils who appear to the principal or inspector to require the same. 1954, c. 86, s. 50.

Visiting
pupils in
their homes

59. The board may direct such officers as it may appoint to visit pupils' homes and to consult with and advise their parents as to the conditions that will be most conducive to the pupils' development. 1954, c. 86, s. 51.

Transporta-
tion of
pupils

60. Subject to the regulations, the board may provide for the transportation of pupils to and from the classes, and may pay for the same out of the funds provided under section 61. 1954, c. 86, s. 52.

Raising
money for
classes

61. The moneys required by a board for carrying out the objects of this Part shall be raised and levied in the same manner as for the erection, establishment, improvement or maintenance of the schools under the control of the board. 1954, c. 86, s. 53.

Regulations for Auxiliary Classes
1917

1. The Ontario Auxiliary Classes Act was passed in April, 1914.

Under the above-mentioned Act the following classes may be recognized:—

1. ADVANCEMENT CLASSES for children who are far above the average both physically and mentally.

2. PROMOTION CLASSES for children who are backward on account of some remediable cause, but are not mentally-defective.

3. ENGLISH CLASSES for children or adults of recently-immigrated non-English speaking families who need special instruction in English for a short time.

4. DISCIPLINARY CLASSES and PARENTAL SCHOOLS for those children whose conduct, home conditions, or environment render instruction in such classes necessary.

5. OPEN AIR SCHOOLS and CLASSES for delicate, anemic or under-nourished children, held in forests, parks or fields, or in class-rooms one side of which at least is open to the sun and outer air.

6. HOSPITAL CLASSES for patients in children's hospitals or wards or homes for incurable children.

7. SANATORIUM CLASSES for tuberculous children or children in sanatoria.

8. AMBULANCE CLASSES for disabled children.

9. SPEECH CLASSES for children who suffer much from stammering, stuttering and other marked speech defects.

10. MYOPIA CLASSES for children whose sight prevents them from making satisfactory progress even when they are provided with proper glasses and placed in the front seat, or whose sight would be further impaired by using the ordinary text-books and other means of instruction.

11. LIP-READING CLASSES for children whose hearing is so poor that even when placed in a front seat they cannot hear enough to make satisfactory progress, or who may require to learn lip-reading on account of the danger that they may become absolutely deaf.

12. INSTITUTION CLASSES, that is, Public or Separate School classes for inmates of Children's Homes, Children's Shelters, and Orphanages. There are many children in such Institutions who would otherwise be eligible for admission to one or other of the above-mentioned Auxiliary Classes.

13. SPECIAL CLASSES for children suffering from Epilepsy.

14. TRAINING CLASSES for children who are mentally-defective, but who can be educated or trained, and whose mental age is not less than the legal school age.

2. Unless otherwise directed by the Minister on the Report of the Inspector of Auxiliary Classes, or unless otherwise provided in the Auxiliary Classes Act or in the following Regulations, Auxiliary Classes and Schools shall be subject to the Regulations of the Public and Separate Schools of Ontario, but in regard to the Organization of the Courses of Study, the Syllabus may be modified as provided for in Regulation 15.

SITES AND BUILDINGS.

3. (1) All new Auxiliary school sites and all additions to the old Plans to be ones and all plans of new Auxiliary schools or of additions to the old approved ones, shall be subject to the approval of the Minister on the report of

the Inspector of Auxiliary Classes, and a copy of such approved plans shall be filed in the Department of Education before the erection of the building is proceeded with.

(2) Suitable and adequate equipment shall be provided for each Auxiliary Class according to the special needs of the pupils and as directed by the Minister from time to time on the report of the Inspector of Auxiliary Classes.

4. Every teacher of an Auxiliary Class shall have taught not less than three years in an Ontario Public or Separate School, and in addition shall hold an Auxiliary Class Teacher's Certificate.

5. A temporary Auxiliary Class Teacher's Certificate may be granted for a period of not more than one year by the Minister of Education on the report of the Inspector of Auxiliary Classes.

6. (1) The number of pupils on the roll of an Auxiliary Class shall not exceed 32, except in the case of Open Air Classes, where such number shall not exceed 40.

(2) The number of pupils on the roll of Hospital Classes, Ambulance Classes, Special Classes and Training Classes shall not exceed 16.

7. In Institution Classes not more than two grades may be taught in any one class and the Time Table shall be subject to the approval of the Inspector of Auxiliary Classes.

8. In Hospital Classes, Sanatorium Classes, Ambulance Classes, Special Classes and Training Classes, individual instruction shall be given by the teacher whenever required. These classes shall assemble not later than 9.30 a.m., and may be dismissed fifteen minutes before the hour of dismissal of the regular Public or Separate School classes, but in no case shall they be held for less than four hours a day, except with the approval of the Inspector of Auxiliary Classes.

9. The Legislative grant for Auxiliary Classes will be apportioned annually, as follows, for the preceding School Year, on the report of the Inspector of Auxiliary Classes, to each Board that complies with the Regulations:

(a) A fixed grant of \$100.00 for each Auxiliary Class.

(b) Fifty per cent. of the excess of each Auxiliary Class Teacher's salary over the usual annual salary paid by the Board to the teachers of corresponding grades of the Public or Separate Schools. Maximum grant \$50.00.

(c) Twenty per cent. of the value of the approved special equipment for the Auxiliary Class or Classes. Maximum grant \$100.00.

(d) An annual grant of \$100.00 for approved vocational training in Gardening, Farming, Household Work, Industrial Work, given to not fewer than 16 pupils in any Auxiliary Class by a competent instructor.

10. If in any year the amount voted by the Legislature of Ontario for Auxiliary Classes is insufficient to pay the grants in full, the Minister may make a *pro rata* reduction.

Regulations for Auxiliary Classes 1930

1. The Ontario Auxiliary Classes Act passed in April, 1914.

Under the above-mentioned Act the following classes may be recognized:

1. TRAINING CLASSES for children who are very backward, psychopathic or mentally defective, but who can be educated or trained, and whose mental age is not less than the legal school age.

2. SPECIAL INDUSTRIAL CLASSES established under the 1924 Amendment to the Vocational Education Act of 1921, for Training Class pupils of thirteen years of age and over.

3. PROMOTION CLASSES for children who are eligible for a Training Class thirteen years of age and over, in school areas where there is no Special Industrial Class.

4. ADVANCEMENT CLASSES for children who are far above the average both physically and mentally.

5. DISCIPLINARY CLASSES and PARENTAL SCHOOLS for those children whose conduct, home conditions or environment render instruction in such classes necessary.

6. SPEECH CLASSES for children who suffer much from stammering, stuttering and other marked speech defects.

7. ORAL CLASSES for deaf children in cities of 200,000 population and over.

8. BRAILLE CLASSES for blind children in cities of 200,000 population and over.

9. LIP-READING CLASSES for children whose hearing is so poor that even when placed in a front seat they cannot hear enough to make satisfactory progress, or who may require to learn lip-reading on account of the danger that they may become absolutely deaf.

10. SIGHT-SAVING CLASSES for children whose sight prevents them from making satisfactory progress even when they are provided with proper glasses and placed in the front seat, or whose sight would be further impaired by using the ordinary text-books and other means of instruction.

11. ORTHOPEDIC CLASSES for disabled children.

12. SPECIAL CLASSES for children suffering from epilepsy.

13. OPEN AIR SCHOOLS and CLASSES for delicate anaemic or undernourished children, held in forests, parks or fields, or in class-rooms, one side of which at least is open to the sun and outer air.

14. HOSPITAL CLASSES for patients in Children's Hospitals or wards of Homes for Incurable Children.

15. SANATORIUM CLASSES for tuberculous children or children in Sanatoria.

16. INSTITUTION CLASSES, that is, Public or Separate School classes for inmates of Children's Homes, Children's Shelters and Orphanages. There are many children in such Institutions who would otherwise be eligible for admission to one or other of the above-mentioned Auxiliary Classes.

17. PARTIAL CLASSES in centres where not more than 12 nor fewer than 4 pupils of an Auxiliary Class type, can be selected, the Auxiliary group to be augmented by sufficient pupils from a Single Intermediate Grade to bring a maximum enrolment of 20 to 24.

18. RURAL SCHOOL CLASSES. In Rural ungraded or semi-graded schools where from 1 to 3 pupils of an Auxiliary Class type can be selected.

- II. (1). In response to a request from a school board or school boards of a school area the Inspector of Auxiliary Classes, shall, with the approval of the Minister, conduct a free survey of the school area with the assistance of the local Inspector and the staff of the school or schools concerned.
- (2). No general survey that might in any way mark or stigmatize the Auxiliary and Normal Grade pupils of the room shall precede the establishment of Partial or Rural School Auxiliary classes.
- III. (1). No child shall be admitted to an Auxiliary Class without an official examination conducted with the approval of the Minister.
- (2). In the case of Partial or Rural School classes such examination may be conducted after the tentative admission of a pupil to the Auxiliary group.
- IV. Unless otherwise directed by the Minister on the Report of the Inspector of Auxiliary Classes, or unless otherwise provided in the Auxiliary Classes Act or in the following regulations, Auxiliary Classes and Schools shall be subject to the Regulations of the Public and Separate Schools of Ontario, but in regard to the Organization of the Courses of Study, the Syllabus may be modified as provided for in Regulation 15.
- V. (1). All new Auxiliary school sites and all additions to the old ones and all plans of new Auxiliary schools or of additions to the old ones, shall be subject to the approval of the Minister on the report of the Inspector of Auxiliary Classes, and a copy of such approved plans shall be filed in the Department of Education before the erection of the building is proceeded with.
- (2). Suitable and adequate equipment shall be provided for each Auxiliary class according to the special needs of the pupils, and as directed by the minister from time to time on the Report of the Inspector of Auxiliary Classes.
- VI. Classes established previous to 1930 in accordance with Section VII, Circular No. 22, Feb. 1928, may be continued in accordance with the regulations therein set down but after January, 1930, no other classes of this type shall be recognized.
- VII. Every teacher of an Auxiliary Class, except the teacher of a Rural School Class, shall have taught not less than three years in an Ontario Public or Separate school, and in addition shall hold a Second Class Certificate or the equivalent and an Auxiliary Class Teacher's Certificate.
- VIII. A temporary Auxiliary Class Teacher's Certificate may be granted for a period of not more than one year by the Minister of Education on the report of the Inspector of Auxiliary Classes.
- IX. The maximum number of pupils on the roll of an Auxiliary Class shall be follows, except with the approval of the Auxiliary Class Inspector:
- (a) Open Air, Advancement and Institution Classes—40 pupils.
 - (b) Disciplinary and Sanatorium Classes—30 pupils.
 - (c) Hospital, Orthopedic, Sight-saving, Lip-reading and Training Classes—16
 - (d) Junior Training Classes, all of whose pupils are below the age of 13 years --20 pupils.
 - (e) Promotion and Special Industrial Classes—24 pupils.

X. The Legislative grant for Auxillary Classes will be apportioned annually, as follows, for the preceding School Year, on the report of the Inspector of Auxillary Classes, to each School Board or other Educational Authority responsible for the maintenance of the class, that complies with the Regulations;

- (1) An Auxillary Class which is not a training Class.
 - (a) A grant of \$100.00 on school room accommodation for each class
 - (b) Fifty percent. of the excess of each Auxillary Class Teacher's salary over the usual annual salary paid by the Board to the teachers of corresponding grades of the Public or Separate Schools. Maximum grant \$75.00.
 - (c) Twenty percent. of the the value of the approved special equipment for the class or classes. Maximum grant \$100.00. In no case shall the total grants for equipment exceed the cost of same.
 - (d) A maximum grant of \$100.00 for approved training in Gardening, Farming Household Work, Industrial Work, given to adolescent pupils in any Training or Promotion Class by a competent instructor.
 - (e) Fifty percent. of the cost of transportation of pupils in an Orthopedic class. Maximum grant \$40.00 per pupil.
 - (f) In Cities, Towns, Villages and Rural Areas of less than 10,000 population 50 percent. of the remuneration paid by the board to a qualified teacher who shall give not less than 100 hours instruction in not fewer than 50 visits during the school year to a child who is eligible but unable to attend school because of a crippled condition certified to by the Director, Division of Child Hygiene and approved by the Inspector of Auxillary Classes. Maximum grant per child \$50.00.
- (2) An Auxillary Training Class.
 - (a) In Cities of more than 100,000 population, grants as in section X, subsection 1.
 - (b) In cities of 100,000 or less, or in towns, grants as in Section X, subsection 1, with the exception that the maximum grant on school room accommodation shall be \$150.00.
 - (c) In a Partul Class where the enrolment is from 4 to 7 inclusive, the grants shall be one-third as in Section X, (2) (b); where the enrolment is from 8 to 12 inclusive, the grant shall be two-thirds of those specified in Section X, (2) (b).
 - (d) In a Training Class composed of both urban and rural school children, the grant shall be adjusted on the basis set forth in (a) (b) and (c) of this subsection, having regard to the number of rural school and urban school children constituting the said class.
 - (e) In a Training Class with two teachers as in Section VI, one and one half times the grants specified in (a) (b) or (d) of this subsection.
 - (f) In a Rural School Class a grant of \$10.00 towards the purchase of special approved equipment and material.

- (8) In no case shall special grants be paid on accommodation or equipment from two sources.
- XI. If, in any year, the amount voted by the Legislature of Ontario for Auxiliary Classes is insufficient to pay the grant in full, the Minister may make a pro rata reduction.

Ontario Department of Education, Regulations for
Auxiliary Classes, Circular A.C. No. 6, Toronto, Province of
Ontario, May 1930.

Regulations for Auxiliary Classes
1937

I. Under the Auxiliary Classes Act, April, 1914, the following classes may be established by a Board, subject to the approval of the Minister on the report of the Inspector of Auxiliary Classes:

1. OPPORTUNITY CLASSES for children between the ages of seven and sixteen who are seriously retarded in school but who may profit by instruction given in the public school and whose mental age is not less than the legal school age.

2. SPECIAL INDUSTRIAL CLASSES organized under the Vocational Education Act, 1930, Chap. 64, Sec. 6 (5), for pupils thirteen years of age and over, who have been admitted or declared eligible for admission to Auxiliary Opportunity Classes.

3. HANDICRAFT CLASSES for pupils thirteen years of age and over who have been admitted or declared eligible for admission to Auxiliary Opportunity Classes.

4. ADVANCEMENT CLASSES for children who are far above average both physically and mentally.

5. DISCIPLINARY CLASSES and PARENTAL SCHOOLS for children whose conduct, home conditions or environment renders special instruction necessary.

6. ORAL CLASSES for deaf children.

7. HARD-OF-HEARING CLASSES for children suffering from progressive forms of deafening or from a degree of partial deafening sufficient to interfere seriously with progress in school.

8. SPEECH AND LIP-READING CLASSES for children suffering from marked speech defects or from a degree of partial deafening sufficiently serious to warrant attention from an itinerant teacher.

9. BRAILLE CLASSES for blind children.

10. SIGHT SAVING CLASSES for children who, after receipt of adequate medical attention, still suffer from a degree of visual deficiency sufficient to interfere seriously with progress in school or to further endanger sight when ordinary text books and methods of instruction are used.

11. ORTHOPEDIC CLASSES for disabled children.

12. OPEN-AIR CLASSES for delicate, anaemic or undernourished children.

13. HOSPITAL CLASSES for children confined to Hospitals, Sanatoria or Homes for Incurable Children.

14. HOME INSTRUCTION CLASSES for children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than three months and who are in receipt of not less than one hundred and fifty minutes of instruction in not fewer than two visits per week.

15. INSTITUTIONAL CLASSES for inmates of Children's Homes, Children's Shelters and Orphanages.

16. PARTIAL CLASSES for children of a recognized Auxiliary type where a group of not more than twelve and not fewer than four are in receipt of special instruction in a room along with a small class of normal pupils.

17. OPPORTUNITY, SPEECH, SIGHT-SAVING, ORTHOPEDIC or HOME INSTRUCTION UNITS for children of a recognized Auxiliary Class type in school areas where the establishment of a suitable Complete or Partial Auxiliary Class is not feasible.

- II. The maximum number of pupils on the roll of an Auxiliary Class, except with approval from the Inspector of Auxiliary Classes, shall be as follows:
- (a) Oral and Braille—ungraded 8, graded 10 to 12.
 - (b) Opportunity, Sight-Saving, Hard of Hearing and Orthopedic—ungraded 18, graded 20.
 - (c) Handicraft and Special Industrial—ungraded 20, graded 24 to 30.
 - (d) Hospital and Disciplinary—ungraded 24, graded 30.
 - (e) Open Air, Advancement and Institutional—ungraded 25, graded 30 to 35.
 - (f) Home Instruction—12 per full time itinerant teacher.
 - (g) Speech and Lip-reading—125 to 150 per full time itinerant teacher.
- III. In response to a request from a school board, the Inspector of Auxiliary Classes shall, with the approval of the Minister, conduct a free survey of the school area with the assistance of the local Inspector and the staff of the school or schools concerned.
- IV. No child shall be admitted to an Auxiliary Class without an official examination conducted with the approval of the Minister.
- V. Unless otherwise directed by the Minister on the report of the Inspector of Auxiliary Classes, or unless otherwise provided in the Auxiliary Classes Act or in the following regulations, Auxiliary Classes and Schools shall be subject to the Regulations of the Public and Separate Schools of Ontario, but in regard to the organization of the Courses of Study, the Syllabus may be modified as approved by the Minister.
- VI. All new Auxiliary School sites and all additions to old ones and all plans of new Auxiliary Schools or of additions to old ones shall be subject to the approval of the Minister on the report of the Inspector of Auxiliary Classes and a copy of such approved plans shall be filed in the Department of Education before the erection of the building is proceeded with.
- VII. Suitable and adequate equipment shall be provided for each Auxiliary Class according to the special needs of the pupils and as directed by the Minister from time to time on the report of the Inspector of Auxiliary Classes.
- VIII. Classes established previous to 1930 in accordance with Section VII, Circular No. 22, February, 1928, may be continued in accordance with regulations therein set down, but after January, 1930, no other classes of this type shall be recognized.
- IX. Every teacher of an Auxiliary Class except the teacher of an Auxiliary Unit, Section I, 17, shall have taught not less than two years in an Ontario Public or Separate School and in addition shall hold a Second Class Certificate or the equivalent and an Auxiliary Class Teacher's Certificate. The teacher of an Auxiliary Unit shall be a qualified teacher.
- X. A temporary Auxiliary Class Teacher's Certificate may be granted for a period of not more than one year by the Minister on the report of the Inspector of Auxiliary Classes.

XI. The Legislative Grant for Auxiliary Classes will be apportioned annually, for the preceding School Year, on the report of the Inspector of Auxiliary Classes to each School Board responsible for the maintenance of the class, that complies with the Regulations, as follows:

- (1). In cities of more than 100,000 population a grant of \$100.00 on school-room accommodation for each class. In cities, towns and villages of less than 100,000 population a grant of \$150.00 on school-room accommodation for each class.
- (2). Fifty percent of the excess of each Auxiliary Class Teacher's salary over the usual annual salary paid by the Board to teachers of similar experience in corresponding grades. Maximum grant \$75.00.
- (3). Full reimbursement grants on the purchase of special approved equipment for the class or classes to be paid twenty percent annually over a period of five years. Maximum grant in any one year \$100.00.
- (4). A maximum grant of \$100.00 for approved training in Gardening, Farming, Household Work, Industrial Work given adolescent pupils in Handicraft Classes under a competent instructor.
- (5). Fifty percent of the cost of transportation of pupils in an Orthopedic Class or Orthopedic Unit. Maximum grant \$40.00 per pupil.
- (6). In an Opportunity Class with two teachers as in Section VIII, one and one half times the grants specified in subsections (1), (2) and (3) of Section XI.
- (7). In a Partial Class where the enrolment is from four to seven, inclusive, the grants shall be one-third and where the enrolment is from eight to twelve, inclusive, two-thirds the grants specified in subsections (1), (2) and (3) of Section XI.
- (8). In an Opportunity, Sight-saving, Speech, Orthopedic or Home Instruction Unit a reimbursement grant on the purchase of special approved equipment and material. Maximum grant \$10.00.
- (9). Twenty-five percent of the salary paid by the Board to a teacher employed to give instruction to patients in a Hospital, Sanatorium or Home for Incurable Children which affords accommodation to children domiciled outside the school area within the jurisdiction of the Board. Maximum grant \$250.00.
- (10). Sixty percent of a Home Instruction Teacher's special salary to a maximum rate of \$60.00 per pupil per annum in school areas of less than 10,000 population. Fifty percent of a Home Instruction Teacher's salary to a maximum rate of \$500.00 per annum for a full time teacher or \$50.00 per pupil per annum where there are not more than six Home Instruction Units in school areas of less than 100,000 but more than 10,000 population. Twenty-five percent of a Home Instruction Teacher's salary to a maximum rate of \$250.00 per annum in school areas of more than 100,000 population.
- (11). In no case shall special grants be paid on special approved equipment from more than one branch of the Department.

XII. If in any year the amount voted by the Legislature of Ontario for Auxiliary Classes is insufficient to pay the grant in full, the Minister may make a pro rata reduction.

Ontario Department of Education, Regulations for
Auxiliary Classes, Circular A.C. No. 6, Toronto, Province of
Ontario, 1937, pp. 4.

Regulations for Auxiliary Classes 1939

1. Under the Auxiliary Classes Act, April, 1914, the following classes may be established by a Board, subject to the approval of the Minister on the report of the Inspector of Auxiliary Classes:

1. OPPORTUNITY CLASSES for children between the ages of seven and sixteen who are seriously retarded in school but who may profit by instruction given in the public school and whose mental age is not less than the legal school age.

2. SPECIAL INDUSTRIAL CLASSES organized under the Vocational Education Act, 1930, Chap. 64, Sec. 6 (5), for pupils thirteen years of age and over, who have been admitted or declared eligible for admission to Auxiliary Opportunity Classes.

3. HANDICRAFT CLASSES for pupils thirteen years of age and over who have been admitted or declared eligible for admission to Auxiliary Opportunity Classes.

4. ADVANCEMENT CLASSES for children who are far above average both physically and mentally.

5. DISCIPLINARY CLASSES and PARENTAL SCHOOLS for children whose conduct, home conditions or environment renders special instruction necessary.

6. ORAL CLASSES for deaf children.

7. HARD-OF-HEARING CLASSES for children suffering from progressive forms of deafening or from a degree of partial deafening sufficient to interfere seriously with progress in school.

8. SPEECH AND LIP-READING CLASSES for children suffering from marked speech defects or from a degree of partial deafening sufficiently serious to warrant attention from an itinerant teacher.

9. BRAILLE CLASSES for blind children.

10. SIGHT SAVING CLASSES for children who, after receipt of adequate medical attention, still suffer from a degree of visual deficiency sufficient to interfere seriously with progress in school or to further endanger sight when ordinary text books and methods of instruction are used.

11. ORTHOPEDIC CLASSES for disabled children.

12. OPEN-AIR CLASSES for delicate, anaemic or undernourished children.

13. HOSPITAL CLASSES for children confined to Hospitals, Sanatoria or Homes for Incurable Children.

14. HOME INSTRUCTION CLASSES for children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than three months and who are in receipt of not less than one hundred and fifty minutes of instruction in not fewer than two visits per week.

15. INSTITUTIONAL CLASSES for inmates of Children's Homes, Children's Shelters and Orphanages.

16. PARTIAL CLASSES for children of a recognized Auxiliary type where a group of not more than twelve and not fewer than four are in receipt of special instruction in a room along with a small class of normal pupils.

17. OPPORTUNITY, SPEECH, SIGHT-SAVING, ORTHOPEDIC or HOME INSTRUCTION UNITS for children of a recognized Auxiliary Class type in school areas where the establishment of a suitable Complete or Partial Auxiliary Class is not feasible.

18. SANATORIUM CLASSES for sanatorium patients over sixteen years of age where the school board of the school area concerned or of a contiguous school area, or of a section organized to embrace the sanatorium area furnishes a teacher or teachers for the purpose of providing elementary school, secondary school, commercial or New Canadian types of education.

- II. The maximum number of pupils on the roll of an Auxiliary Class, except with approval from the Inspector of Auxiliary Classes, shall be as follows:
- (a) Oral and Braille—ungraded 8, graded 10 to 12.
 - (b) Opportunity, Sight-Saving, Hard of Hearing and Orthopedic—ungraded 16, graded 20.
 - (c) Handicraft and Special Industrial—ungraded 20, graded 24 to 30.
 - (d) Hospital and Disciplinary—ungraded 24, graded 30.
 - (e) Open Air, Advancement and Institutional—ungraded 25, graded 30 to 35.
 - (f) Home Instruction—12 per full time itinerant teacher.
 - (g) Speech and Lip-reading—125 to 150 per full time itinerant teacher.
- III. In response to a request from a school board, the Inspector of Auxiliary Classes shall, with the approval of the Minister, conduct a free survey of the school area with the assistance of the local Inspector and the staff of the school or schools concerned.
- IV. No child shall be admitted to an Auxiliary Class without an official examination conducted with the approval of the Minister.
- V. Unless otherwise directed by the Minister on the report of the Inspector of Auxiliary Classes, or unless otherwise provided in the Auxiliary Classes Act or in the following regulations, Auxiliary Classes and Schools shall be subject to the Regulations of the Public and Separate Schools of Ontario, but in regard to the organization of the Courses of Study, the Syllabus may be modified as approved by the Minister.
- VI. * All new Auxiliary School sites and all additions to old ones and all plans of new Auxiliary Schools or of additions to old ones shall be subject to the approval of the Minister on the report of the Inspector of Auxiliary Classes and a copy of such approved plans shall be filed in the Department of Education before the erection of the building is proceeded with.
- VII. Suitable and adequate equipment shall be provided for each Auxiliary Class according to the special needs of the pupils and as directed by the Minister from time to time on the report of the Inspector of Auxiliary Classes.
- VIII. Classes established previous to 1930 in accordance with Section VII, Circular No. 22, February, 1928, may be continued in accordance with regulations therein set down, but after January, 1930, no other classes of this type shall be recognized.
- IX. Every teacher of an Auxiliary Class except the teacher of an Auxiliary Unit, Section I, 17, shall have taught not less than two years in an Ontario Public or Separate School and in addition shall hold a Second Class Certificate or the equivalent and an Auxiliary Class Teacher's Certificate. The teacher of an Auxiliary Unit shall be a qualified teacher.

X. A temporary Auxiliary Class Teacher's Certificate may be granted for a period of not more than one year by the Minister on the report of the Inspector of Auxiliary Classes.

XI. The Legislative Grant for Auxiliary Classes will be apportioned annually, for the preceding School Year, on the report of the Inspector of Auxiliary Classes to each School Board responsible for the maintenance of the class, that complies with the Regulations, as follows:

- (1). In cities of more than 100,000 population a grant of \$100.00 on school-room accommodation for each class. In cities, towns and villages of less than 100,000 population a grant of \$150.00 on school-room accommodation for each class.
- (2). Fifty per cent of the excess of each Auxiliary Class Teacher's salary over the usual annual salary paid by the Board to teachers of similar experience in corresponding grades. Maximum grant \$75.00.
- (3). Full reimbursement grants on the purchase of special approved equipment for the class or classes to be paid twenty percent annually over a period of five years. Maximum grant in any one year \$100.00.
- (4). A maximum grant of \$100.00 for approved training in Gardening, Farming, Household Work, Industrial Work given adolescent pupils in Handicraft Classes under a competent instructor.
- (5). Fifty per cent of the cost of transportation of pupils in an Orthopedic Class or Orthopedic Unit. Maximum grant \$40.00 per pupil.
- (6). In an Opportunity Class with two teachers as in Section VIII, one and one-half times the grants specified in subsections (1), (2) and (3) of Section XI.
- (7). In a Partial Class where the enrolment is from four to seven, inclusive, the grants shall be one-third and where the enrolment is from eight to twelve, inclusive, two-thirds the grants specified in subsections (1), (2) and (3) of Section XI.
- (8). In an Opportunity, Sight-saving, Speech, Orthopedic or Home Instruction Unit a reimbursement grant on the purchase of special approved equipment and material. Maximum grant \$10.00.
- (9). Twenty-five percent of the salary paid by the Board to a teacher employed to give instruction to children under sixteen years of age in a Hospital, Sanatorium or Home for Incurable Children which affords accommodation to children domiciled outside the school area within the jurisdiction of the Board. Maximum grant \$250.00.
- (10). Sixty percent of a Home Instruction Teacher's special salary to a maximum rate of \$60.00 per pupil per annum in school areas of less than 10,000 population. Fifty percent of a Home Instruction Teacher's salary to a maximum rate of \$500.00 per annum for a full time teacher or \$50.00 per pupil per annum where there are not more than six Home Instruction Units in school areas of less than 100,000 but more than 10,000 population. Twenty-five percent of a Home Instruction Teacher's salary to a maximum rate of \$250.00 per annum in school areas of more than 100,000 population.
- (11). Fifty percent of an Oral Class Teacher's salary to a maximum grant of \$750.00 per annum.
- (12). Fifty percent of the salary paid to teachers of academic subjects in an Adult Sanatorium Class to a maximum grant of \$500.00 for each full-time certificated teacher employed.

- (13). In no case shall special grants be paid on special approved equipment from more than one branch of the Department.
- (14). In no case shall the grant on excess salary specified in Section XI (2) be paid to teachers of Oral, Hospital, Home Instruction or Sanatorium Classes receiving the special salary grant in Section XI (9) (10) (11) (12).
- XII. If in any year the amount voted by the Legislature of Ontario for Auxiliary Classes is insufficient to pay the grant in full, the Minister may make a pro rata reduction.

Ontario Department of Education, Regulations for Auxiliary Classes, Circular A.C. No. 6, Toronto Province of, Ontario, 1939, pp. 4.

Special Departmental Grants
1943

11. The Legislative Grant for Auxiliary Classes will be apportioned annually, for the preceding School Year, on the report of the Inspector of Auxiliary Classes, to each School Board responsible for the maintenance of the class, that complies with the Regulations, as follows:

1. In cities of more than 100,000 population a grant of \$100.00 on school-room accommodation for each class. In cities, towns and villages of less than 100,000 population a grant of \$150.00 on school-room accommodation for each class.
2. Fifty per cent. of the excess of each Auxiliary Class Teacher's salary over the usual annual salary paid by the Board to teachers of similar experience in corresponding grades. Maximum grant \$75.00.
3. Full reimbursement grants on the purchase of special approved equipment for the class or classes to be paid twenty per cent. annually over a period of five years. Maximum grant in any one year \$100.00.
4. A maximum grant of \$100.00 for approved training in Gardening, Farming, Household Work, Industrial Work given adolescent pupils in Handicraft Classes under a competent instructor.
5. Fifty per cent. of the cost of transportation of pupils in an Orthopedic Class or Orthopedic Unit. Maximum grant \$40.00 per pupil.
6. In an Opportunity Class with two teachers as in Section VIII, one and one-half times the grants specified in subsections (1), (2) and (5) of Section XI.
7. In a Partial Class where the enrolment is from four to seven, inclusive, the grants shall be one-third and where the enrolment is from eight to twelve, inclusive, two-thirds the grants specified in subsections (1), (2) and (5) of Section XI.
8. In an Opportunity, Sight-saving, Speech, Orthopedic or Home Instruction Unit a reimbursement grant on the purchase of special approved equipment and material. Maximum grant \$10.00.
9. Twenty-five per cent. of the salary paid by the Board to a teacher employed to give instruction to children under sixteen years of age in a Hospital, Sanatorium or Home for Incurable Children which affords accommodation to children domiciled outside the school area within the jurisdiction of the Board. Maximum grant, \$250.00.
10. Sixty per cent. of a Home Instruction Teacher's special salary to a maximum rate of \$60.00 per pupil per annum in school areas of less than 10,000 population. Fifty per cent. of a Home Instruction Teacher's salary to a maximum rate of \$500.00 per annum for a full time teacher or \$50.00 per pupil per annum where there are not more than six Home Instruction Units in school areas of less than 100,000 but more than 10,000 population. Twenty-five per cent. of a Home Instruction Teacher's salary to a maximum rate of \$250.00 per annum in school areas of more than 100,000 population.
11. Fifty per cent. of an Oral Class Teacher's salary to a maximum grant of \$750.00 per annum.
12. Fifty per cent. of the salary paid to teachers of academic subjects in an Adult Sanatorium Class to a maximum grant of \$500.00 for each full-time certificated teacher employed.

13. In no case shall special grants be paid on special approved equipment from more than one branch of the Department.
14. In no case shall the grant on excess salary specified in Section XI (2) be paid to teachers of Oral, Hospital, Home Instruction or Sanatorium Classes receiving the special salary grant in Section XI (9) (10) (11) (12).

If in any year the amount voted by the Legislature of Ontario for Auxiliary Classes is insufficient to pay the grant in full, the Minister may make a pro rata reduction.

CONSOLIDATED SCHOOLS

12.—(1) Out of the sums apportioned annually by the Legislature for Consolidated Schools the following grants shall be paid to Boards of said schools complying with the Regulations of the Department of Education:

(a) *A building grant* to be paid on the basis set forth below:

Class I. When the cost of the building and site is less than 10 per cent. of the total equalized assessment of the Consolidated School district, 40 per cent. of cost of building and site up to a maximum grant of \$20,000.

Class II. When the cost of building and site is at least 10 per cent., but less than 20 per cent. of the total equalized assessment of the Consolidated School district, 45 per cent. of the cost of building and site up to a maximum grant of \$22,500.

Class III. When the cost of the building and site is 20 per cent. or more of the total equalized assessment of the Consolidated School district, 50 per cent. of the cost of building and site to a maximum grant of \$25,000.

NOTE 1.—All building contracts must be submitted for the approval of the Minister.

NOTE 2.—A proportion of the grants under (1) (a), the amount to be determined by the Minister may be paid during the progress of the construction of the building upon progress certificates furnished the Minister and approved by him.

(b) *Grants on Transportation of Pupils.*

NOTE.—All transportation contracts must be submitted for the approval of the Minister.

(i) Class I. When the contract cost of transportation is less than 5 mills on the equalized assessment of the Consolidated School district, 30 per cent. of contract cost.

Class II. When the contract cost of transportation is at least 5 mills but less than 10 mills on the equalized assessment of the Consolidated School district, 37½ per cent. of contract cost.

Class III. When the contract cost of transportation is 10 mills or over on the equalized assessment of the Consolidated School district, 45 per cent. of contract cost.

Ontario Regulation 70/47 Auxiliary Classes

THE DEPARTMENT OF EDUCATION ACT

O. Reg. 70/47.

New.

Auxiliary Classes.

Made—12th April, 1947.

Approved—15th May, 1947.

Filed—20th May, 1947, 11.30 a.m.

REGULATIONS MADE BY THE MINISTER
UNDER THE DEPARTMENT
OF EDUCATION ACT

AUXILIARY CLASSES

INTERPRETATION

1. In these regulations,—
 - (a) "graded school" means a school which has more than one auxiliary-class teacher; and
 - (b) "ungraded school" means a school which has only one auxiliary-class teacher.

TYPES OF AUXILIARY CLASSES

2. The types of auxiliary classes shall be as follows:
 - (a) advancement classes for children who are physically and mentally above average;
 - (b) braille classes for blind children;
 - (c) discipline classes for children whose conduct, home conditions or environment renders special instruction necessary;
 - (d) handicraft classes for children at least 13 years of age who are seriously retarded in school but who may profit by school instruction;
 - (e) hard-of-hearing classes for children suffering from progressive forms of deafening or from a degree of partial deafening sufficient to interfere seriously with progress in school;

- (f) home-instruction classes for children who are eligible for admission to a public or separate school but unable to attend due to a disability which will confine them to their homes for at least 3 months;
- (g) hospital classes for children confined to hospitals or homes for incurable children;
- (h) institutional classes for inmates of children's homes, children's shelters and orphanages;
- (i) open-air classes for delicate, anaemic or under-nourished children;
- (j) opportunity classes for children from 7 to 16 years of age, both inclusive, who are seriously retarded in school but who may profit by special instruction;
- (k) oral classes for deaf children;
- (l) orthopaedic classes for physically disabled children;
- (m) partial classes of not more than 12 and not fewer than 4 academically or physically handicapped children in a classroom in which instruction is given to pupils who are not handicapped;
- (n) sanatorium classes for sanatorium patients;
- (o) sight-saving classes for children who have a visual deficiency which will interfere seriously with their progress in school or further endanger their sight if ordinary text-books and methods of instruction are used;
- (p) speech-correction and lip-reading classes for children who have marked speech defects or a partial deafness sufficiently serious to warrant attention from an itinerant teacher; and
- (q) home-instruction, opportunity, orthopaedic, sight-saving and speech-correction and lip-reading units, for academically or physically handicapped children resident in a school area in which the establishment of a complete or partial auxiliary class is not feasible.

ADMISSION

02. A child shall not be admitted to an auxiliary class until he takes,—

- (a) a psychological examination conducted by an inspector, or by a principal or teacher who holds an Auxiliary Education Certificate; or
- (b) a medical examination conducted by a duly qualified medical practitioner appointed by the Minister.

HOME-INSTRUCTION CLASSES

3. Every child enrolled in a home-instruction class shall receive at least 75 minutes of instruction from the teacher at least twice a week.

- (a) in an advancement, institutional or open-air class, 35 pupils;
- (b) in a braille or oral class,—
 - (i) in an ungraded school, 8 pupils; and
 - (ii) in a graded school, 12 pupils;
- (c) in a discipline or hospital class, 30 pupils;
- (d) in a handicraft class,—
 - (i) in an ungraded school, 24 pupils; and
 - (ii) in a graded school, 30 pupils;
- (e) in a hard-of-hearing, opportunity, orthopaedic or sight-saving class,—
 - (i) in an ungraded school, 16 pupils; and
 - (ii) in a graded school, 20 pupils;
- (f) in a home-instruction class, 12 pupils for each full-time itinerant teacher; and
- (g) in a speech-correction and lip-reading class, 150 pupils for each full-time itinerant teacher.

EQUIPMENT

6. Where a board establishes an auxiliary class, it shall provide the pupils enrolled therein with equipment for their special needs.

QUALIFICATIONS OF TEACHERS

7. An auxiliary-class teacher shall,—

- (a) have taught successfully for at least 2 years in a public or separate school in Ontario, certified by the proper inspector; and
- (b) hold,—
 - (i) an Interim or Permanent First or Second Class Certificate; and
 - (ii) an Interim or Permanent Auxiliary Education Certificate.

UNQUALIFIED TEACHERS

8. Where after advertising in a daily newspaper a board is unable to obtain a qualified teacher, the Minister may, upon the recommendation of the Inspector of Auxiliary Classes, grant permission to the board to employ an unqualified teacher for all or part of a school year.

SPECIAL LEGISLATIVE GRANTS

CONTINGENCIES OF GRANTS

9.—(1) Where a board does not operate an auxiliary class in accordance with *The Auxiliary Classes Act* and these regulations, the Minister may withhold the whole or any part of the grants in respect of that class.

SANATORIUM CLASSES

4. Where a board establishes a sanatorium class, it shall furnish at least one teacher to give instruction to the class in accordance with the courses of study for public, separate, high, continuation or vocational schools, as the case may be.

ENROLMENT

5. The maximum enrolment of auxiliary classes shall be as follows:

- (a) for a home-instruction unit, \$40 per pupil per year;
- (b) for an opportunity unit, \$5 per pupil per year;
- (c) for an orthopaedic unit, \$35 per pupil per year;
- (d) for a sight-saving unit, \$7 per pupil per year; and
- (e) for a speech-correction and lip-reading class, \$5 per pupil per year.

SALARY GRANTS

11. Where a board pays an auxiliary-class teacher a salary of at least \$150 a year more than it pays a public or separate-school teacher who has had the same number of years of teaching experience, it shall be paid an annual grant of \$50.

ACCOMMODATION AND EQUIPMENT GRANTS

12.—(1) The accommodation and equipment grants for auxiliary classes shall be apportioned as set forth in schedules 1 and 2.

(2) Where an auxiliary class is taught in a classroom with adequate accommodation and located,—

- (a) on a floor above the basement level of the school building, it shall be graded as grade 1;
- (b) on the basement floor of the school building or in a building separated from other classrooms, it shall be graded as grade 2; or
- (c) on any floor of the school building but with an entrance thereto which tends to segregate the pupils enrolled therein from other pupils in the school, it shall be graded as grade 3,

for the purposes of the accommodation grants in schedules 1 and 2.

(3) Where the equipment provided by the board for an auxiliary class,—

(2) Where in any year the amount voted by the Legislature for the grants under these regulations is,—

- (a) insufficient to pay the grants in full, the Minister may make a *pro rata* reduction; or
- (b) more than sufficient to pay the grants in full, the Minister may make a *pro rata* increase.

GRANTS FOR AUXILIARY UNITS

10. The grants for auxiliary units shall be apportioned as follows:

- (a) is adequate for the individual instruction of each pupil in accordance with his grade level or inter-grade level, the class shall be graded as grade 1;
- (b) is adequate for the individual instruction of each pupil in accordance with his grade level, the class shall be graded as grade 2; or
- (c) is inadequate for the individual instruction of each pupil, the class shall be graded as grade 3,

for the purposes of the equipment grants in schedules 1 and 2.

GRANTS FOR CRIPPLED CHILDREN

13.—(1) Where,—

- (a) a crippled child requires habilitation training;
- (b) the Superintendent of Elementary Education and the Inspector of Auxiliary Classes report to the Minister that there is urgent need for special educational services for the child; and
- (c) the Chief Inspector of Health certifies that because of a physical defect the child is unable to take advantage of the regular instructional facilities offered in a high, continuation or vocational school or collegiate institute,

an annual grant shall be paid,—

- (i) for the habilitation of the child; or
- (ii) for tuition of the child in the course of study for grades XI to XIII, both inclusive.

(2) The maximum grant under subclause i is \$250 and under subclause ii \$500.

G. A. DREW,
Minister of Education.

SCHEDULE 1

	Partial Opportunity Class of 8 to 12 Pupils	Partial Opportunity Class of 4 to 7 Pupils	Opportunity Class with one Teacher			Opportunity Class with two Teachers		
Grading.....	1	1	1	2	3	1	2	3
Accommodation Grant...	\$75	\$35	\$75	\$50	\$25	\$112.50	\$75	\$37.50
Equipment Grant.....	\$25	\$15	\$75	\$50	\$25	\$112.50	\$75	\$37.50

SCHEDULE 2

	Oral Classes			Orthopaedic Classes			Sanatorium Classes taking the Courses of Study for Grades I to VIII		
Grading.....	1	2	3	1	2	3	1	2	3
Accommodation Grant..	\$500	\$400	\$300	\$400	\$300	\$200	\$450	\$400	\$300
Equipment Grant.....	\$150	\$100	\$50	\$150	\$100	\$50	\$50	\$25	....

Continued
from above

Sanatorium Classes taking the Courses of Study for Grades IX to XIII			Handicraft Classes			Advancement, Braille, Discipline, Hard-of-Hear- ing, Home Instruction, Hospital, Institutional, Open-Air, Sight-Saving, and Speech-Correction and Lip-Reading		
1	2	3	1	2	3	1	2	3
\$700	\$500	\$400	\$100	\$75	\$50	\$75	\$50	\$25
\$50	\$25	....	\$100	\$75	\$50	\$75	\$50	\$25

"Ontario Regulation 70/47, Auxiliary Classes", in The Ontario Gazette, Toronto, Province of Ontario, 1947, p. 850-852.

Ontario Regulation 38
1950

REGULATIONS MADE BY THE MINISTER UNDER THE
DEPARTMENT OF EDUCATION ACT

AUXILIARY CLASSES

INTERPRETATION

1. In these regulations,

- (a) "graded school" means a school which has more than one auxiliary-class teacher; and
- (b) "ungraded school" means a school which has only one auxiliary-class teacher.

TYPES OF AUXILIARY CLASSES

2. The types of auxiliary classes shall be as follows:

- (a) advancement classes for children who are physically and mentally above average;
- (b) braille classes for blind children;
- (c) discipline classes for children whose conduct, home conditions or environment renders special instruction necessary;
- (d) handicraft classes for children at least 13 years of age who are seriously retarded in school but who may profit by school instruction;
- (e) hard-of-hearing classes for children suffering from progressive forms of deafening or from a degree of partial deafening sufficient to interfere seriously with progress in school;
- (f) home-instruction classes for children who are eligible for admission to a public or separate school but unable to attend due to a disability which will confine them to their homes for at least 3 months;
- (g) hospital classes for children confined to hospitals or homes for incurable children;
- (h) institutional classes for inmates of children's homes, children's shelters and orphanages;
- (i) open-air classes for delicate, anaemic or under-nourished children;
- (j) opportunity classes for children from 7 to 16 years of age, both inclusive, who are seriously retarded in school but who may profit by special instruction;
- (k) oral classes for deaf children;
- (l) orthopaedic classes for physically disabled children;
- (m) partial classes of not more than 12 and not fewer than 4 academically or physically handicapped children in a classroom in which instruction is given to pupils who are not handicapped;

(n) sanatorium classes for sanatorium patients;

(o) sight-saving classes for children who have a visual deficiency which will interfere seriously with their progress in school or further endanger their sight if ordinary text-books and methods of instruction are used;

(p) speech-correction and lip-reading classes for children who have marked speech defects or a partial deafness sufficiently serious to warrant attention from an itinerant teacher; and

(q) home-instruction, opportunity, orthopaedic, sight-saving and speech-correction and lip-reading units, for academically or physically handicapped children resident in a school area in which the establishment of a complete or partial auxiliary class is not feasible.

ADMISSION

3. A child shall not be admitted to an auxiliary class until he takes,

- (a) a psychological examination conducted by an inspector, or by a principal or teacher who holds an Auxiliary Education Certificate; or
- (b) a medical examination conducted by a duly qualified medical practitioner appointed by the Minister.

HOME-INSTRUCTION CLASSES

4. Every child enrolled in a home-instruction class shall receive at least 75 minutes of instruction from the teacher at least twice a week.

SANATORIUM CLASSES

5. Where a board establishes a sanatorium class, it shall furnish at least one teacher to give instruction to the class in accordance with the courses of study for public, separate, high, continuation or vocational schools, as the case may be.

ENROLMENT

6. The maximum enrolment of auxiliary classes shall be as follows:

- (a) in an advancement, institutional or open-air class, 35 pupils;
- (b) in a braille or oral class,
 - (i) in an ungraded school, 8 pupils; and
 - (ii) in a graded school, 12 pupils;
- (c) in a discipline or hospital class, 30 pupils;
- (d) in a handicraft class,
 - (i) in an ungraded school, 24 pupils; and

- (ii) in a graded school, 30 pupils;
- (e) in a hard-of-hearing, opportunity, orthopaedic or sight-saving class,
 - (i) in an ungraded school, 16 pupils; and
 - (ii) in a graded school, 20 pupils;
- (f) in a home-instruction class, 12 pupils for each full-time itinerant teacher; and
- (g) in a speech-correction and lip-reading class, 150 pupils for each full-time itinerant teacher.

EQUIPMENT

7. Where a board establishes an auxiliary class, it shall provide the pupils enrolled therein with equipment for their special needs.

QUALIFICATIONS OF TEACHERS

- 8. An auxiliary-class teacher shall,
 - (a) have taught successfully for at least 2 years in a public or separate school in Ontario, certified by the proper inspector; and
 - (b) hold,
 - (i) an Interim or Permanent First or Second Class Certificate; and
 - (ii) an Interim or Permanent Auxiliary Education Certificate.

UNQUALIFIED TEACHERS

9. Where after advertising in a daily newspaper a board is unable to obtain a qualified teacher, the Minister may, upon the recommendation of the Inspector of Auxiliary Classes, grant permission to the board to employ an unqualified teacher for all or part of a school year.

SPECIAL LEGISLATIVE GRANTS

CONTINGENCIES OF GRANTS

10.—(1) Where a board does not operate an auxiliary class in accordance with *The Auxiliary Classes Act* and these regulations, the Minister may withhold the whole or any part of the grants in respect of that class.

(2) Where in any year the amount voted by the Legislature for the grants under these regulations is,

- (a) insufficient to pay the grants in full, the Minister may make a *pro rata* reduction; or
- (b) more than sufficient to pay the grants in full, the Minister may make a *pro rata* increase.

GRANTS FOR AUXILIARY UNITS

11. The grants for auxiliary units shall be apportioned as follows:

- (a) for a home-instruction unit, \$40 per pupil per year;

- (b) for an opportunity unit, \$5 per pupil per year;
- (c) for an orthopaedic unit, \$35 per pupil per year;
- (d) for a sight-saving unit, \$7 per pupil per year; and
- (e) for a speech-correction and lip-reading class, \$5 per pupil per year.

SALARY GRANTS

12. Where a board pays an auxiliary class teacher a salary of at least \$150 a year more than it pays a public or separate-school teacher who has had the same number of years of teaching experience, it shall be paid an annual grant of \$50.

ACCOMMODATION AND EQUIPMENT GRANTS

13.—(1) The accommodation and equipment grants for auxiliary classes shall be apportioned as set forth in schedules 1 and 2.

(2) Where an auxiliary class is taught in a classroom with adequate accommodation and located,

- (a) on a floor above the basement level of the school building, it shall be graded as grade 1;
- (b) on the basement floor of the school building or in a building separated from other classrooms, it shall be graded as grade 2; or
- (c) on any floor of the school building but with an entrance thereto which tends to segregate the pupils enrolled therein from other pupils in the school, it shall be graded as grade 3.

for the purposes of the accommodation grants in schedules 1 and 2.

(3) Where the equipment provided by the board for an auxiliary class,

- (a) is adequate for the individual instruction of each pupil in accordance with his grade level or inter-grade level, the class shall be graded as grade 1;
- (b) is adequate for the individual instruction of each pupil in accordance with his grade level, the class shall be graded as grade 2; or
- (c) is inadequate for the individual instruction of each pupil, the class shall be graded as grade 3.

for the purposes of the equipment grants in schedules 1 and 2.

GRANTS FOR CRIPPLED CHILDREN

14.—(1) Where,

- (a) a crippled child requires habilitation training;
- (b) the Superintendent of Elementary Education and the Inspector of Auxiliary Classes report to the Minister that there is urgent need for special educational services for the child; and

(c) the Chief Inspector of Health certifies that because of a physical defect the child is unable to take advantage of the regular instructional facilities offered in a high, continuation or vocational school or collegiate institute,

an annual grant shall be paid,

(i) for the habilitation of the child; or
(ii) for tuition of the child in the courses of study for grades XI to XIII, both inclusive.

(2) The maximum grant under subclause i shall be \$250 and under subclause ii \$500.

SCHEDULE 1

	Partial Opportunity Class of 8 to 12 Pupils	Partial Opportunity Class of 4 to 7 Pupils	Opportunity Class with one Teacher			Opportunity Class with two Teachers		
	1	1	1	2	3	1	2	3
Grading.....								
Accommodation Grant...	\$75	\$35	\$75	\$50	\$25	\$112.50	\$75	\$37.50
Equipment Grant.....	\$25	\$15	\$75	\$50	\$25	\$112.50	\$75	\$37.50

SCHEDULE 2

	Oral Classes			Orthopaedic Classes			Sanatorium Classes taking the Courses of Study for Grades I to VIII		
	1	2	3	1	2	3	1	2	3
Grading.....									
Accommodation Grant...	\$500	\$400	\$300	\$400	\$300	\$200	\$450	\$400	\$300
Equipment Grant.....	\$150	\$100	\$50	\$150	\$100	\$50	\$50	\$25	

Continued from above	Sanatorium Classes taking the Courses of Study for Grades IX to XIII			Handicraft Classes			Advancement, Braille, Discipline, Hard-of-Hearing, Home Instruction Hospital, Institutional, Open-Air, Sight-Saving, and Speech-Correction and Lip-Reading		
	1	2	3	1	2	3	1	2	3
	\$700	\$500	\$400	\$100	\$75	\$50	\$75	\$50	\$25
	\$50	\$25	....	\$100	\$75	\$50	\$75	\$50	\$25

Ontario Department of Education, Ontario Regulation 38, in "Consolidated Regulations of Ontario", Toronto, Province of Ontario, 1950.

Ontario Regulation 74/58

AUXILIARY EDUCATION SERVICES

TYPES OF SERVICES

1. The types of auxiliary-education classes established with the approval of the Minister shall be as follows:

- (a) braille classes for blind children;
- (b) classes for gifted children for whom a special programme is provided;
- (c) hard-of-hearing classes for children suffering from progressive forms of deafening or from a degree of partial deafening sufficient to interfere seriously with progress in school;
- (d) ~~special classes for children confined to hospitals or homes for incurable children;~~
- (e) institutional classes for inmates of children's homes, children's shelters, and orphanages;
- (f) health classes for delicate, anaemic, or under-nourished children;
- (g) opportunity classes for children who are seriously retarded in school but who may profit by special instruction;

NOTE: This includes both handicraft classes and opportunity classes.

- (h) oral classes for deaf children;
- (i) ~~orthopaedic classes for physically disabled children;~~
- (j) sight-saving classes for children whose vision is limited to the extent that it will interfere seriously with their progress in school or further endanger their sight if ordinary textbooks and methods of instruction are used; and
- (k) ~~sanatorium classes for sanatorium patients.~~

2. With the approval of the Minister, a board in a municipality having a population of under 25,000 may employ one or more itinerant auxiliary-education teachers.

3. The types of auxiliary-education unit established with the approval of the Minister shall be as follows:

- (a) ~~unit for a pupil absent from school because of illness and for whom medical evidence is submitted that he cannot attend school for a period of at least one month;~~
- (b) opportunity unit for a mentally handicapped pupil or pupils in a school not served by an itinerant auxiliary education teacher, and in a school area where it is not feasible for the pupil or pupils to attend an opportunity class;

- (c) ~~make available unit for a physically handicapped pupil who is in need of assistance in the form of transportation in order to attend school; and~~
- (d) sight-saving unit for a pupil whose vision is limited to the extent that it will interfere seriously with his progress in school or further endanger his sight if ordinary text-books and methods of instruction are used.

ADMISSION OF PUPILS

4. Before the board referred to in section 49 of *The Schools Administration Act, 1954*, as amended from time to time, recommends the admission of a pupil to an auxiliary-education class, it shall obtain evidence that the pupil has taken

- (a) a psychological examination conducted by a person who is deemed competent to do so, by the inspector concerned, and
- (b) a medical examination conducted by a duly qualified medical practitioner.

HOME INSTRUCTION

5. ~~Every~~ pupil given home instruction shall receive a ~~minimum of 160 minutes of instruction each week, given in at least two periods.~~

SANATORIUM CLASSES

6. Where a board establishes a sanatorium class, it shall furnish at least one teacher to give instruction to the class in accordance with the course of study for elementary or secondary schools, as the case may be.

ENROLMENT

7.(1) The maximum enrolment of an auxiliary-education class shall be as follows:

- (a) in a braille or oral class, 10 pupils;
- (b) in an institutional or health class or a class for gifted children, 30 pupils;
- (c) in a hard-of-hearing, ~~speech-correction~~ or sight-saving class, ~~10 pupils~~;
- (d) in an opportunity class graded into 2 or more age groups, 16 for a junior class and 20 for a senior class;
- (e) in an opportunity class not graded into age groups, 16 pupils; and
- (f) in a hospital class, 30 pupils.

(2) The maximum number of pupils served by a home-instruction teacher shall be 8.

(3) The maximum number of pupils served by a speech-correction teacher shall be 150.

EQUIPMENT

8. Where a board establishes an auxiliary-education class, it shall provide for the use of the pupils enrolled therein the equipment for their special needs.

~~QUALIFICATIONS OF TEACHERS~~

9. A teacher of an auxiliary-education class or a home-instruction teacher or a speech-correction teacher or an itinerant auxiliary-education teacher, appointed with the approval of the Minister, shall hold

- (a) a certificate qualifying him to teach in an elementary or secondary school, as the case may be, and
- (b) (i) an Interim or Permanent Intermediate Auxiliary Education Certificate, or
(ii) a Specialist Certificate in Auxiliary Education.

NOTE: The Minister's approval for the appointment of the teacher is required only at the time of the initial establishment of the services.

UNQUALIFIED TEACHERS

10.(1) Where a board after advertising and offering a salary is unable to obtain a qualified teacher, the Minister, upon the application of the board, may accept other qualifications he deems equivalent thereto under clause b of subsection 1 of section 11 of the Act.

(2) Where the Minister accepts the qualifications of an unqualified teacher, the board may engage that teacher for all or part of a school year.

GRANTS FOR HANDICAPPED INDIVIDUALS

11. Where

- (a) ~~a handicapped individual requires habilitation training or assistance in order to take advantage of the regular instructional programme of an elementary or secondary school,~~
- (b) the Superintendent of Elementary Education and the Superintendent of Special Services report to the Minister that there is urgent need for special educational services for the individual, and
- (c) a duly qualified medical practitioner certifies that because of a handicap the individual is unable to take advantage of the regular instructional facilities,

~~the Minister may make an annual grant to assist in the provision of an instructional programme for the habilitation of the individual.~~

REVOCATION OF REGULATIONS

12. Regulations 38 of Consolidated Regulations of Ontario 1950 are revoked.

W. J. DUNLOP,
Minister of Education.

Toronto, February 21, 1958.

Ontario Regulation 80 1960

AUXILIARY EDUCATION

TYPES OF SERVICES

1. The types of auxiliary education classes established with the approval of the Minister are,

- (a) braille classes for blind children;
- (b) classes for gifted children for whom a special programme is provided;
- (c) hard-of-hearing classes for children suffering from progressive forms of deafening or from a degree of partial deafening sufficient to interfere seriously with progress in school;
- (d) hospital classes for children confined to hospitals or homes for incurable children;
- (e) institutional classes for inmates of children's homes, children's shelters and orphanages;
- (f) health classes for delicate, anaemic or under-nourished children;
- (g) opportunity classes for children who are seriously retarded in school but who may profit by special instruction;
- (h) oral classes for deaf children;
- (i) orthopaedic classes for physically disabled children;
- (j) sight-saving classes for children whose vision is limited to the extent that it will interfere seriously with their progress in school or further endanger their sight if ordinary text-books and methods of instruction are used; and
- (k) sanatorium classes for sanatorium patients. O. Reg. 74/58, s. 1.

2. With the approval of the Minister, a board in a municipality having a population of under 25,000 may employ one or more itinerant auxiliary education teachers. O. Reg. 74/58, s. 2.

3. The types of auxiliary education units established with the approval of the Minister are,

- (a) home-instruction unit for a pupil absent from school because of illness and for whom medical evidence is submitted that he cannot attend school for a period of at least one month;
- (b) opportunity unit for a mentally handicapped pupil or pupils in a school not served by an itinerant auxiliary education teacher and in a school area where it is not feasible for the pupil or pupils to attend an opportunity class;

(c) orthopaedic unit for a physically handicapped pupil who is in need of assistance in the form of transportation in order to attend school; and

(d) sight-saving unit for a pupil whose vision is limited to the extent that it will interfere seriously with his progress in school or further endanger his sight if ordinary text-books and methods of instruction are used. O. Reg. 74/58, s. 3.

ADMISSION OF PUPILS

4. Before the board referred to in section 57 of *The Schools Administration Act* recommends the admission of a pupil to an auxiliary education class, it shall obtain evidence that the pupil has taken,

- (a) a psychological examination conducted by a person who is deemed competent to do so, by the inspector concerned; and
- (b) a medical examination conducted by a duly qualified medical practitioner. O. Reg. 74/58, s. 4.

CLASSES

5. Every pupil given home instruction shall receive a minimum of 150 minutes of instruction each week, given in at least two periods. O. Reg. 74/58, s. 5.

6. Where a board establishes a sanatorium class, it shall furnish at least one teacher to give instruction to the class in accordance with the course of study for elementary or secondary schools, as the case may be. O. Reg. 74/58, s. 6.

7.—(1) The maximum enrolment of an auxiliary education class is,

- (a) in a braille or oral class, ten pupils;
- (b) in an institutional or health class or a class for gifted children, thirty pupils;
- (c) in a hard-of-hearing, orthopaedic or sight-saving class, twelve pupils;
- (d) in an opportunity class graded into two or more age groups, sixteen for a junior class and twenty for a senior class;
- (e) in an opportunity class not graded into age groups, sixteen pupils; and
- (f) in a hospital class, thirty pupils.

(2) The maximum number of pupils served by a home-instruction teacher is eight.

(3) The maximum number of pupils served by a speech-correction teacher is 150. O. Reg. 74/58, s. 7.

8. Where a board establishes an auxiliary education class, it shall provide for the use of the pupils enrolled therein the equipment for their special needs. O. Reg. 74/58, s. 8.

QUALIFICATIONS OF TEACHERS

9. A teacher of an auxiliary education class or a home-instruction teacher or a speech-correction teacher or an itinerant auxiliary education teacher, appointed with the approval of the Minister, shall hold,

- (a) a certificate qualifying him to teach in an elementary or secondary school, as the case may be; and
- (b)
 - (i) an Interim or Permanent Intermediate Auxiliary Education Certificate, or
 - (ii) a Specialist Certificate in Auxiliary Education. O. Reg. 74/58, s. 9.

10.—(1) Where a board after advertising and offering a salary is unable to obtain a qualified teacher, the Minister, upon the application of the board, may accept other qualifications he deems equivalent thereto.

(2) Where the Minister accepts the qualifications of an unqualified teacher, the board may engage that teacher for all or part of a school year. O. Reg. 74/58, s. 10.

GRANTS FOR HANDICAPPED INDIVIDUALS

11. Where,

- (a) a handicapped individual requires habilitation training or assistance in order to take advantage of the regular instructional programme of an elementary or secondary school;
- (b) the Superintendent of Elementary Education and the Superintendent of Special Services report to the Minister that there is urgent need for special educational services for the individual; and
- (c) a duly qualified medical practitioner certifies that because of a handicap the individual is unable to take advantage of the regular instructional facilities,

the Minister may make an annual grant to assist in the provision of an instructional programme for the habilitation of the individual. O. Reg. 74/58, s. 11.

Ontario Regulation 123/64

AUXILIARY-EDUCATION SERVICES

TYPES OF SERVICES

1. The types of auxiliary-education classes established with the approval of the Minister are,

- (a) braille classes for blind children;
- (b) classes for children clinically diagnosed as emotionally disturbed and who are unable to profit from a regular classroom programme but who may profit from special classroom instruction;
- (c) classes for gifted children for whom a special programme is provided;
- (d) classes for children clinically diagnosed as neurologically impaired and who are unable to profit from a regular classroom programme but who may profit from special classroom instruction;
- (e) hard-of-hearing classes for children with hearing loss sufficient to interfere seriously with progress in school;
- (f) health classes for children with health problems and for whom a special programme is provided;
- (g) hospital classes for children confined to hospital-type residential settings;
- (h) institutional classes for children in children's homes or children's shelters;
- (i) limited-vision classes for children whose vision is limited to the extent that it will interfere seriously with their progress in school;
- (j) opportunity classes for educable-retarded children who are unable to profit from a regular classroom programme but who may profit from special instruction and may include slow-learning or educationally-retarded pupils if provision has been made for the educable-retarded group;
- (k) oral classes for deaf children; and
- (l) orthopaedic classes for physically disabled children.

2. With the approval of the Minister, a board may employ one or more of the following auxiliary-education teachers:

- 1. Full-time home-instruction teacher.
- 2. Full-time itinerant auxiliary teacher in a municipality not exceeding a population of 15,000.
- 3. Full-time itinerant teacher for hard-of-hearing pupils.
- 4. Full-time itinerant teacher for limited-vision pupils.
- 5. Full-time speech-correction teacher.

3. The types of auxiliary-education units established with the approval of the Minister are,

- (a) home-instruction unit for a pupil absent from school because of illness and for whom medical evidence is submitted that he cannot attend school for a period of at least four weeks;
- (b) limited-vision unit for a pupil whose vision is limited to the extent that it will interfere seriously with his progress in school and for whom magna-type material is recommended by a legally qualified medical practitioner;
- (c) opportunity unit for an educable-retarded or slow-learning pupil or pupils in a school not served by an itinerant auxiliary teacher and in a school area where it is not feasible for the pupil or pupils to attend an opportunity class; and
- (d) orthopaedic unit for a physically handicapped pupil who is in need of assistance in the form of transportation or special equipment or both in order to attend school, if a legally qualified medical practitioner certifies that such transportation or special equipment or both will be required for a period of at least four weeks.

ADMISSION OF PUPILS

4. Before the board referred to in section 57 of *The Schools Administration Act* recommends the admission of a pupil to an auxiliary-education class, it shall obtain evidence that the pupil has had,

- (a) an individual intellectual assessment conducted by a person who is deemed competent to do so by the inspector concerned; and
- (b) a medical examination conducted by a legally qualified medical practitioner.

NOTE: *The board referred to in section 4 shall consist of the principal of the school where the class is located, a legally qualified psychiatrist or other legally qualified medical practitioner appointed by the school board and the school inspector.*

ENROLMENT

5.—(1) The maximum enrolment of an auxiliary-education class is,

NOTE: *The figures given indicate the maximum permitted. Local circumstances may warrant fewer numbers.*

- (a) in a braille class, ten pupils;
- (b) in a class for emotionally disturbed children, eight pupils per teacher;
- (c) in a class for gifted children, twenty-five pupils;
- (d) in a class for neurologically impaired children, eight pupils per teacher;
- (e) in a hard-of-hearing class, twelve pupils;
- (f) in a health class, thirty pupils;
- (g) in a hospital class, twenty-five pupils;

- (k) in an institutional class, thirty pupils;
- (i) in a limited-vision class, twelve pupils;
- (j) in a primary opportunity class, twelve pupils;

NOTE: *Primary opportunity classes are designed to meet the needs of the younger educable-retarded and slow-learning pupils, (chronological age range 6 to 8). An activity or readiness programme is planned for these pupils until such time as they are ready to begin formal academic instruction.*

- (k) in a junior opportunity class, sixteen pupils;
 - (l) in an intermediate opportunity class, sixteen pupils;
 - (m) in a senior opportunity class, twenty pupils;
 - (n) in an opportunity class not organized according to predetermined chronological age range, sixteen pupils;
 - (o) in an oral class, ten pupils;
 - (p) in an orthopaedic class, twelve pupils.
- (2) The chronological age range within an opportunity class shall not exceed five years.
- (3) The maximum case load served by a home-instruction teacher shall be eight.
- (4) The maximum number of schools served by an itinerant auxiliary teacher shall be twenty with a minimum of two half-day visits per four weeks.
- (5) The maximum case load for individual or small group instruction for a speech-correction teacher shall be 150.

HOME INSTRUCTION

6. Every pupil given home instruction shall receive a minimum of 150 minutes of instruction each week, given in at least two periods.

EQUIPMENT

7. Where a board establishes an auxiliary-education class, it shall provide for the use of the pupils enrolled therein the equipment and materials for their special needs.

QUALIFICATIONS OF TEACHERS

8. A teacher of an auxiliary-education class, or a full-time home instruction teacher, speech-correction teacher, itinerant auxiliary teacher, itinerant limited-vision teacher, itinerant hard-of-hearing teacher appointed with the approval of the Minister, shall hold,

- (a) a certificate qualifying him to teach in an elementary or secondary school, as the case may be; and
- (b) an auxiliary-education certificate with the appropriate option for the type of position held.

GRANTS FOR HANDICAPPED INDIVIDUALS

9. Where,

- (a) a handicapped individual requires habilitation training or assistance in order to take advantage of the regular instructional programme of an elementary or secondary school;
- (b) the Superintendent of Elementary Education, and the Superintendent of Special Services report to the Minister that there is urgent need for special educational services for the individual; and
- (c) a legally qualified medical practitioner certifies that because of a handicap the individual is unable to take advantage of the regular instructional facilities,

the Minister may make an annual grant to assist in the provision of an instructional programme for the habilitation of the individual.

REVOCATION OF REGULATION

10. Regulation 80 of Revised Regulations of Ontario, 1960 is revoked.

WILLIAM G. DAVIS,
Minister of Education.

Toronto May 12th, 1964.

Ontario Regulation 272/68

REGULATION MADE UNDER
THE DEPARTMENT OF EDUCATION ACT

1. Ontario Regulation 339/66, as amended by Ontario Regulations 284/67, 374/67 and 187/68, is further amended by adding thereto the following sections:

SPECIAL EDUCATION PROGRAMMES AND SERVICES

46.—(1) The types of special education programmes and services established with the approval of the Minister are,

- (a) braille classes for blind children;
- (b) classes for children clinically diagnosed as emotionally disturbed and who are unable to profit from a regular classroom programme but who may profit from special classroom instruction;
- (c) classes for children clinically diagnosed as neurologically impaired, including perceptually handicapped children, and who are unable to profit from a regular classroom programme but who may profit from special classroom instruction;
- (d) classes for gifted children for whom a special programme is provided;
- (e) hard-of-hearing classes for children with hearing loss sufficient to interfere seriously with progress in school;
- (f) health classes for children with health problems and for whom a special programme is provided;
- (g) hospital classes for children confined to hospital-type residential settings;
- (h) institutional classes for children in children's homes or children's residences;
- (i) language classes for children who are newcomers to Canada and whose linguistic foundation does not permit them to take proper advantage of regular school instruction;
- (j) limited-vision classes for children whose vision is limited to the extent that it will interfere seriously with their progress in school;
- (k) opportunity classes for educable retarded children, slow learners or educationally retarded children;
- (l) oral classes for deaf children; and

- (m) orthopaedic classes for physically disabled children.
- (2) With the approval of the Minister, a board may employ one or more special education teachers for the purpose of,
- (a) home or tutorial instruction;
 - (b) speech correction;
 - (c) pupil diagnosis; or
 - (d) conducting on an itinerant basis, or otherwise, special education classes listed in subsection 1.

- (3) With the approval of the Minister, a board may employ one or more school social workers.

ADMISSION OF PUPILS TO SPECIAL EDUCATION PROGRAMMES

- 47.—(1) In this section, "board of admissions" means a board consisting of,
- (a) the principal of the school in which the pupil will be enrolled;
 - (b) a legally qualified medical practitioner; and
 - (c) the school superintendent concerned.
- (2) The school superintendent concerned shall recommend the admission of a pupil to,
- (a) a class for gifted children;
 - (b) an institutional class; or
 - (c) a language class.
- (3) A legally qualified medical practitioner and the school superintendent concerned shall recommend the admission of a pupil to,
- (a) a braille class;
 - (b) a hard-of-hearing class;
 - (c) a health class;
 - (d) a hospital class;
 - (e) a limited-vision class;
 - (f) an oral class for deaf children; or
 - (g) an orthopaedic class.
- (4) A board of admissions shall recommend the admission of a pupil to,
- (a) a class for the emotionally disturbed;
 - (b) a class for the neurologically impaired including the perceptually handicapped; or
 - (c) an opportunity class.

- (5) Before the board of admissions recommends the admission of a pupil to a class referred to in subsection 4, it shall obtain evidence that the pupil has had,

(a) an individual intellectual assessment conducted by a person who is deemed competent to do so by the school superintendent concerned; and

(b) a medical examination conducted by a legally qualified medical practitioner.

- (6) At least once in every two-year period, the board of admissions shall review the progress of a pupil enrolled in a class referred to in subsection 4.

ENROLMENT IN SPECIAL EDUCATION PROGRAMMES

- 48.—(1) The maximum enrolment of a special education class is,
- (a) in a braille class, ten pupils;
 - (b) in a limited-vision class, twelve pupils;
 - (c) in an oral class, ten pupils;
 - (d) in a hard-of-hearing class, twelve pupils;
 - (e) in an orthopaedic class, twelve pupils;
 - (f) in a class for emotionally disturbed children, eight pupils;
 - (g) in a primary opportunity class, twelve pupils;
 - (h) in a junior opportunity class, sixteen pupils;
 - (i) in an intermediate opportunity class, sixteen pupils;
 - (j) in a senior opportunity class, twenty pupils;
 - (k) in an opportunity class without chronological age classification, sixteen pupils;
 - (l) in a class for gifted children, twenty-five pupils;
 - (m) in a health class, thirty pupils;
 - (n) in a hospital class, twenty-five pupils;
 - (o) in an institutional class, thirty pupils;
 - (p) in a language class, twenty pupils;
 - (q) in a class for neurologically impaired children, including perceptually handicapped children, eight pupils.

- (2) The chronological age range within an opportunity class shall not exceed five years.
- (3) The number of schools served by a special education teacher who is required to travel from one school to another shall be such number of schools as is approved by the board.
- (4) The maximum case load served by a special education teacher employed for the purpose of home instruction shall be seven.
- (5) The maximum case load for individual or small group instruction for a special education teacher employed for the purpose of speech correction shall be 150.

HOME INSTRUCTION

- 49.—(1) A board may authorize a principal to cause home instruction to be provided for a pupil where,
- (a) the pupil is absent from school because of illness;
 - (b) medical evidence is supplied to the principal that the pupil cannot attend school; and
 - (c) the principal is satisfied that home instruction is required.
- (2) Every pupil given home instruction shall receive a minimum of 180 minutes of instruction each week, given in at least three periods.
 - (3) A special education teacher employed for the purpose of home instruction shall visit the residence of the pupil prior to the commencement of home instruction and shall interpret the programme for the parent.
 - (4) The principal of the school in which the pupil would ordinarily be enrolled shall supervise the work of the special education teacher employed for the purpose of home instruction and shall establish a time for periodic conferences between the special education teacher and the regular teacher.
 - (5) Home instruction shall not be given on those days designated as school holidays in section 4 of *The Schools Administration Act*, or on any other school holiday.
 - (6) A special education teacher employed for the purpose of home instruction shall not be a parent of the child taught.

QUALIFICATIONS OF TEACHERS IN SPECIAL EDUCATION PROGRAMMES AND SERVICES

- 50.—(1) A special education teacher shall hold,
- (a) a certificate qualifying him to teach in an elementary or a secondary school, as the case may be; and

- (b) (i) a certificate in special education with an appropriate option for the type of position held, or
- (ii) other qualifications deemed by the Minister to be suitable for the instructional programme in the area concerned.

- (2) A special education teacher of a language class for children who are newcomers to Canada shall hold,

- (a) a certificate qualifying him to teach in an elementary or a secondary school, as the case may be; and
- (b) other qualifications deemed by the Minister to be suitable for the instructional programme in the area concerned.

- (3) A supervisor or consultant of special education shall hold,

- (a) a certificate qualifying him to teach in an elementary or a secondary school, as the case may be; and
- (b) (i) a Specialist Certificate in Special Education, or
- (ii) other qualifications deemed by the Minister to be suitable for the instructional programme in the area concerned.

EQUIPMENT IN A SPECIAL EDUCATION PROGRAMME

51. Where a board establishes a special education programme, it shall provide for the use of the pupils enrolled therein the equipment and materials for their special needs.

GRANTS FOR HANDICAPPED INDIVIDUALS

52. Where,

- (a) a handicapped individual requires habilitation training or assistance in order to take advantage of the regular instructional programme of an elementary or secondary school;
- (b) the Superintendent of Supervision reports to the Minister that there is urgent need for special education services for the individual; and
- (c) a legally qualified medical practitioner certifies that because of a handicap the individual is unable to take advantage of the regular instructional facilities,

the Minister may make an annual grant to assist in the provision of an instructional programme for the habilitation of the individual.

WILLIAM DAVIS,
Minister of Education.

Dated at Toronto, this 11th day of July, 1968.

Ontario Department of Education, Ontario Regulation 272/68, in "The Ontario Gazette", Toronto, Province of Ontario, August 10, 1968, p. 2037-2039.

Ontario Regulation 191
1971

SPECIAL EDUCATION PROGRAMS AND SERVICES

43.—(1) The types of special education programs and services established with the approval of the Minister are,

- (a) braille classes for blind children;
- (b) classes for children clinically diagnosed as emotionally disturbed and who are unable to profit from a regular classroom program but who may profit from special classroom instruction;
- (c) classes for children clinically diagnosed as neurologically impaired, including perceptually handicapped children, and who are unable to profit from a regular classroom program but who may profit from special classroom instruction;
- (d) classes for gifted children for whom a special program is provided;
- (e) hard-of-hearing classes for children with hearing loss sufficient to interfere seriously with progress in school;
- (f) health classes for children with health problems and for whom a special program is provided;
- (g) hospital classes for children confined to hospital-type residential settings;
- (h) institutional classes for persons in children's homes or children's residences or in detention and observation homes established under *The Provincial Courts Act*;
- (i) language classes for children who are new-comer to Canada and whose linguistic foundation does not permit them to take proper advantage of regular school instruction;
- (j) limited-vision classes for children whose vision is limited to the extent that it will interfere seriously with their progress in school;
- (k) opportunity classes for educable retarded children, slow learners or educationally retarded children;
- (l) oral classes for deaf children; and
- (m) orthopaedic classes for physically disabled children. O. Reg. 272/68, s. 1; O. Reg. 520/71, s. 1.

(2) With the approval of the Minister, a board may employ one or more special education teachers for the purpose of,

- (a) home or tutorial instruction;
- (b) speech correction;
- (c) pupil diagnosis; or
- (d) conducting on an itinerant basis, or otherwise, special education classes listed in subsection 1.

(3) With the approval of the Minister, a board may employ one or more school social workers. O. Reg. 272/68, s. 1.

ADMISSION OF PUPILS TO SPECIAL EDUCATION
PROGRAMS

44.—(1) In this section, "board of admissions" means a board consisting of,

- (a) the principal of the school in which the pupil will be enrolled;
- (b) a legally qualified medical practitioner; and
- (c) the school superintendent concerned.

(2) The school superintendent concerned shall recommend the admission of a pupil to,

- (a) a class for gifted children;
- (b) an institutional class; or
- (c) a language class.

(3) A legally qualified medical practitioner and the school superintendent concerned shall recommend the admission of a pupil to,

- (a) a braille class;
- (b) a hard-of-hearing class;
- (c) a health class;
- (d) a hospital class;
- (e) a limited-vision class;
- (f) an oral class for deaf children; or
- (g) an orthopaedic class.

(4) A board of admissions shall recommend the admission of a pupil to,

- (a) a class for the emotionally disturbed;
- (b) a class for the neurologically impaired, including the perceptually handicapped; or
- (c) an opportunity class.

(5) Before the board of admissions recommends the admission of a pupil to a class referred to in subsection 4, it shall obtain evidence that the pupil has had,

- (a) an individual intellectual assessment conducted by a person who is considered competent to do so by the school superintendent concerned; and
- (b) a medical examination conducted by a legally qualified medical practitioner.

(6) At least once in every two-year period, the board of admissions shall review the progress of a pupil enrolled in a class referred to in subsection 4. O. Reg. 272/68, s. 1.

(7) A child who has attained the age of two years may, subject to subsection 3, be admitted to an oral class for deaf children. O. Reg. 389/68, s. 1.

ENROLMENT IN SPECIAL EDUCATION PROGRAMS

45.—(1) The maximum enrolment of a special education class is,

- (a) in a braille class, ten pupils;
- (b) in a limited-vision class, twelve pupils;
- (c) in an oral class, ten pupils;
- (d) in a hard-of-hearing class, twelve pupils;
- (e) in an orthopaedic class, twelve pupils;
- (f) in a class for emotionally disturbed children, eight pupils;
- (g) in a primary opportunity class, twelve pupils;
- (h) in a junior opportunity class, sixteen pupils;
- (i) in an intermediate opportunity class, sixteen pupils;
- (j) in a senior opportunity class, twenty pupils;
- (k) in an opportunity class without chronological age classification, sixteen pupils;
- (l) in a class for gifted children, twenty-five pupils;
- (m) in a health class, thirty pupils;
- (n) in a hospital class, twenty-five pupils;
- (o) in an institutional class, thirty pupils;
- (p) in a language class, twenty pupils; and
- (q) in a class for neurologically impaired children, including perceptually handicapped children, eight pupils.

(2) The chronological age range within an opportunity class shall not exceed five years.

(3) The number of schools served by a special education teacher who is required to travel from one school to another shall be such number of schools as is approved by the board.

(4) The maximum case load served by a special education teacher employed for the purpose of home instruction shall be seven.

(5) The maximum case load for individual or small group instruction for a special education teacher employed for the purpose of speech correction shall be 150. O. Reg. 272/68, s. 1.

HOME INSTRUCTION

46.—(1) A board may authorize a principal to cause home instruction to be provided for a pupil where.

- (a) the pupil is absent from school because of illness;
- (b) medical evidence is supplied to the principal that the pupil cannot attend school; and
- (c) the principal is satisfied that home instruction is required.

(2) Every pupil given home instruction shall receive a minimum of 180 minutes of instruction each week, given in at least three periods.

(3) A special education teacher employed for the purpose of home instruction shall visit the residence of the pupil prior to the commencement of home instruction and shall interpret the program for the parent.

(4) The principal of the school in which the pupil would ordinarily be enrolled shall supervise the work of the special education teacher employed for the purpose of home instruction and shall establish a time for periodic conferences between the special education teacher and the regular teacher.

(5) Home instruction shall not be given on those days designated as school holidays in section 4 of *The Schools Administration Act*, or on any other school holiday.

(6) A special education teacher employed for the purpose of home instruction shall not be a parent of the child taught. O. Reg. 272/68, s. 1.

QUALIFICATIONS OF TEACHERS IN SPECIAL EDUCATION PROGRAMS AND SERVICES

47.—(1) A special education teacher shall hold,

- (a) a certificate qualifying him to teach in an elementary or a secondary school, as the case may be; and

- (b) a certificate in special education with an appropriate option for the type of position held, or other qualifications considered by the Minister to be suitable for the instructional program in the area concerned.

(2) A special education teacher of a language class for children who are newcomers to Canada shall hold,

- (a) a certificate qualifying him to teach in an elementary or a secondary school, as the case may be; and
- (b) other qualifications deemed by the Minister to be suitable for the instructional program in the area concerned.

(3) A supervisor or consultant of special education shall hold,

- (a) a certificate qualifying him to teach in an elementary or a secondary school, as the case may be; and
- (b) a Specialist Certificate in Special Education, or other qualifications considered by the Minister to be suitable for the instructional program in the area concerned. O. Reg. 272/68, s. 1, revised.

EQUIPMENT IN A SPECIAL EDUCATION PROGRAM

48. Where a board establishes a special education program, it shall provide for the use of the pupils enrolled therein the equipment and materials for their special needs. O. Reg. 272/68, s. 1.

Ontario Regulation 30/53 General Legislative Grants

1. In these regulations

- (a) "equalized assessment" has the same meaning as in *The High Schools Act*;
- (b) "instructional salaries" means the total amount paid to or on behalf of teachers for day-school services in respect of
 - (i) their salaries, and
 - (ii) travelling allowances for itinerant teachersand includes the amount of superannuation withheld by a board under *The Teachers' Superannuation Act*;
- (c) "municipality" means city, town, village or township;
- (d) "public institution" means an institution operated by Canada, Ontario, a county or a municipality, and having real property not taxable under *The Assessment Act*;
- (e) "rural municipality" means an organized township;
- (f) "teacher" means a person employed by a board who, under a certificate or letter of standing from the Minister, is engaged in inspecting, supervising or teaching in a school under the jurisdiction of the board;
- (g) "urban municipality" means city, town or village; and
- (h) "year" means the period from and including the 1st of January to and including the 31st of December next following.

2. "Approved cost" shall be subject to the approval of the Minister.

APPORTIONMENT

3. The general legislative grants for public schools, separate schools, continuation schools, high schools and vocational schools shall be

- (a) apportioned and distributed to boards in accordance with these regulations, and
- (b) applied to such school purposes as the board receiving a grant deems expedient.

CONTINGENCIES OF GRANTS

4. Where a board does not comply with the Acts administered by the Minister or the regulations thereunder, the Minister may withhold the whole or any part of a grant payable to the board.

5. Where in any year the amount voted by the Legislature for the grants under these regulations is insufficient or more than sufficient to pay the grants in full, the Minister may make a *pro-rata* reduction or increase, as the case may be.

PART I

PUBLIC AND SEPARATE SCHOOLS

APPLICATION

6. This part applies to general legislative grants in respect of public and separate schools.

INTERPRETATION

7.(1) In regulations 10 and 12 "approved cost" means

- (a) payments in respect of principal, interest and other charges due in the current year on debentures issued and capital loans obtained on or after the 1st of January, 1951, and
- (b) the total of the disbursements made from current funds by a board or on its behalf during the preceding year, except as set forth under regulation 12, in respect of
 - (i) instructional salaries not exceeding \$75 for each pupil of average daily attendance as determined under regulations 8 and 9,
 - (ii) salaries of teachers for night-school services,
 - (iii) principal, interest and other charges due in that year on debentures issued and capital loans obtained before the 1st of January, 1951,
 - (iv) transportation of pupils to and from school, but only where their parents or guardians do not contribute directly to the cost of the transportation,
 - (v) tuition fees paid to another board,
 - (vi) fuel and electricity but only where the board qualifies for a grant under sub-regulation 2 of regulation 10 and the assessment per class-room unit is less than \$20,000,
 - (vii) restoration of insured school-property destroyed or damaged, but not exceeding an amount equal to the insurance proceeds received in respect thereof,

- (viii) structural alterations, new foundations, new basements, new stairways, new roofs, new floors, fire-escapes, fire-doors, new heating-equipment, new lighting, new sanitary-conveniences of a modern type, new water-facilities, new fences, new black-boards, new desks, new pianos and new film-projectors, except where the school under the jurisdiction of the board is in an urban municipality having a population of 2,500 or more or is in a rural municipality having a population of 25,000 or more, and
- (ix) new schools, additions to schools, new class-rooms, and new buses for the transportation of pupils,

less current-fund receipts as follows:

- (x) tuition fees from another board,
- (xi) amounts transferred to current funds from capital funds,
- (xii) insurance proceeds,
- (xiii) receipts from the sale of capital assets, and
- (xiv) refunds and reimbursements connected with disbursements previously included in approved cost.

(2) In this Part

(a) "assessment" means

- (i) the assessment of property rateable for public-school purposes in the public-school section or for separate-school purposes in the area prescribed under section 57 of *The Separate Schools Act*, as the case may be, as shown by the assessment roll on which taxes were levied for the preceding year, or where that public-school section or separate-school area is in a municipality which forms part of a county for municipal purposes, the amount at which that assessment was equalized; and
- (ii) where moneys are received by the board under section 33 of *The Assessment Act* or clause b of regulation 4 of Ontario Regulations 197/52, the assessment as set forth in sub-clause i together with an amount equivalent to that which, if levied upon at the rate of real-property taxation on the rate-payers of the school section or separate-school organization for school purposes, would result in taxes equal to the moneys so received by the board,

but where the assessment under sub-clause i, to be used for a municipality in the calculation of the grant under these regulations, is more than 120 per cent of the assessment under sub-clause i used for that municipality in the preceding year, the assessment of that municipality under sub-clause i means 120 per cent of the latter assessment;

(b) "class-room unit" means

- (i) for the board of a larger unit of administration, the number of open class-rooms on the first school-day of the current year, together with one-half of a class-room for each of the former school-sections or separate-school areas in which the board is not operating a school and which are included in the larger unit,
- (ii) for a board all of whose pupils are attending a school operated by another board, the quotient, adjusted to the next largest whole number, obtained by dividing the number of those pupils enrolled on the first school-day of the current year by 39,
- (iii) for a board operating a school and having more than 20 pupils enrolled on the first school-day in the current year at a school operated by another board, the number of open class-rooms on the first school-day of the current year added to the quotient, adjusted to the next largest whole number, obtained by dividing the number of those pupils by 39, and
- (iv) for other boards, the number of open class-rooms on the first school-day of the current year;

(c) "cost of operating" means the total of the disbursements for school purposes paid out of current funds by a board or on its behalf during the preceding year under the Acts administered by the Minister and the regulations thereunder, and includes payments in respect of principal, interest and other charges due in the current year on debentures issued and capital loans obtained on or after the 1st of January, 1951, less

- (i) repayments of current-fund borrowings,
- (ii) moneys transferred to a reserve fund,
- (iii) payments to a municipality to be credited against any tax levy by that municipality,
- (iv) receipts from another board but not including receipts under an arbitration award or an agreement in the stead thereof,
- (v) amounts transferred to current funds from capital funds,
- (vi) receipts from insurance,
- (vii) receipts from the sale of capital assets, and
- (viii) refunds and reimbursements connected with prior disbursements;

(d) "larger unit of administration" means a consolidated-school section, a township school-area, an area under a township board, an improvement district, or a union of separate-school areas;

(c) "open class-room" means a class-room used throughout each school-day by pupils in the charge of a teacher; and

(f) "population" means

(i) subject to sub-clause ii, the population of the municipality in which the school is located, as shown on the assessment roll on which taxes for the preceding year were levied, less the number of inmates of public institutions, or

(ii) where a board of education has been formed for 2 or more urban municipalities, the average of the combined populations thereof, computed in accordance with sub-clause i.

AVERAGE DAILY ATTENDANCE

8.(1) Subject to subregulation 2, the average daily attendance shall, for the purpose of sub-clause i of clause b of subregulation 1 of regulation 7, be the average daily attendance for the preceding year.

(2) Where the average daily attendance for the preceding year for a board in an urban municipality or in a rural school is under 300, the number used for the average daily attendance shall be not less than 30 times the number of open class-rooms as set forth under clauses c and b of subregulation 7 of regulation 10.

9.(1) Where a board operates one or more auxiliary classes or units, the average daily attendance, as determined under regulation 8, shall be increased by adding thereto

(a) 20 for each braille class for the blind, hard-of-hearing class, home-instruction class, hospital class, oral class for the deaf, orthopaedic class for physically disabled, and sight-saving class,

(b) 8 for each handicraft class, opportunity class, speech-correction and lip-reading class, and partial class of 4 or more handicapped pupils,

(c) 2 for each advancement class, discipline class, institutional class, open-air class, and partial class of 2 or 3 handicapped pupils,

(d) 2 for each home-instruction and orthopaedic unit, and

(e) $\frac{1}{2}$ for each opportunity, sight-saving, and speech-correction unit,

but the number of units under clause d or e shall not exceed 10.

(2) Where a board operates one or more industrial-arts or home-economics class-rooms, the average daily attendance, as determined under regulation 8, shall be increased for each of those class-rooms by the number set forth in Column 2 in accordance with the average daily attendance in the preceding year set opposite thereto in Column 1 as follows:

COLUMN 1	COLUMN 2
Average Daily Attendance of School	Number to be added
Under 50	1
50 but under 100	2
100 but under 200	3
200 but under 300	4
300 or more	5

(3) Where the pupils of 2 or more schools operated by a board receive instruction in industrial arts or home economics in one school operated by that board, the average daily attendance of those schools shall be added together for the purposes of subregulation 2.

(4) Where a class-room or unit was in operation for only one term in the preceding year, the average daily attendance shall be increased by one-half of the number calculated under subregulations 1 and 2 respectively.

AMOUNTS OF GRANTS

10.(1) Subject to regulations 11, 12, 14, 15 and 37, the board of a public or separate school in a city, or in a town or village having a population of 2,500 or more, shall be paid a grant of

- (a) \$16 for each pupil of average daily attendance during the preceding year as determined under subregulation 1 of regulation 8 and under regulation 9, and
- (b) an amount calculated by taking a percentage of the approved cost at the rate set forth in Column 2 in accordance with the population set opposite thereto in Column 1 as follows:

COLUMN 1	COLUMN 2
Population	Percentage
200,000 or more	16
100,000 to 199,999	17
50,000 to 99,999	20
40,000 to 49,999	21
30,000 to 39,999	22
20,000 to 29,999	23
10,000 to 19,999	24
9,000 to 9,999	25
8,000 to 8,999	26
7,000 to 7,999	27
6,000 to 6,999	28
5,000 to 5,999	30
4,500 to 4,999	32
4,000 to 4,499	35
3,500 to 3,999	38
3,000 to 3,499	41
2,500 to 2,999	44

(2) Subject to subregulations 7 and 8 and to regulations 11, 12, 15 and 37, the board of a larger unit of administration, and all other boards not qualifying for a grant under subregulation 1 or under regulation 14 shall be paid a grant of

- (a) \$16 for each pupil of average daily attendance during the preceding year as determined under subregulation 1 of regulation 8 and under regulation 9, and
- (b) an amount calculated by taking a percentage of the approved cost at the rate set forth in Column 2 in accordance with the assessment per class-room unit set opposite thereto in Column 1, as follows:

COLUMN 1	COLUMN 2
Assessment per class-room unit	Percentage
\$125,000 or more	40
\$120,000 or more but under \$125,000	42
\$115,000 or more but under \$120,000	44
\$110,000 or more but under \$115,000	46
\$105,000 or more but under \$110,000	48
\$100,000 or more but under \$105,000	50
\$ 95,000 or more but under \$100,000	52
\$ 90,000 or more but under \$ 95,000	54
\$ 85,000 or more but under \$ 90,000	56
\$ 80,000 or more but under \$ 85,000	58
\$ 75,000 or more but under \$ 80,000	60
\$ 70,000 or more but under \$ 75,000	62
\$ 65,000 or more but under \$ 70,000	64
\$ 60,000 or more but under \$ 65,000	66
\$ 55,000 or more but under \$ 60,000	68
\$ 50,000 or more but under \$ 55,000	70
\$ 45,000 or more but under \$ 50,000	72
\$ 40,000 or more but under \$ 45,000	74
\$ 35,000 or more but under \$ 40,000	79
\$ 30,000 or more but under \$ 35,000	84
\$ 25,000 or more but under \$ 30,000	89
under \$25,000	92

(3) In addition to the grant under subregulation 2, a grant of \$300 shall be paid

- (c) to each board in the year it enters a larger unit of administration, and

Ontario Department of Education, Ontario Regulation 30/53, General Legislative Grants, in "The Ontario Gazette", Toronto, Province of Ontario, 1953, p. 449-451.

Ontario Regulation 83 General Legislative Grants
1960

- (ii) payments by a board or on its behalf in respect of principal, interest, and other charges due in the current year on debentures issued and capital loans obtained on or after the 1st day of January, 1951,

less current-fund receipts during the preceding year as follows:

- (iii) tuition fees from another board, and
- (iv) reimbursement for transportation of non-resident pupils;
- (d) "larger unit of administration" means a consolidated-school section, a township school area, an area under a township board, an improvement district, or a union of separate-school areas;
- (e) "open class-room" means a class-room used throughout each school-day by pupils in the charge of a teacher, and where a class-room is used for half of each school-day for kindergarten purposes, the class-room is half an open class-room; and
- (f) "population" means the population of the municipality as shown on the assessment roll on which taxes for the preceding year were levied, less the number of inmates of public institutions.

AVERAGE DAILY ATTENDANCE

8.--(1) Subject to subregulation 2, for the purpose of sub-clause i of clause e of subregulation 1 of regulation 7, the average daily attendance shall be the average daily attendance for the preceding year together with any additional average daily attendance to which the board is entitled under regulation 9.

(2) The average daily attendance shall be not less than the figure computed by multiplying the number of open class-rooms by 30, but the number of open class-rooms for this purpose shall be,

- (a) the number of open class-rooms as set forth under clauses a and b of subregulation 3; or
- (b) the number of open class-rooms actually in operation on the first school-day of the current year,

whichever is the lesser.

(3) The number of open class-rooms shall not exceed,

- (a) where the average daily attendance for a board in an urban municipality or in a rural school is fewer than 300, the number obtained by dividing the average daily attendance by 33 and allowing an additional room for any remaining fraction; or
- (b) where the average daily attendance for a board in an urban municipality or in a rural school is 300 or more, the number obtained by dividing the average daily attendance by 30 and making no allowance for any remaining fraction.

(4) For the purposes of determining the grant in respect of average daily attendance provided in regulation 10, "average daily attendance" for a board means average daily attendance of pupils for the previous year together with any additional average daily attendance to which the board is entitled under regulation 9.

9.—(1) Where, in the preceding year, a board operated for a term one or more auxiliary classes or units, the average daily attendance, as determined under regulation 8, shall be increased for that term by adding thereto,

- (a) 10 for each hard-of-hearing class, hospital class, orthopaedic class, limited vision class, and each full-time home-instruction teacher;
- (b) 4 for each opportunity class, and each full-time speech-correction teacher;
- (c) 1 for each gifted-children class, institutional class and health class;
- (d) 1 for each school which used the services of an approved itinerant auxiliary teacher or teachers, and which is operated by the board in a municipality with a population under 25,000;
- (e) 1 for each home-instruction and orthopaedic unit;
- (f) $\frac{1}{4}$ for each limited vision unit;
- (g) $\frac{1}{4}$ for each opportunity unit in schools not served by an itinerant auxiliary teacher;

but

- (h) the increase in average daily attendance under clause g shall not exceed $\frac{1}{4}$ per school per term; and
- (i) the increase in average daily attendance under each of clauses e, f, and g shall not exceed 15 for the board per term.

(2) Where, in the preceding year, a board operated one or more industrial-arts or home-economics class-rooms for a term, the average daily attendance, as determined under regulation 8, shall be increased for each of those class-rooms by the number set forth in Column 2 in accordance with the average daily attendance of all pupils attending the school in the preceding year set opposite thereto in Column 1 as follows:

COLUMN 1	COLUMN 2
Average daily attendance of school	Number per term to be added
Under 50	$\frac{1}{2}$
50 but under 100	1
100 but under 200	$1\frac{1}{2}$
200 but under 300	2
300 or more	$2\frac{1}{2}$

(3) Where, in the preceding year, the pupils of 2 or more schools operated by a board received instruction in industrial arts or home economics in one school operated by that board, the average daily attendance of those schools shall be added together for the purposes of subregulation 2.

Ontario Regulation 16/64 General Legislative Grants

(c) by multiplying the number of auxiliary classes or units operated or teachers employed by an elementary-school board for a term in the preceding year in column 1 by the factor set opposite thereto in column 2 as follows:

COLUMN 1	COLUMN 2
Auxiliary Classes, Units or Teachers	FACTOR
(i) hard-of-hearing class, hospital class, orthopaedic class, limited vision class, full-time home-instruction teacher	10
(ii) opportunity class, full-time speech-correction teacher	5
(iii) gifted-children class, institutional class, health class	1
(iv) school which used the services of an approved itinerant auxiliary teacher or teachers, and which is operated by the board in a municipality with a population under 25,000	1
(v) home-instruction unit, orthopaedic unit	1
(vi) limited vision unit	$\frac{1}{4}$
(vii) opportunity unit in a school not served by an itinerant auxiliary teacher	$\frac{3}{4}$

but,

(viii) the average daily attendance under subclause vii shall not exceed one-quarter per school per term, and

(ix) the average daily attendance under each of subclauses v, vi and vii shall not exceed fifteen for the board per term, and

(d) by multiplying the number of home-instruction units operated by a secondary-school board for a term in the preceding year by 1.

(7) "Average daily attendance" for purposes of the BASIC TAX RELIEF GRANT provided in subsection 1 of section 15 means the sum of,

- (a) the average daily attendance of all pupils attending the schools under the jurisdiction of the board;
- (b) the average daily attendance to which the board is entitled for special subjects and services under subsection 6; and
- (c) the average daily attendance of pupils whose fees are payable by the board;

less,

- (d) the average daily attendance of pupils whose fees are receivable from another board, from the Minister, or from Canada.

(8) "Average daily attendance" for purposes of the EQUALIZATION GRANT provided in subsection 2 of section 15 means,

- (a) for an elementary-school board, the greater of,

- (i) the sum of,

- A. the product of 30 and the number of class-room units determined in clause a of subsection 11, and
 - B. the average daily attendance for special subjects and services provided in subsection 6, and

- (ii) the sum of,

- A. the average daily attendance for purposes of the basic tax relief grant as defined in subsection 7, and

- B. in the case of a board of a larger unit of administration that operated a school in the preceding year, the lesser of,

- I. the product of 15 and the number of former sections or zones included in the area under the jurisdiction of the board in which it did not operate a school, and

- II. one-half of the excess of the average daily attendance of all pupils, including those whose fees are payable by the board, residing in the rural area under the jurisdiction of the board over the average daily attendance of pupils in the schools under the jurisdiction of the board whose fees are receivable from another board, from the Minister, or from Canada;

(8) for a secondary-school board, the sum of

(i) the excess of the average daily attendance of all pupils attending the schools under the jurisdiction of the board over the average daily attendance of pupils whose fees are receivable from another board, from the Minister, or from Canada, but the excess shall be not less than 22,

(ii) the average daily attendance to which the board is entitled for special subjects and services under subsection 6, and

(iii) the average daily attendance of pupils whose fees are payable by the board.

(9) "Larger unit of administration" means a township school area or a combined separate-school zone.

(10) "Net recognized current cost of operating" means, Cost of Operating as defined in subsection 4 reduced by the following:

(a) debt charges adjusted by the resident pupil factor provided in subsection 17;

(b) capital expenditures from current funds adjusted by the resident pupil factor provided in subsection 17;

Ontario Regulation 43/65 General Legislative Grants

SPECIAL SUBJECTS AND SERVICES

30.—(1) A board shall be paid a grant at the rate provided in subsection 3 of section 14 of the amount computed by multiplying the Basic Tax Relief Grant per pupil provided in subsection 1 of section 14 by the product of the number of class-rooms in home economics and industrial arts operated for a term in the preceding year in a school in which the Science, Technology, and Trades Branch had not been introduced and the factor set forth in column 2 in accordance with the average daily attendance of all pupils attending the school in the preceding year set opposite thereto in column 1 as follows:

COLUMN 1	COLUMN 2
Average daily attendance of school	FACTOR
Under 50	1
50 but under 100	2
100 but under 200	3
200 but under 300	4
300 or more	5

but, where in the preceding year, the pupils of two or more schools operated by a board received instruction in industrial arts or home economics in one school operated by that board, the average daily attendance of those schools shall be added together for the purpose of this subsection.

(2) A secondary-school board shall be paid a grant at the rate provided in subsection 3 of section 14 of the amount computed by multiplying the Basic Tax Relief Grant per pupil provided in subsection 1 of section 14 by the product of the number of departments of agriculture operated for a term in the preceding year and the factor set forth in column 2 in accordance with the average daily attendance of all pupils attending the school in the preceding year set opposite thereto in column 1 as follows:

COLUMN 1	COLUMN 2
Average daily attendance of school	FACTOR
Under 100	10
100 but under 200	15
200 but under 300	20
300 or more	25

(3) An elementary school board shall be paid a grant at the rate provided in subsection 3 of section 14 of the amount computed by multiplying the Basic Tax Relief Grant per pupil provided in subsection 1 of section 14 by the product of the number of auxiliary classes or units operated or teachers employed for a term in the preceding year in column 1 and the factor set opposite thereto in column 2 as follows:

COLUMN 1	COLUMN 2
Auxiliary Classes, Units or Teachers	FACTOR
(i) Braille Class	20
Class for Emotionally Disturbed	20
Class for Neurologically Impaired	20
Hard of Hearing Class	20
Hospital Class	20
Limited Vision Class	20
Orthopaedic Class	20
Full-time Home Instruction Teacher	20
(ii) Primary Opportunity Class	18
(iii) Intermediate Opportunity Class	14
Junior Opportunity Class	14
Opportunity Class not organized according to predetermined age range	14
(iv) Gifted-Children Class	10
Senior Opportunity Class	10
Full-time Itinerant Teacher for Hard of Hearing pupils	10
Full-time Itinerant Teacher for Limited Vision pupils	10
Full-time Speech-Correction Teacher	10

(v) Health Class Institutional Class School which used the services of an approved itinerant auxiliary teacher or teachers and which is operated by a board in a municipality with a population under 15,000	2 2 2
(vi) Home Instruction Unit Orthopaedic Unit	2 2
(vii) Limited Vision Unit Opportunity Unit in a school not served by an itinerant auxiliary teacher	1/2 1/2

but,

- (viii) the product obtained by multiplying the number of opportunity units in subclause vii and the factor shall not exceed one-half per school per term, and
- (ix) the product obtained by multiplying the number of units in subclauses vi and vii and the factor shall in each case not exceed thirty for the board per term.

Ontario Department of Education, Ontario Regulation 43/65, General Legislative Grants, in "The Ontario Gazette", Toronto, Province of Ontario, 1965, Section 30, p. 676.

Ontario Regulation 24/67 General Legislative Grants

SPECIAL SUBJECTS AND SERVICES

31.—(1) An elementary-school board shall be paid a grant at the rate provided in subsection 3 of section 14 in respect of each class-room in home economics and industrial arts operated for a term in the preceding year of the amount shown in Column 2 in accordance with the average daily enrolment as defined in subsection 6 of section 13 set opposite thereto in Column 1 as follows:

COLUMN 1	COLUMN 2
Average daily enrolment of school	AMOUNT
Under 50	\$ 85
50 but under 100	170
100 but under 200	255
200 but under 300	340
300 but under 400	425
400 but under 500	575
500 but under 600	725
600 or more	925

but, where in the preceding year, the pupils of two or more schools operated by a board received instruction in industrial arts or home economics in one school operated by that board, the average daily enrolment of those schools shall be added together for the purpose of this subsection.

(2) A secondary-school board shall be paid a grant at the rate provided in subsection 3 of section 14 in respect of each class-room in home economics and industrial arts operated for a term in the preceding year in a school in which the Science, Technology, and Trades Branch had not been introduced of the amount shown in Column 2 in accordance with the average daily enrolment as defined in subsection 6 of section 13 set opposite thereto in Column 1 as follows:

COLUMN 1	COLUMN 2
Average daily enrolment of school	AMOUNT
Under 50	\$185
50 but under 100	370
100 but under 200	555
200 but under 300	740
300 or more	925

(3) A secondary-school board shall be paid a grant at the rate provided in subsection 3 of section 14 in respect of each department of agriculture operated for a term in the preceding year of the amount shown in Column 2 in accordance with the average daily enrolment as defined in subsection 6 of section 13 set opposite thereto in Column 1 as follows:

COLUMN 1	COLUMN 2
Average daily enrolment of school	AMOUNT
Under 100	\$1850
100 but under 200	2775
200 but under 300	3700
300 or more	4625

(4) An elementary-school board shall be paid a grant at the rate provided in subsection 3 of section 14 in respect of each Special Education class or unit operated or qualified person employed for a term in the preceding year in Column 1 of the amount set opposite thereto in Column 2 as follows:

COLUMN 1	COLUMN 2
Special Education Classes, Units or Qualified Personnel	Amount
(i) Psychologist—Full-time Supervisor of Special Education—Full-time	\$2500 2500
(ii) Braille Class Class in English for pupils who are from any linguistic cause unable to take proper advantage of the elementary-school courses Class for Emotionally Disturbed Class for Neurologically Impaired Hard of Hearing Class Hospital Class Limited Vision Class Orthopaedic Class Full-time Home Instruction Teacher	\$1700 1700 1700 1700 1700 1700 1700 1700

97

APPENDIX XXVI

321

(iii) Primary Opportunity Class	\$1530
(iv) Psychiatrist—Part-time	\$1250
(v) Intermediate Opportunity Class	\$1190
Junior Opportunity Class	1190
Opportunity Class not organized according to predetermined age range	1190

COLUMN 1	COLUMN 2
Special Education Classes, Units or Qualified Personnel	Amount
(vi) Gifted-Children Class	\$850
Senior Opportunity Class	\$50
Full-time Itinerant Teacher of English for pupils who are from any linguistic cause unable to take proper advantage of elementary-school courses	\$50
Full-time Itinerant Teacher for Hard of Hearing pupils	\$50
Full-time Itinerant Teacher for Limited Vision pupils	\$50
Full-time Speech-Correction Teacher	\$50
Full-time Teacher Diagnostician	\$50
(vii) Health Class	\$170
Institutional Class	170
School which used the services of an approved itinerant special education teacher or teachers and which is operated by a board in a municipality with a population under 15,000	170
(viii) Home Instruction Unit	\$170
Orthopaedic Unit	170
Transportation Unit	170
Telephone Unit	170
(ix) Limited Vision Unit	\$42.50
Opportunity Unit in a school not served by an itinerant special education teacher	42.50

but,

- (x) Opportunity units in subclause ix in excess of one per school per term shall be not eligible for grant
- 9

(5) A secondary-school board shall be paid a grant at the rate provided in subsection 3 of section 14 in respect of each Special Education class or unit operated or qualified person employed for a term in the preceding year in Column 1 of the amount set opposite thereto in Column 2 as follows:

COLUMN 1	COLUMN 2
Special Education Classes, Units or Qualified Personnel	Amount
(i) Classes in English for pupils who are from any linguistic cause unable to take proper advantage of the secondary-school courses Psychiatrist—Full-time Psychologist—Full-time	\$2500 2500 2500
(ii) Psychiatrist—Part-time Full-time Itinerant Teacher of English for pupils who are from any linguistic cause unable to take proper advantage of the secondary-school courses	\$1250 1250
(iii) Home Instruction Unit	\$370

Ontario Department of Education, Ontario Regulation 24/67, General Legislative Grants, in "The Ontario Gazette", Toronto, Province of Ontario, 1967, Section 31, p. 297-299.

Ontario Regulation 43/68 General Legislative Grants

SPECIAL EDUCATION PROGRAMS AND SERVICES

25.—(1) Subject to subsections 2 and 3, a board shall be paid for each qualified full-time teacher employed in the preceding year for a special education program or service a grant at its Stimulation Grant rate of the amount shown in Column 2 in accordance with the program or service set opposite thereto in Column 1 as follows:

COLUMN 1	COLUMN 2
PROGRAM OR SERVICE	AMOUNT per year
Oral Class for Deaf	\$7500
Emotionally Disturbed	\$7000
Neurologically Impaired, including perceptually handicapped	7000
Braille	\$6400
Hard of Hearing	\$6000
Limited Vision	6000
Opportunity—Primary	6000
Orthopaedic	6000
Language—for pupils who are from any linguistic cause unable to take proper advantage of the school program	\$5000
Opportunity—Intermediate	5000
Opportunity—Junior	5000
Opportunity—No age classification	5000
Opportunity—Senior	\$4000
Diagnostician—Teacher	\$2500
Gifted	2500
Hospital	2500
Speech	2500
Health	\$1200
Institution	1200

(2) Where a qualified full-time teacher for a special education program or service was employed in the January to June term of 1967, the grant shall be 60 per cent of the amount calculated under subsection 1.

(3) Where a qualified full-time teacher for a special education program or service was employed in the September to December term of 1967, the grant shall be 40 per cent of the amount calculated under subsection 1.

26.—(1) Subject to subsection 2, a board shall be paid for each school-day that it employs an approved full-time or part-time special education professional person a grant at its Stimulation Grant rate of the amount shown in Column 2 in accordance with the type of personnel set opposite thereto in Column 1 as follows:

COLUMN 1	COLUMN 2
TYPE OF PERSONNEL	AMOUNT per day
Psychiatrist	\$80
Psychologist	40
School Social Worker	40
Special Education Supervisor or Consultant, other than a municipal inspector	40

Ontario Department of Education, Ontario Regulation 43/68, General Legislative Grants, Toronto, Province of Ontario, 1968, Section 25, p. 9-10.

Circular No. 7 Re the Book "Training Handicapped Children"

ONTARIO
DEPARTMENT OF EDUCATION

No. 7 - 1933.

TO THE INSPECTOR:-

Re. the Book "Training Handicapped Children"

Your attention is drawn to the fact that the manual entitled "Training Handicapped Children" which was recently issued by the Department is not intended solely for the use of auxiliary class teachers. It purposes likewise to afford aid to teachers both in urban and rural schools who may have charge of pupils suffering under physical or mental handicaps but in whose school exists no auxiliary class organization. The chapters dealing with courses of study, special methods for direct learners, drill lessons, seat work exercises and handwork procedure should be of help to those teachers who without special training have to meet problems of retardation. The chapter on lip-reading should enable a teacher to train a hard-of-hearing child but not a totally deaf child in that art. The chapter on speech correction presents the subject in such a straight forward fashion that the ordinary teacher by following instructions should effect considerable improvement among pupils suffering under this serious handicap.

It is suggested that a copy of this manual might be placed in the library of each urban and rural school.

This book was prepared by Dr. H.E. Amoss, Inspector of Auxiliary Classes, and Miss Helen DeLaporte, B.A., Assistant Inspector of Auxiliary Classes.

The book may be obtained from the Ryerson Press, Toronto, at a retail price of \$1.50 less the usual discount of 20%. Postage will be extra.

.....*V. K. Green*.....
Chief Inspector.

Toronto, March 16th, 1933.

Memorandum Re Sanatorium Schools



DEPARTMENT OF EDUCATION

Memorandum for:
 Elementary School Inspectors Supervising Sanatorium Schools,
 Secretaries of Boards of Sanatorium Schools,
 Principals of Sanatorium Schools.

Re: Sanatorium Schools

1. These schools are established under Section 66 of The Public Schools Act, Chapter 316, R.S.O. 1950.
2. Under the Regulations relating to Pupils Residing on Crown Lands or in Territorial Districts, O.Reg. 240/48, 50% of the approved cost of operating these schools exclusive of capital expenditures is paid by the Department of Education (Regulation 4). In approved cost, teachers' salaries and supplies may be included.
3. The recent ruling regarding reimbursement for elementary school text-books in 1951 will apply (See Circular re Legislative Grant on Expenditures for Text-books and Library Books, dated March 15, 1951). Average attendance of pupils will be calculated as follows:

<u>Where the Doctor's Direction is</u>	<u>Where the actual range of school time is</u>	<u>The teacher will give credit for attendance</u>
(a) 1 hour a day	At least one hour but not as much as two hours	$\frac{1}{2}$ day
(b) 2 hours a day	At least two hours but not as much as three hours	$\frac{1}{2}$ day
(c) 3 hours a day	At least three hours	1 day

(This scheme is in accordance with a memorandum issued by the Inspector of Auxiliary Classes, dated September, 1947.)

4. For individual students who are receiving rehabilitation training, Correspondence Courses may be provided if approval is given by the elementary school inspector of the area in which the school is situated after consultation with the Inspector of Auxiliary Classes. The cost of approved Correspondence Courses may be reported in the cost of instruction for legislative grant purposes. These students are not credited with school attendance.

- 2 -

5. The Annual Financial Report for sanatorium schools should be submitted on the usual form (Form S 41 a), and should be accompanied by Form G 12. It is desirable that these reports be submitted at as early a date as possible after the close of the calendar year.
6. Regulation 2 (n) of the Regulations Regarding Auxiliary Classes (O.Reg. 70/40) provides that sanatorium classes for sanatorium patients may be classed as auxiliary classes and as such may be eligible for the special legislative grants provided for by the regulations. Application for the special legislative grant for auxiliary classes should be made after the close of the school year in June on a form "Grant Report on Auxiliary Classes 195-" which is supplied to the school inspector by the Inspector of Auxiliary Classes.

B. J. Cannon
.....
Acting Deputy Minister.

Toronto,
April 12, 1951.

Memorandum Re Poliomyelitis Vaccine Programme
In Unorganized Districts

Sent to the Public and Separate School
Inspectors in the Districts



DEPARTMENT OF EDUCATION

MEMORANDUM TO PUBLIC AND SEPARATE SCHOOL INSPECTORS
IN THE TERRITORIAL DISTRICTS

Re: Poliomyelitis Vaccine Programme in Unorganized Districts

- (1) The Department of Health is undertaking a programme whereby all school children in attendance at elementary public and separate schools in unorganized territory will be offered two inoculations of polio vaccine this Fall.
- (2) In this connection, letters have gone forward to all secretaries of School Boards in unorganized areas seeking their co-operation and asking that the parents' request forms and record forms, which have been mailed to them under separate cover, be dealt with appropriately, as instructed, by the teacher or teachers concerned.
- (3) A number of physicians have been asked to carry out the actual administration of the inoculations. Each assenting physician will then act in co-operation with the Department of Health, the secretary of the School Board, and the teacher concerned.
- (4) It is hoped that the Fall programme can be completed while weather conditions are not too inclement.
- (5) The cost of the vaccine and physicians' services will be borne by the Department of Health.
- (6) The co-operation of the public and separate school inspectors will be appreciated.

E. L. Duffin
for

Superintendent of Elementary Education.

Toronto 2, September 19, 1955.

Memorandum Re Auxiliary Education Services



ONTARIO

DEPARTMENT OF EDUCATION

No. 1 (S), May, 1956.

MEMORANDUM TO ELEMENTARY SCHOOL INSPECTORS

Re: Auxiliary Education Services

Herewith are the following:

1. A memorandum signed by the Deputy Minister giving proposed changes in the 1957 General Legislative Grants respecting Auxiliary Classes, Auxiliary Units, and Itinerant Auxiliary teachers.
2. Copies of forms for a survey of Auxiliary Education Services in each Inspectorate.
 - (a) Auxiliary Classes
 - (b) Auxiliary Units
 - (c) Full-time Speech Correction teachers, full-time Home-Instruction teachers, supervisory officials and Itinerant Auxiliary teachers.
3. Application forms for:
 - (a) Establishment of an Auxiliary Class (Form A.C. 18G).
 - (b) Establishment of Auxiliary Units (Forms A.C. 18A, A.C. 18B, A.C. 18C, and A.C. 18D).
 - (c) Appointment of full-time Speech Correction teachers, full-time Home Instruction teachers and Itinerant Auxiliary teachers (Form A.C. 18H).

Information for the survey (Item 2) is to be returned on or before June 11, 1956.

It is hoped that this annual survey of Auxiliary Education Services can be discontinued by establishing permanent records in the Department on existing services, and by keeping these records up-to-date by the use of applications for the establishment of additional services in Auxiliary Education.

A handwritten signature in cursive script, appearing to read "S. A. G. A. Tean".

Superintendent of Elementary Education

Toronto 2, May 15, 1956.

Memorandum Re Poliomyelitis Vaccinations
In Unorganized Territory



ONTARIO

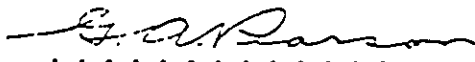
DEPARTMENT OF EDUCATION

MEMORANDUM TO THE INSPECTORSRe: Poliomyelitis Vaccinations in Unorganized Territory

With the co-operation of the physicians in the area, the Department of Health is planning to carry out inoculations against poliomyelitis for all children under eighteen years of age in the unorganized areas in Ontario. School children who have previously received two doses of poliomyelitis vaccine will be eligible for a third inoculation. Pre-school, school, and older children who have not received the vaccine will be eligible for two doses one month apart.

A letter is being sent by the Deputy Minister of Health to each of the School Boards concerned. Teachers will be asked to distribute the parents' consent forms to all the children. Teachers will also be asked to fill out the necessary Record Forms.

While you will have no active part in this matter, your attitude towards it will, no doubt, have an effect on the extent to which the teachers co-operate. Consequently, your co-operation will be appreciated.


Superintendent of Elementary Education.

Toronto 2, March 25, 1957.

Memorandum Re Schools in Cerebral Palsy Treatment Centres



ONTARIO

No. 2(d), November, 1959

DEPARTMENT OF EDUCATION

MEMORANDUM TO THE INSPECTORSRe: Schools in Cerebral Palsy Treatment Centres

Several schools have been established in cerebral palsy treatment centres under Section 66 of The Public Schools Act. These schools are providing instruction for children who are from a physical cause, unable to take proper advantage of the elementary or secondary school courses. As the cerebral palsy treatment centre is the designated school section, all children in the school in the treatment centre are non-resident pupils.

Subsection 4 of Section 49 of The Schools Administration Act, 1954, states that non-resident pupils may be admitted to auxiliary classes under the terms permitted or prescribed by the regulations, and upon payment of such fees for instruction as may be fixed by the Board and approved by the Minister.

Under these conditions, a Board operating a school in a cerebral palsy treatment centre may arrange with other Boards for the instruction of pupils who are brought to the treatment centre, and charge a fee for each pupil. The fee which has been approved by the Minister shall be determined by dividing the total disbursements for educational purposes less grant received from the Department of Education by the total number of days attended, and multiplying the quotient obtained by the number of days the pupil attended. It is expected that the Board paying the fee will not be entitled to include this amount under recognized cost for grant purposes in 1960. It should be clearly understood that the payment of the above-mentioned fee is permissive, not compulsory.

E.A. Pearson.....
Superintendent of Elementary Education.Toronto 2, November 20, 1959.

Memorandum Re Schools In Cerebral Palsy Treatment Centres



No. 1 (b), March, 1960

DEPARTMENT OF EDUCATION

MEMORANDUM TO ELEMENTARY-SCHOOL INSPECTORSRe: Schools in Cerebral Palsy Treatment Centres

Reference Memorandum No. 2 (d) dated November 20, 1959

In addition to the information contained in Memorandum No. 2 (d) dated November 20, 1959, the following procedures are given for the guidance of inspectors and Boards:

1. When an application is made for a pupil to attend a school in a Cerebral Palsy Treatment Centre, the Board of this school may request the Board having jurisdiction in the area in which the pupil resides, to agree to pay fees under Subsection 4 of Section 49 of The Schools Administration Act, 1954.
2. Where pupils are already enrolled in schools in Cerebral Palsy Treatment Centres, the Boards may request payment of fees in the year 1960 for the attendance of pupils in the calendar year 1959.
3. It shall be pointed out that in all cases the payment of the above-mentioned fees is permissive, not compulsory, and that the Board paying the fee is not entitled to include this amount under recognized cost for grant purposes.
4. The fee shall be determined by dividing the total disbursements for educational purposes in any calendar year less the grant received from the Department of Education in the same calendar year, by the total number of days attended, and multiplying the quotient obtained by the number of days a pupil attended. It shall be noted that transportation costs shall not be included in the educational cost.
5. Because of the special conditions in a Cerebral Palsy Treatment Centre, the Daily Register of Attendance shall be marked as follows:
 - (a) Where the actual length of school time for a day is at least one hour, but less than three hours, credit shall be given for only one-half day.
 - (b) Where the actual length of school time is at least three hours, credit shall be given for one day.

Wm. C. Vanderburg
for Superintendent of Elementary Education.

Toronto 2, March 31, 1960.

Memorandum Re Developments in Special Education

OFFICE OF
ASSISTANT DEPUTY MINISTER



ONTARIO

DEPARTMENT OF EDUCATION

44 EGLINTON AVE. W.
TORONTO 12, ONTARIO

1967-68: 11
14,000

MEMORANDUM TO: DIRECTORS AND SUPERINTENDENTS
REGIONAL AND AREA SUPERINTENDENTS
PROGRAM CONSULTANTS
PRINCIPALS OF SCHOOLS
SECRETARIES OF SCHOOL BOARDS
PRINCIPALS OF PRIVATE SCHOOLS

RE: DEVELOPMENTS IN SPECIAL EDUCATION

It was announced on 5th September, 1967, that major new developments were to take place in the provision of Special Education in the Province. These include a unit for accrediting university courses, the planning of an institution for teacher training and the provision of consultants to assist local boards, principals and teachers in meeting the needs of students in this area.

A new position of Assistant Director, Special Education, has been created in the Teacher Education Branch of the Department. The function of this official will be initially to visit institutions in the United States which provide teacher training programs in the field of Special Education. Where courses are identified as meeting the needs of teachers working in this field in Ontario, they will be accredited by the Department. Teachers who hold basic teaching certificates in Ontario will then be able to enroll in these courses and, on successful completion of the requirements, will be eligible to receive an Ontario teaching certificate in the special area of their training. Until now, Ontario teachers have not been eligible for certification in Ontario for courses in special education taken outside the Province.

At the same time as he is visiting the institutions in the United States for the purpose of accrediting courses, the Assistant Director, Special Education, will make a thorough study of the most desirable features of existing facilities. The Department intends to provide a new institution in co-operation with an Ontario university where teachers may be trained in the several areas of special education. The official will work in close association with the university where the new school will be developed to ensure that the building and program are the best that can be provided to meet the needs of Ontario in this special

- 2 -

field for some time to come. In this connection preliminary and exploratory talks have been held with the President of York University although no final decision has been reached about the location of the new school. In commenting on this aspect of the development it was stated that the new institution would assist greatly in increasing the number of teachers working in the special education field and would add a new dimension to teacher education in that it would be the first of its kind in Canada.

Another area for which the new official will be responsible involves visits to the Teachers' Colleges to assist staff in bringing to teachers in training the importance of recognition of the special needs of children with disabilities or handicaps and of the resources available to them to help in their education. In particular, he will relate to the staff member dealing with the psychology area of the program in the Teachers' College.

It was announced that Mr. D. A. MacTavish, who has been Inspector-Co-ordinator of Special Education in the Department, moves to the Teacher Education Branch on 1st September, 1967, to undertake the duties outlined above. Mr. MacTavish, a graduate in Arts of Queen's University, also holds degrees of Bachelor of Pedagogy and Master of Arts in Psychology from the University of Toronto. He has also taken graduate courses in special education at Columbia University. Mr. MacTavish has had many years of experience in the field of special education in Ontario and brings to his new post the practical knowledge of teacher, administrator and educator of teachers.

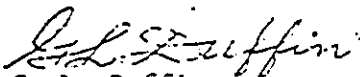
The second major area dealt with in the announcement has to do with the appointment of a number of specialists in the various areas of exceptionality among children. They will work in the Supervision Section of the Department. Provision is made for an Assistant Superintendent, Special Education, who will supervise the work of the new Program Consultants and also of the Department's eight appointees to the Regional Diagnostic Centres operated by the Department of Health, and, of the Program Consultants in the Regional Offices of the Department of Education. These developments will now be integrated in an overall plan to provide in a better manner than ever before the programs for children requiring special education.

The six officials to be stationed in the Department and available to local school boards to assist in their planning of special programs will be highly qualified teachers with advanced work in special areas. Their qualifications include knowledge and experience in dealing with the emotionally disturbed, the neurologically impaired, the educable retarded, and those with orthopaedic,

- 3 -

speech, hearing or vision problems.

In making the above announcements, it was pointed out that Special Education classes have quadrupled from about 500 to about 2,000 during the last ten years. This trend for school boards to increase special provisions for a broad range of exceptionality has increased the demand for teachers and for consultative services. The number of teachers enrolled in Special Education Summer courses offered by the Department of Education has increased from 337 to 1,364 during the same ten years, reflecting the increased interest on the part of teachers in taking this type of training.



G. L. Duffin
Assistant Deputy Minister.

Toronto, 7th September, 1967.

Urge Better Provision for the Feeble-Minded

DEPUTATION CALLS UPON PROVINCIAL SECRETARY AND ASKS PROMPT ACTION.

A deputation of persons interested in the care of the feeble-minded waited on the Provincial Secretary yesterday to urge upon the Government the need of prompt action in the interests of the people at large with regard to this matter.

The delegation was introduced by his Worship Mayor Geary of Toronto, and the speakers included Mrs. Lyle of Hamilton, Mrs. Archibald M. Huestis, Toronto; Dr. Charteris, Chatham; J. R. McNeillie, Lindsay; Sheriff Cameron, London; and Mr. J. M. Macdowell, K.C., Kingston; while other prominent members of the deputation were: Mr. Torrington, Toronto; Mr. Alex. Lewis, Toronto; Mr. Carter, Rev. Dr. Turnbull, Mr. S. Arnold, Rev. Father Minahan, and others.

Among the institutions and bodies represented were the Associated Charities, the Infants' Home, the National Council of Women, the Hamilton and West Algoma Local Councils, the Salvation Army, the Household Economic Association, Travel Clubs, the Culture Club, and various other interested organizations. The Municipal Committee room at the Legislative buildings was crowded with those earnestly desirous of urging immediate action on the Government.

Besides Hon. Mr. Hanna, there were a few of the members of the House present, including Dr. Smellie of Fort William and Mr. Allen Studholme.

After the case had been ably presented by the speakers, Mayor Geary

summed up the subject, and then as something to be done, even as it could be done, some action should be inaugurated. He said that some of these people who have been in charge on the streets are likely to be a great danger through their children to the community, and urged the need of almost immediate action.

Hon. Mr. Hanna, in reply, said he felt like one constant apology since coming into the room. There was a comforting fact, that the presence of a deputation might fairly be measured inversely by the length of the speeches.

There were so many present, he said, that the fact of their coming and coming in such numbers, as the outcome of a campaign for a year past in this Province, with Dr. Helen MacMurchy as one of its enthusiastic heads, whose work had attracted attention not only throughout the Dominion but beyond it, should mean some action on the part of the Government in the near future.

Dr. MacMurchy's Report

Dr. Helen MacMurchy's fifth annual report to the Provincial Government on the "Care of the Feeble-minded in Ontario" for the year 1910 has been issued. The report reviews what has been accomplished, and goes into detail on the matters of the danger to the community and to posterity from allowing the feeble-minded to be unguarded and unprotected, the certain increase in their numbers, the possibilities for their greater happiness and usefulness if properly cared for, and the work done by various organizations in this direction. The transactions of public bodies in Europe and America, investigations into conditions of backward and defective pupils in Toronto schools, and a digest of public opinion, are also summarized.

The report concludes with the urgent suggestion of the need of Governmental prevention of the possibility of marriage between people who

are mentally and physically undeveloped, and points out three steps which would be a beginning in this much-needed reform: an enumeration of mentally defective children in the schools, an oversight and control by the Provincial Secretary's Department of all feeble-minded persons who become a public charge or break the laws, and a gradual development of this policy in accordance with enlightened public opinion.

Urge Better Provision for The Feeble-Minded, Newspaper
Hansard, Toronto Globe and Mail, March 23, 1911.

**Mr. Rowell Would Give Returned Soldiers First Consideration
in Filling Vacancies - Government Policy Not Yet Formulated
- Technical Training Facilities to be Extended**

Preference for returned soldiers in connection with vacancies in the civil service was advocated in the Legislature yesterday by Mr. N. W. Rowell. The Liberal leader put the question straight to Premier Hearst when he inquired as to whether the Government had considered preferential treatment. The reply, in an impatient tone, was: "My hon. friend will find that this Government will give every consideration to the man who fights for his country." From the interchanges between the two leaders it was evident the Government had not yet seriously considered the question.

Provision for Soldiers.

Mr. Rowell, in moving for a return of correspondence between the Federal and Provincial Governments with reference to the care of or provision for returned soldiers, and particularly assisting returned soldiers to secure employment, said the problem was undoubtedly one of great importance. Referring to the question of pensions, he took it that that was a matter which came exclusively within the jurisdiction of the Federal Government, and while he had noticed in the press suggestions that the Provincial Government should be asked to co-operate, he understood that would amount to advice.

Premier Hearst—We will give them good advice.

Adequate Pensions.

Having stated that the Province was deeply interested in a sense in adequate pensions being provided, Mr. Rowell stated he had occasion in the early stages of the war to make a comparison between the Federal pensions and the provision under the workmen's compensation act, and while there had been increases in pensions since that date, yet the men who suffer on the field of battle or their dependents would not receive as much in the way of pensions as was provided under the workmen's compensation act for men injured in industrial operations. He thought they should not pay less to the men fighting and suffering for their country than they paid for the men who suffered through industrial operations at home. In some respects, he admitted, the pensions were even better than the workmen's compensation allocations. That was in the case of officers, but not in the case of certain classes of privates.

Train Returned Men.

The leader of the Opposition urged the desirability of giving the returned soldier who was incapacitated for his former employment the necessary technical training to fit him for some occupation for which his ability qualified him. Dealing with the matter of employment, the speaker said he had no doubt that the Chairman of the Commission appointed by the Government could handle that problem as well as any lawyer could. He had no doubt of his zeal and devotion to the task which the Government had committed to him or of his desire to ~~serve the public and the soldiers in~~ every way within his power.

Premier Hearst Tells of Government's Plans

Premier Hearst said there was no objection to the return asked for being furnished. The conference referred to was called by the Prime Minister, Sir Robert Borden, last fall. Every Province but British Columbia was represented by one or more of its Cabinet Ministers. British Columbia could not send a representative, because the distance was too great to allow one to reach Ottawa in time. The attitude taken from first to last was that the war was a national undertaking. The Provinces, however, decided to co-operate and do everything in their power to assist the Dominion with war work and the care of returned disabled soldiers. They had had a conference later with the Dominion Hospitals Commission, and the final understanding arrived at was that a memorandum should be prepared, agreeable to all concerned, outlining the duties and responsibilities of the Provincial Governments in this matter.

The education and equipment of soldiers who would come back from the front to enable them to do work they were not equipped for before the war was one of the things the Provincial Government had in mind.

Already at Work.

"We understand and appreciate how very important it is that we should make every provision we can for training the soldier who comes back unfitted for his previous work," said the Premier, who went on to tell of good work already being done in the Toronto Technical School. A former bricklayer had come back from the war minus an arm, and in the Technical School he was taking a course in order that he might fill the position of clerk of the work with a firm of contractors. Thus he would be able to earn as much, and perhaps more, than he received as a bricklayer.

Technical School Training.

"Has any arrangement been made with the technical schools throughout the country?" asked Mr. Rowell.

"A temporary working arrangement has been made," said the Premier. "I understand the matter is to be discussed to-day at a meeting of the Hospitals Commission. There will have to be an enlargement and extension of the technical education facilities we have in the Province at the present time in order to meet the need for vocational and technical training when disabled soldiers return in larger numbers. The number of men to be trained in Ontario may be increased by men from other Provinces where they have not the industrial interests that we have, seeking homes

Mr. Rowell Would Give Returned Soldiers First Consideration in Filling Vacancies - Government Policy Not Yet Formulated - Technical Training Facilities to be Extended, Newspaper Hansard, Toronto Globe and Mail, March 14, 1916.

Statistics Regarding Orthopaedic Children 1929-1974

DEPARTMENT OF EDUCATION FOR 1929

Orthopedic Classes.—For disabled children.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Wawa.....	1	17	8	9	\$829 00
Toronto.....	3	48	19	29	2,790 00
(visiting teachers).....	5	75	33	42	250 00
	9	140	60	80	\$3,869 00

Open Air Classes.—For delicate, anaemic or undernourished children, held in parks or in classrooms, one side of which is open to the sun and air.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto.....	8	249	120	129	\$617 01
Toronto S.S.....	2	60	27	33	310 00
	10	309	147	162	\$927 01

Hospital Classes.—For children in hospitals, wards or homes for the incurable.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto.....	3	60	28	32	\$154 76
London.....	1	22	11	11	137 71
	4	82	39	43	\$292 47

Sanatorium Classes.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Brantford.....	1	21	11	10	\$20 00
Hamilton.....	1	24	15	9	50 00
London.....	1	29	14	15	50 00
Essex County.....	2				
Toronto.....	1	25	13	12	25 00
	6	99	53	46	\$145 00

DEPARTMENT OF EDUCATION FOR 1930

Orthopedic Classes—For disabled children.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Ottawa.....	1	20	9	11	\$782 00
Toronto.....	4	49	23	26	3,020 00
" Visiting Teachers.....	5	74	30	44	270 00
	10	143	62	81	\$4,072 00

Open-Air Classes—For delicate, anaemic or undernourished children, held in parks or in class-rooms, one side of which is open to the sun and air.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto.....	10	341	161	180	\$661 09
Toronto S.S.....	2	63	26	37	275 00
	12	404	187	217	\$936 09

Hospital and Sanatorium Classes—For children in hospitals, sanatoria, wards or homes for the incurable.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Brantford.....	1	30	11	19	\$21 02
Hamilton.....	1	19	8	11	75 00
Kitchener.....	1	23	10	13	.....
London.....	2	51	24	27	242 01
Toronto.....	4	79	36	43	125 91
	9	202	89	113	\$463 94

DEPARTMENT OF EDUCATION FOR 1931

Orthopedic Classes.—For disabled children.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto.....	4	59	27	32	\$2,800 00
" Visiting Teachers.....	7	82	28	54	330 36
	11	141	55	86	\$3,130 36

Open-Air Classes.—For delicate, anaemic or undernourished children, held in parks or in class-rooms, one side of which is open to the sun and air.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto P.S.....	10	294	128	166	\$672 98
Toronto S.S.....	2	63	21	42	425 00
	12	357	149	208	\$1,097 98

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards or homes for the incurable.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Brantford.....	1	39	2	37	\$78 51
Hamilton.....	1	22	12	10	75 00
Kitchener.....	1	5	2	3	71 47
London.....	2	42	26	16	258 57
Toronto.....	4	75	33	42	201 67
	9	183	75	108	\$685 22

Rural School Home Instruction Unit.—For crippled children who cannot attend school.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Tavistock.....	1	1	.....	1	\$50 00

DEPARTMENT OF EDUCATION FOR 1932

Orthopedic Classes.—For disabled children.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Ottawa.....	1	18	11	7	\$942 29
Toronto.....	5	62	28	34	3,394 51
Visiting Teachers.....	7	105	40	65	350 36
	13	185	79	106	\$4,687 16

Open-Air Classes.—For delicate, anaemic or undernourished children, held in parks or in class-rooms, one side of which is open to the sun and air.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto P.S.....	10	314	139	175	\$582 57
Toronto S.S.....	2	60	19	41	361 25
	12	374	158	216	\$1,043 82

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards or homes for the incurable.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Brantford.....	1	25	6	19	\$82 24
Hamilton.....	1	17	8	9	100 94
Kitchener.....	1	16	8	8	.....
London.....	2	45	28	17	277 90
Toronto.....	4	74	38	36	236 90
Windsor.....	2	40	16	24	155 06
	11	217	104	113	\$853 04

Rural School Home Instruction Unit.—For crippled children who cannot attend school.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Oxford County.....	2	2	.....	2	\$100 00

Rural Training Unit.

Huron County.....	1	1	1	.....	\$6 82
Oxford County.....	1	2	2	.....	6 43
	2	3	3	.....	\$13 25
Grand Totals.....	325	6,347	.....	.....	\$54,241 96

DEPARTMENT OF EDUCATION FOR 1933

Orthopedic Classes.—For disabled children.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Ottawa.....	1	17	9	8	\$942 29
Toronto.....	5	73	35	38	3,339 16
" Visiting Teachers.....	7	120	47	73	140 34
	13	210	91	119	\$4,481 79

Open-Air Classes.—For delicate, anaemic or undernourished children, held in parks or in class-rooms, one side of which is open to the sun and air.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto P.S.....	10	250	96	154	\$471 96
Toronto S.S.....	2	54	14	40	330 00
	12	304	110	194	\$801 96

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards or homes for the incurable.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Brantford.....	1	48	20	28	\$62 69
Hamilton.....	1	33	17	16	89 70
Kitchener.....	1	11	5	6	161 51
London.....	2	51	28	23	221 15
Toronto.....	5	80	44	36	200 15
Windsor.....	2	40	22	18	124 19
	12	263	136	127	\$859 39

Rural School Home Instruction Unit.—For crippled children who cannot attend school.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Elgin County.....	2	2	1	1	\$100 00
Oxford County.....	2	2	.....	2	100 00
	4	4	1	3	\$200 00

DEPARTMENT OF EDUCATION FOR 1934*Orthopedic Classes.*—For disabled children.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Ottawa.....	1	18	9	9	\$830 04
Kitchener (Visiting teacher).....	1	12	6	6	.....
Toronto.....	5	76	43	33	2,935 70
Visiting Teachers.....	7	118	51	67	.....
	14	224	109	115	\$3,765 74

Open Air Classes.—For delicate, anaemic, or undernourished children, held in parks or in classrooms, one side of which is open to the sun and air.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto P.S.....	7	215	95	120	\$329 80
Toronto S.S.....	2	61	25	34	351 25
	9	276	120	154	\$681 05

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards or homes for the incurable.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Brantford.....	1	48	20	28	\$ 50 91
Hamilton.....	1	31	14	17	89 70
Kitchener.....	1	11	6	5	111 89
London.....	2	48	24	24	217 13
Toronto.....	5	93	48	45	124 18
Windsor.....	2	42	22	20	127 09
	12	273	134	139	\$715 90

Rural School Home Instruction Unit.—For crippled children who cannot attend school.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Elgin County.....	2	2	1	1	\$ 98 00
Oxford County.....	2	2	.....	2	100 00
York County.....	1	3	1	2	38 00
	5	7	2	5	\$236 00

Orthopedic Classes.—For disabled children.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Kitchener (Visiting Teacher).....	1	13	4	9	.....
Ottawa.....	1	18	9	9	\$946 61
Toronto.....	5	73	42	31	3,959 19
Toronto, Visiting Teachers.....	7	120	52	68	.....
	14	224	107	117	\$4,905 80

Open Air Classes.—For delicate, anaemic, or undernourished children, held in parks or in classrooms, one side of which is open to the sun and air.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto P.S.....	10	315	145	170	\$689 53
Toronto S.S.....	2	61	26	35	351 25
	12	376	171	205	\$1,040 78

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards, or homes for the incurable.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Brantford.....	1	48	20	28	\$ 51 54
Hamilton.....	1	31	14	17	90 76
Kitchener.....	1	26	20	6	125 62
London.....	2	41	24	17	217 93
Toronto.....	6	168	85	83	132 15
Windsor.....	2	42	22	20	108 35
	13	356	185	171	\$726 35

Rural School Home Instruction Unit.—For crippled children who cannot attend school.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Elgin County.....	8	8	3	5	\$229 75
Oxford County.....	1	1	.....	1	50 00
York County.....	1	14	4	10	337 25
	10	23	7	16	\$617 00

Orthopedic Classes.—For disabled children.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Kitchener (Visiting Teacher).....	1	10	5	5	.....
Ottawa.....	1	18	11	7	\$381 01
Toronto.....	5	73	44	29	3,784 57
Toronto (Visiting Teachers).....	8	120	49	71	.....
	15	221	109	112	\$4,665 58

Open Air Classes.—For delicate, anaemic, or undernourished children, held in parks or in class-rooms, one side of which is open to the sun and air.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Toronto, P.S.....	11	350	134	216	\$727 28
Toronto, S.S.....	2	62	23	39	353 20
	13	412	157	255	\$1,080 48

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards, or homes for the incurable.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Brantford.....	1	38	13	25	\$ 44 35
Hamilton.....	1	38	21	17	78 46
Kitchener.....	1	17	10	7	75 00
London.....	2	31	17	14	208 84
Toronto.....	6	133	69	64	136 09
Windsor.....	2	34	20	14	128 60
	13	291	150	141	\$671 34

Rural School Home Instruction Unit.—For crippled children who cannot attend school.

Centre	Number of teachers	Enrolment at inspection	Boys	Girls	Grants
Elgin County.....	9	9	3	6	\$418 00
Leeds and Grenville County.....	2	2	1	1	25 00
Ontario County.....	7	7	4	3	224 90
Oxford County.....	1	1	.....	1	50 00
Prince Edward County.....	1	1	1	.....	.....
Renfrew County.....	1	1	1	.....	42 95
Simcoe County.....	1	1	.....	1	17 90
Waterloo County.....	1	1	.....	1	11 25
York County.....	2	14	5	9	470 27
	25	37	15	22	\$1,260 27

Orthopedic Classes.—For disabled children.

Centre	Number of Teachers	Enrolment at Inspection	Boys	Girls	Grants
Kitchener (Visiting teacher).....	1	16	9	7	.....
Ottawa.....	1	20	9	11	\$558.72
Toronto.....	5	75	45	30	3,845.37
Toronto (Visiting teachers).....	9	134	57	77	.....
York.....	5	70	37	33	.....
	21	315	157	158	\$4,704.09

Open Air Classes.—For delicate, anaemic, or undernourished children. Classes are held in parks, or in class-rooms with one side open to the sun and air.

Centre	Number of Teachers	Enrolment at Inspection	Boys	Girls	Grants
Toronto P.S.	9 "	353	137	216	\$822.71
Toronto S.S.	2	60	22	38	353.20
	11	413	159	254	\$1,175.91

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards, or homes for the incurable.

Centre	Number of Teachers	Enrolment at Inspection	Boys	Girls	Grants
Brantford.....	1	18	6	12	\$40.96
Hamilton.....	1	40	24	16	78.94
Kitchener.....	1	28	10	18	173.30
London.....	2	42	22	20	177.36
Toronto.....	5	104	46	58	147.95
Windsor.....	1	24	10	14	71.70
	11	256	118	138	\$690.21

Rural School Home-Instruction Units.—For crippled children who cannot attend school.

Inspectorate	Number of teachers	Enrol. at inspection	Boys	Girls	Grants
Elgin.....	6	11	4	7	\$300.88
Frontenac N. and Addington (in part).....	1	1	.....	1	.....
Halton.....	2	2	1	1	.....
Hastings N. and Renfrew (in part).....	1	1	.....	1	.....
Leeds and Grenville (No. 3) and Lanark.....	1	1	.....	1	.....
Ontario.....	7	8	3	5	152.50
Oxford.....	1	1	.....	1	50.00
Perth.....	2	2	1	1	8.40
Prince Edward.....	1	1	1	.....	5.14
Renfrew.....	1	1	1	.....	20.35
Simcoe.....	2	2	1	1	.....
Waterloo.....	2	2	.....	2	16.50
York.....	36	41	20	21	948.64
Roman Catholic District Division X.....	9	9	5	4	61.59
	72	83	37	46	\$1,564.00

Toronto General Hospital Polio Respirator Cases.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Toronto.....	1	7	4	3	\$223.75

Open Air Classes.—For delicate, anaemic, or undernourished children. Classes are held in parks, or in classrooms with one side open to the sun and air.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Toronto P.S.....	11	352	139	213	\$1,058.45
Toronto S.S.....	2	58	22	36	353.20
Totals.....	13	410	161	249	\$1,411.65

Orthopedic and Visiting Teacher Classes.—For disabled children.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Fort William (Visiting teacher).....	1	36	.....	.....	\$503.77
Hamilton (Visiting teacher).....	4	41	.....	.....	792.99
Kitchener P.S. (Visiting teacher).....	1	11	.....	.....	500.00
Kitchener S.S. (Visiting teacher).....	1	7	.....	.....	318.94
Ottawa (Orthopedic).....	2	26	.....	.....	1,166.82
Toronto P.S. (Visiting teacher).....	16	239	.....	.....	2,709.83
Toronto S.S. (Visiting teacher).....	2	29	.....	.....	500.00
Toronto P.S. (Orthopedic).....	5	70	.....	.....	3,738.10
York Township (Visiting teacher).....	3	40	.....	.....	1,605.02
East York (Visiting teacher).....	1	15	.....	.....	506.31
Totals.....	36	514	.....	.....	\$12,341.80

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards, or homes for the incurable.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Brantford.....	1	18	8	10	\$255.26
Hamilton.....	2	43	21	22	503.91
Kitchener.....	1	24	10	14	273.10
London.....	2	42	22	20	500.00
Toronto.....	7	225	85	140	1,687.80
Windsor.....	1	21	12	9	265.34
Totals.....	14	373	158	215	\$3,485.41

Rural School Home-Instruction Units.—For crippled children who cannot attend school.

1938

Inspectorate	Number of teachers	Number of pupils	Boys	Girls	Grants
Brant and Norfolk (in part).....	2	2	2		
Bruce West.....	1	1		1	\$10.80
Durham (in part) and City of Oshawa	1	9	3	6	147.00
Elgin East and City of St. Thomas	5	13	7	6	361.75
Frontenac North and Addington (in part).....	1	1		1	65.33
Grey South.....	1	1		1	
Halton.....	3	3	1	2	99.30
Lambton West (No. 1).....	2	4	3	1	142.65
Lanark.....	1	1		1	
Leeds and Grenville (No. 2).....	1	1		1	16.80
Middlesex.....	2	7	4	3	
Norfolk (in part).....	3	4	3	1	6.00
Oxford North and City of Woodstock	1	1		1	60.00
Peel (in part).....	5	6	5	1	186.20
Perth South and City of Stratford...	2	2	1	1	43.86
Prince Edward.....	1	1	1		
Renfrew South.....	1	1	1		
Simcoe Centre.....	1	1	1		
Simcoe East and Muskoka (in part)...	3	3	1	2	72.00
Simcoe South, York (in part), Peel (in part).....	2	2	2		31.98
Simcoe West, Grey (in part), Dufferin (in part).....	1	1		1	19.50
Waterloo (No. 2).....	2	2		2	11.25
Waterloo (No. 3).....	1	1	1		100.60
Welland South.....	1	2	1	1	\$49.80
Wellington North.....	1	1		1	14.25
Wentworth.....	1	1		1	
York (No. 1).....	3	3	3		60.00
York (No. 2).....	2	3		3	89.50
York (No. 5).....	3	5	4	1	106.20
York (No. 6).....	3	4	2	2	189.60
R. C. District Division V.....	1	1	1		
R. C. District Division XVI.....	2	2	1	1	
Totals.....	60	90	48	42	\$1,884.37

REPORT—INSPECTOR OF AUXILIARY CLASSES 1939

Open Air Classes.—For delicate, anaemic, or undernourished children. Classes are held in parks, or in classrooms with one side open to the sun and air.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Toronto P.S.	11	352	139	213	\$1,022.07
Toronto S.S.	2	64	25	39	335.54
Totals	13	416	164	252	\$1,357.61

Orthopedic and Visiting Teacher Classes.—For disabled children.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Hamilton (Visiting teachers).....	4	41	19	22	\$775.39
Kitchener P.S. (Visiting teacher)....	1	11	6	5	475.00
Kitchener S.S. (Visiting teachers)...	2	7	5	2	171.63
Ottawa (Orthopedic)	2	33	15	18	943.49
Port Arthur (Orthopedic)	1	8	4	4	163.95
St. Thomas (Visiting teachers).....	2	3	2	1	127.18
Toronto P.S. (Visiting teachers).....	15	140	70	70	2,220.92
Toronto S.S. (Visiting teachers).....	2	38	22	16	454.81
Toronto P.S. (Orthopedic)	5	181	97	84	3,662.25
East York (Visiting teacher).....	1	15	4	11	486.47
Windsor (Visiting teacher)	1	12	6	6	450.66
York Township (Visiting teachers)...	2	34	17	17	1,235.80
Totals	38	523	267	256	\$11,197.55

Hospital and Sanatorium Classes.—For children in hospitals, sanatoria, wards, or homes for the incurable.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Brantford	1	23	13	10	\$243.10
Fort William	1	13	7	6	486.06
Hamilton	2	47	25	22	478.71
Kitchener	1	6	3	3	257.71
London	2	26	11	15	475.00
Port Arthur	1	15	11	4	398.00
Toronto	8	130	84	46	2,102.17
Windsor	1	18	10	8	257.91
Totals	17	278	164	114	\$4,698.66

Rural and Urban Home Instruction Units.—For sick and crippled children who cannot attend school. 1939

Inspectorate	Number of teachers	Number of pupils	Boys	Girls	Grants
Brant and Norfolk.....	2	2	1	1	\$75.24
Bruce West.....	1	1	.....	1	.....
Durham (in part) and City of Oshawa.....	3	3	1	2	114.37
Elgin East and City of St. Thomas.....	11	18	11	7	171.00
Frontenac North and Addington (in part).....	1	1	.....	1	57.00
Grey South.....	1	1	.....	1	91.20
Halton.....	3	3	1	2	32.49
Lambton West (No. 1).....	4	4	2	2	114.00
Lanark.....	1	1	.....	1	.....
Leeds and Grenville (No. 1).....	1	1	.....	1	.....
Middlesex East and Elgin.....	2	8	4	4	55.10
Norfolk.....	4	4	3	1	39.56
Oxford North.....	1	1	.....	1	57.00
Peel.....	6	6	5	1	57.00
Perth South and City of Stratford.....	2	2	1	1	45.54
Renfrew South.....	1	1	.....	1	35.06
Simcoe Centre.....	3	3	3	.....	57.00
Simcoe East.....	3	3	2	1	57.00
Simcoe South, York and Peel.....	2	2	2	.....	\$ 91.20
Simcoe West.....	1	1	.....	1	29.21
Waterloo (No. 1).....	1	1	.....	1	88.63
Waterloo (No. 2).....	3	3	1	2	171.00
Welland South.....	2	2	1	1	14.72
Wentworth.....	1	1	.....	1	62.06
York (No. 1).....	3	3	3	.....	.....
York (No. 2).....	3	3	.....	3	114.00
York (No. 4).....	4	4	2	2	.....
York (No. 5).....	5	5	3	2	84.36
York (No. 6).....	5	10	4	6	175.85
R.C. District Division V.....	1	1	1	.....	.....
R.C. District Division XI.....	1	1	.....	1	57.00
R.C. District Division XII.....	1	1	1	.....	24.23
R.C. District Division XVI.....	1	2	1	1	28.50
Totals.....	84	103	53	50	\$1,999.32

Orthopedic Units.—For children who are physically unable to walk to and from school and are in need of transportation.

Inspectorate	Number of teachers	Number of pupils	Boys	Girls	Grants
Leeds and Grenville (No. 2).....	1	1	.....	1	\$11.40
York (No. 6).....	1	1	.....	1	8.55
Totals.....	2	2	.....	2	\$19.95

REPORT—INSPECTOR OF AUXILIARY CLASSES 1940*Orthopaedic Classes.*—For children who are disabled.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Ottawa Public.....	2	36	18	20	\$512.83
Toronto Public.....	5	75	47	28	3,253.72
Totals.....	7	111	63	48	\$4,066.55

Sanatorium, Preventorium and Hospital Classes.—For children in sanatoria, preventoria, hospitals or homes for the incurable.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Brantford.....	1	22	12	10	\$323.77
Fort William.....	1	7	3	4	434.95
Gravenhurst.....	3	49	20	29	818.66
Hamilton.....	6	244	97	147	1,847.82
Kitchener.....	2	20	12	8	332.05
London.....	6	104	54	50	1,181.50
Toronto.....	10	119	57	62	1,257.28
Weston.....	3	33	14	19	442.00
Windsor.....	1	27	15	12	231.42
Totals.....	33	625	284	341	\$6,869.45

Open Air Classes.—For delicate, anaemic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Toronto P.S.....	12	452	187	265	\$865.65
Toronto S.S.....	2	64	30	34	300.22
Totals.....	14	516	217	299	\$1,165.87

Visiting Teacher Classes.—For children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than 3 months.

Centre	Number of teachers	Number of pupils	Boys	Girls	Grants
Hamilton.....	4	69	30	39	\$760.04
Kitchener.....	1	15	7	8	425.00
Toronto P.S.....	15	178	85	93	1,671.60
Toronto S.S.....	2	28	15	13	395.04
Windsor.....	1	15	9	6	430.98
York III.....	4	49	19	30	1,189.49
York V.....	1	13	4	9	436.39
Totals.....	28	367	169	198	\$5,308.54

APPENDIX XXXVIII

354

Rural and Urban Home Instruction Units.—For sick and crippled children who cannot attend school.

1940

Inspectorate	Number of teachers	Number of pupils	Boys	Girls	Grants
Brant	2	2	1	1	
Bruce West	1	1		1	
Durham (Oshawa)	1	5	1	4	\$100.73
Elgin East	13	22	14	8	153.00
Elgin (St. Thomas)		4	4		144.08
Frontenac North	1	1		1	51.00
Grey South	1	1		1	51.00
Halton	4	4	2	2	174.42
Lambton (Sarnia)	1	1	1		15.30
Lanark	1	1		1	
Middlesex East and Elgin	6	13	9	4	\$1.63
Middlesex (London)	1	2	2		102.00
Northumberland and Durham	1	1		1	
Oxford North	1	1		1	
Oxford South	1	1		1	
Peel	7	7	6	1	30.60
Peel (No. 7, Toronto)	1	1	1		22.31
Perth South	2	2	1	1	53.55
Peterborough (Peterborough)		5	2	3	22.95
Simcoe Centre	1	1	1		126.65
Simcoe Centre (Barrie)	1	1	1		31.54
Simcoe East and Muskoka	2	2	1	1	51.00
Simcoe South	4	4	4		45.90
Waterloo (No. 1) (Waterloo)		3		3	
Waterloo (No. 2)	4	4	2	2	130.69
Wellington South	1	1	1		47.53
Wentworth	1	1		1	17.30
York (No. 2)	3	3		3	51.00
York (No. 4)	4	4	2	2	
York (No. 5)	4	4	2	2	102.43
York (No. 6)	11	16	7	9	
York (No. 6) (No. 15, Scarboro)	1	1		1	303.41
District Division IV	1	1	1		51.00
District XI	2	2	2		34.42
District VIII	1	1		1	
R.C. District XII	1	1	1		30.60
R.C. District XV	1	1		1	51.00
R.C. District XVI	2	2	1	1	30.60
R.C. District V (Timmins)	1	1		1	42.50
R.C. District X (Kitchener)		9	6	3	42.50
Totals	90	138	76	62	\$2,380.81

Orthopaedic Units.—For children who are physically unable to walk to and from school and are in need of transportation.

Inspectorate	Number of teachers	Number of pupils	Boys	Girls	Grants
Leeds and Grenville (No. 2)	1	1		1	
Perth South (St. Mary's)	1	1	1		
York (No. 6) (Forest Hill Village)	2	2	1	1	\$65.00
District X (No. 1) (Kirkland Lake)	4	4		4	\$3.30
Totals	8	8	2	6	\$151.30

SUMMARY: *Urban and Rural Organization.*

	Number of Children	Total
1. Physically Handicapped:		
(i) Urban Organization	4,176	
(ii) Rural Organization	280	
		4,456

DEPARTMENT OF EDUCATION, 1942**ORTHOPAEDIC CLASSES**
For children who are disabled.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Ottawa P. S.....	2	33	11	22	\$902.77
Toronto P. S.....	5	68	37	31	3,734.84
Total.....	7	101	48	53	\$4,637.61

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES
For children in sanatoria, preventoria, hospitals or home for the incurable.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Fort William.....	1	10	5	5	\$13.40
Gravenhurst.....	3	72	40	32	1,409.78
Hamilton Sanatorium.....	6	350	200	150	2,586.52
Hamilton Hospital.....	1	31	18	13	255.27
London Hospital.....	1	65	30	35	250.00
London Sanatorium.....	6	143	83	60	1,630.36
Port Arthur Hospital.....	1	15	8	7	440.07
Toronto Preventorium.....	1	45	15	30	253.77
Toronto Hospitals.....	4	226	118	108	1,404.42
Weston.....	3	192	110	82	1,907.98
Windsor.....	1	13	7	6	250.00
Total.....	28	1,162	634	528	\$10,461.57

OPEN AIR CLASSES

For delicate, anaemic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P. S.....	11	188	68	120	\$1,041.61
Toronto R. C. S. S.....	2	61	14	47	360.24
Total.....	13	249	82	167	\$1,401.85

VISITING TEACHER CLASSES

For children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than three months.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hamilton.....	4	50	22	28	\$1,041.06
Kitchener.....	1	14	6	8	500.00
Toronto P. S.....	10	320	170	150	1,882.26
Toronto R.C.S.S.....	1	22	10	12	348.48
Windsor.....	1	13	6	7	513.25
York 3 and 4.....	2	45	19	26	1,028.57
Total.....	19	464	233	231	\$5,313.62

ORTHOPAEDIC UNITS

For children who are physically unable to walk to and from school,
and are in need of transportation.

1942

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Halton.....	1	2	2	.....	\$49.70
Perth South (St. Mary's).....	1	1	.....	1	40.08
York 6.....	1	1	.....	1	40.00
District Division XI (Kirkland Lake).....	1	1	.....	1	8.38
Total.....	4	5	2	3	\$138.16

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Brant.....	1	1	1	.....	\$70.00
Durham (in part).....	2	4	2	2	178.20
Elgin.....	3	3	2	1	190.00
Elgin (St. Thomas).....	1	5	4	1	192.60
Frontenac North and Addington.....	1	1	.....	1	60.00
Kent.....	1	1	.....	1	21.60
Lincoln.....	1	1	1	.....	60.00
Lincoln (St. Catharines).....	1	2	.....	2	79.00
Middlesex (London).....	6	6	1	5	271.12
Middlesex West.....	2	2	1	1	64.91
Northumberland.....	1	2	.....	2	6.30
Oxford South and Norfolk (in part).....	1	2	.....	2	72.00
Peel.....	1	1	1	.....	28.42
Peterborough (Peterborough).....	4	7	2	5	184.00
Renfrew South.....	1	1	.....	1	35.18
Waterloo 1 (Waterloo).....	1	1	.....	1	60.00
Waterloo 2.....	3	3	2	1	141.60
Wellington South.....	1	1	1	.....	48.00
Wentworth.....	2	3	.....	3	99.00
York 2.....	1	1	.....	1	60.00
York 3 and 4.....	1	2	1	1	45.00
York 6.....	3	7	4	3	170.32
District Division XII.....	1	1	1	.....	62.25
District Division XIII (part).....	1	1	1	.....	48.00
R. C. District Division X.....	2	2	1	1	91.31
R. C. District Division XII.....	1	15	10	5	398.08
R. C. District Division VI (Timmins).....	1	1	.....	1	60.00
Total.....	45	77	36	41	\$2,796.89

ANNUAL REPORT—DEPARTMENT OF EDUCATION, 1943

No. 11

AUXILIARY CLASSES

ORTHOPAEDIC CLASSES
For children who are disabled.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Ottawa P. S.....	2	36	12	24	\$1,116.85
Toronto P. S.....	5	95	48	47	4,701.99
Total.....	7	131	60	71	\$5,818.84

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES
For children in sanatoria, preventoria, hospitals or home for the incurable.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Gravenhurst.....	5	72	40	32	\$2,174.12
Hamilton Sanatorium.....	6	350	200	150	2,892.32
Hamilton Hospital.....	1	32	17	15	261.96
London Hospital.....	1	75	36	39	250.00
London Sanatorium.....	6	145	83	62	1,434.79
Niagara Peninsula Sanatorium.....	1	32	12	20	470.38
Port Arthur Hospital.....	1	12	10	2	352.47
Toronto Preventorium.....	1	27	9	18	250.00
Toronto Hospitals.....	4	126	62	64	1,307.80
Weston.....	3	190	124	66	1,442.53
Total.....	29	1,061	593	468	\$10,835.87

OPEN AIR CLASSES

For delicate, anaemic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P. S.....	11	453	171	282	\$1,045.30
Toronto R. C. S. S.....	2	65	17	48	368.48
Total.....	13	518	188	330	\$1,413.78

VISITING TEACHER CLASSES

For children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than three months.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hamilton.....	6	38	20	18	\$1,284.04
Kitchener.....	1	15	8	7	500.00
Toronto P. S.....	9	116	60	56	1,952.74
Toronto R. C. S. S.....	1	16	7	9	252.60
Windsor.....	1	16	10	6	520.39
York 3 and 4.....	3	51	27	24	1,285.32
Total.....	21	252	122	120	\$5,775.09

ORTHOPAEDIC UNITS

For children who are physically unable to walk to and from school,
and are in need of transportation.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Halton.....	1	2	2	.....	\$13.95
York 6.....	1	1	.....	1	40.00
District Division XI (Kirkland Lake).....	1	1	.....	1	53.63
Total.....	3	4	2	2	\$107.58

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school..

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Dufferin.....	1	1	1	.....	\$61.30
Durham (in part).....	1	4	2	2	123.00
Elgin.....	3	3	2	1	180.00
Elgin (St. Thomas).....	1	1	1	.....	266.25
Halton.....	1	1	1	.....	6.29
Kent.....	1	1	.....	1	18.00
Middlesex (London).....	6	6	.....	6	298.00
Northumberland.....	1	1	1	.....	60.00
Oxford North.....	1	2	1	1	88.30
Peterborough (Peterborough).....	11	12	5	7	207.00
Renfrew South.....	1	1	.....	1	31.50
Simcoe Centre.....	1	1	1	.....	15.60
Simcoe East.....	1	2	1	1	14.40
Waterloo 2.....	2	1	.....	1	34.20
Wellington South.....	1	1	1	.....	24.00
Wentworth.....	3	3	.....	3	101.25
York 1.....	3	3	1	2	112.50
York 3 and 4.....	1	1	.....	1	30.00
York 6.....	2	8	4	4	321.79
District Division X (1).....	1	1	1	.....	49.22
District Division XII.....	2	2	2	.....	114.00
District Division XIV (part).....	1	1	1	.....	60.00
R. C. District Division VI (Timmins).....	2	2	1	1	114.00
R. C. District Division VIII.....	2	2	1	1	57.67
R. C. District Division XII.....	1	7	3	4	326.46
R. C. District Division XIV.....	1	1	.....	1	57.36
Total.....	52	69	31	38	\$2,772.09

-DEPARTMENT OF EDUCATION, 1944

ORTHOPAEDIC CLASSES—For children who are disabled.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Ottawa P. S.....	2	28	10	18	\$1,108.07
Toronto P. S.....	5	88	43	45	4,585.12
Total.....	7	116	53	63	\$5,693.19

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or home for the incurable.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hospital:					
Fort William.....	1	18	7	11	\$344.63
Hamilton.....	1	25	19	6	265.67
London.....	1	11	6	5	250.00
Port Arthur.....	1	15	9	6	441.31
Toronto.....	4	133	72	61	1,219.36
	8	202	113	89	\$2,520.97
Preventorium:					
Toronto.....	1	41	22	19	\$258.44
Sanatoria:					
Gravenhurst (Muskoka).....	5	156	70	86	\$2,601.51
Hamilton (Mountain).....	9	294	146	148	3,549.35
London (Queen Alexandra).....	8	67	30	37	1,592.84
Niagara Peninsula.....	1	35	20	15	701.42
Toronto (Weston).....	4	168	96	72	1,789.28
Total.....	27	720	362	358	\$10,234.40

OPEN AIR CLASSES

For delicate, anæmic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P. S.....	7	354	170	184	\$941.41
Toronto R. C. S. S.....	2	60	20	40	368.48
Total.....	9	414	190	224	\$1,309.89

VISITING TEACHER CLASSES

For children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than three months.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hamilton.....	6	41	23	18	\$967.88
Kitchener.....	1	15	7	8	500.30
Toronto P. S.....	10	126	72	54	1,917.19
Toronto R. C. S. S.....	1	16	7	9	411.24
Windsor.....	1	15	9	6	519.60
York 3 and 4.....	3	54	31	23	1,189.50
York 5.....	1	9	3	6	236.00
Total.....	23	276	152	124	\$5,741.71

ORTHOPAEDIC UNITS

For children who are physically unable to walk to and from school,
and are in need of transportation.

1944

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
York 6.....	1	1	.....	1	\$25.08
District Division XI (Kirkland Lake).....	1	3	.....	3	120.00
Total.....	2	4	.....	4	\$145.08

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Bruce East, Grey (part), Huron (part).....	2	2	1	1	\$204.00
Durham (in part).....	1	4	3	1	154.20
Elgin.....	5	5	2	3	240.50
Halton.....	1	1	1	.....	9.55
Kent 1.....	1	1	.....	1	7.20
Lambton.....	2	2	1	1	30.00
Lincoln.....	1	3	.....	3	85.00
Middlesex.....	4	5	1	4	148.55
Oxford North.....	1	3	1	2	107.50
Peel.....	1	3	2	1	128.15
Peterborough (Peterborough).....	5	6	3	3	163.75
Renfrew South.....	1	1	.....	1	52.05
Simcoe East.....	1	1	1	.....	20.40
Waterloo 1 (Waterloo).....	2	3	1	2	134.25
Waterloo 2.....	2	2	1	1	51.00
Welland East.....	3	4	2	2	165.30
Welland South.....	1	1	1	.....	24.00
Wentworth.....	1	1	.....	1	54.85
York 1.....	1	1	1	.....	60.00
York 2.....	1	1	1	.....	31.95
York 3 and 4.....	1	1	.....	1	60.00
York 5.....	1	5	4	1	192.60
York 6.....	5	7	3	4	254.10
District Division V.....	1	1	1	.....	30.00
District Division XII.....	4	4	3	1	183.00
District Division XIV.....	1	1	1	.....	67.00
R. C. S. S. Division VI (New Liskeard).....	1	1	1	.....	60.00
R. C. S. S. Division VIII.....	1	3	2	1	72.00
R. C. S. S. Division X.....	1	1	1	.....	16.20
R. C. S. S. Division XII.....	1	10	8	2	409.58
R. C. S. S. Division XIV.....	1	1	.....	1	55.00
Total.....	55	85	47	38	\$3,271.96

ANNUAL REPORT—DEPARTMENT OF EDUCATION, 1945

No. 11

TABLE 6—STATISTICS OF AUXILIARY CLASSES

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or home for the incurable.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hospital:					
Fort William.....	1	18	7	11	\$612.43
Hamilton.....	2	27	17	10	291.89
London.....	1	16	8	8	250.00
Port Arthur.....	1	18	7	11	445.03
Toronto.....	6	98	51	47	1,351.24
	11	177	90	87	\$2,950.59
Preventorium:					
Toronto.....	1	26	13	13	\$258.51
Sanatoria:					
Gravenhurst.....	5	72	40	32	.....
Hamilton.....	11	350	150	200	\$4,371.32
London.....	6	67	30	37	1,912.78
Niagara Peninsula.....	1	32	17	15	674.47
Weston.....	4	168	97	71	1,634.21
Total.....	27	680	334	355	\$8,592.78

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Bruce E., Grey (part), Huron (part).....	1	1	.....	1	\$60.00
Dufferin.....	2	2	1	1	121.70
Durham.....	1	2	1	1	48.60
Elgin (St. Thomas).....	5	5	3	2	265.50
Halton.....	2	2	2	.....	51.00
Lambton.....	2	2	1	1	70.25
Lincoln.....	1	10	5	5	261.61
Middlesex.....	1	9	3	6	109.00
Oxford N.....	2	5	3	2	292.80
Peel.....	2	3	2	1	125.42
Simcoe E.....	1	1	.....	1	7.20
Waterloo 1. (Waterloo).....	1	1	.....	1	60.00
Waterloo 2.....	1	1	1	.....	30.00
Welland E.....	4	5	4	1	192.84
Welland S.....	1	2	1	1	69.68
Wentworth.....	2	2	1	1	99.90
York 1.....	1	1	1	.....	60.00
York 2.....	1	1	.....	1	30.00
York 6.....	7	13	5	8	276.36
York 7.....	1	7	1	6	215.10
Dist. Div. V.....	1	1	1	.....	50.00
Dist. Div. XIII.....	1	2	1	1	120.00
R.C. Dist. VI.....	2	2	2	.....	79.20
R.C. Dist. VII.....	1	2	2	.....	66.00
R.C. Dist. VIII.....	1	4	3	1	53.06
R.C. Dist. Div. XII.....	1	12	7	5	363.93
R.C. Dist. Div. XIV.....	2	2	1	1	98.08
Total.....	49	101	52	49	\$3,277.23

ORTHOPAEDIC CLASSES—For children who are disabled.

1945

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Ottawa.....	2	30	12	18	\$92.37
Toronto.....	5	88	43	45	4,191.28
Total.....	7	118	55	63	\$5,183.65

OPEN AIR CLASSES

For delicate, anaemic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P.S.....	11	464	195	269	\$1,138.21
Toronto R.C.S.S.....	2	59	23	36	375.77
Total.....	13	523	218	305	\$1,513.98

VISITING TEACHER CLASSES

For children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than 3 months.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hamilton.....	6	62	33	29	\$903.66
Kitchener.....	1	28	15	13	502.36
Toronto P.S.....	12	128	72	56	2,132.26
Toronto R.C.S.S.....	1	28	16	12	345.95
Windsor.....	1	13	5	8	269.78
York 3 and 4.....	3	65	33	32	1,362.54
York 5.....	1	9	3	6	500.00
Total.....	25	333	177	156	\$8,016.55

ORTHOPAEDIC UNITS

For children who are physically unable to walk to and from school, and are in need of transportation.

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
York 6.....	2	3	.....	3	\$157.80

ANNUAL REPORT—DEPARTMENT OF EDUCATION, 1946

No. 11

TABLE 4—STATISTICS OF AUXILIARY CLASSES

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or home for the incurable

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hospital:					
Fort William.....	1	7	3	4	\$200.00
Hamilton.....	1	36	18	18	150.00
London.....	1	16	7	9	200.00
Port Arthur.....	1	17	8	9	150.00
Toronto.....	0	142	63	77	1,000.00
Totals.....	10	218	101	117	\$1,700.00
Preventorium:					
Toronto.....	1	27	14	13	\$200.00
Sanatoria:					
Fort William.....	1	39	18	21	\$625.00
Gravenhurst.....	8	140	70	70	2,570.00
Freeport.....	1	52	26	26	650.00
Hamilton.....	10	164	80	84	4,000.00
London.....	6	104	54	50	3,212.00
Niagara Falls.....	1	28	14	14	625.00
Wentworth.....	4	196	112	84	1,518.00
Totals.....	31	723	344	379	\$13,980.00

ORTHOPAEDIC CLASSES

For children who are disabled

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Ottawa.....	2	34	12	22	\$1,150.00
Toronto.....	5	72	41	31	3,000.00
Totals.....	7	106	53	53	\$4,150.00

OPEN AIR CLASSES

For delicate, anemic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P.S.....	15	452	205	247	\$2,400.00
Toronto R.C.S.S.....	2	59	25	34	400.00
Totals.....	17	511	230	281	\$2,800.00

VISITING TEACHER CLASSES

For children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than 3 months

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hamilton.....	5	36	20	16	\$592.00
Kitchener.....	1	38	17	21	200.00
Peterborough.....	1	16	13	3	200.00
Toronto P.S.....	11	236	132	104	1,050.00
Toronto R.C.S.S.....	1	18	9	9	200.00
Windsor.....	1	11	6	5	150.00
York 3 and 4.....	3	57	27	30	430.00
York 5.....	2	41	24	17	300.00
R.C. Div. XII (Kitchener).....	1	15	11	4	200.00
Totals.....	26	468	239	229	\$3,394.00

RURAL AND URBAN HOME INSTRUCTION UNITS
For sick and crippled children who cannot attend school

1946

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Bruce E. Grey (part), Huron (part).....	1	1		1	\$40.00
Dufferin.....	2	2	1	1	72.00
Durham (in part).....	1	4	1	3	61.00
Elgin.....	9	9	5	4	212.00
Halton.....	2	3	1	1	51.00
Lambton.....	3	3	1	1	81.00
Lincoln (St. Catharines).....	12	12	5	5	325.00
Lincoln.....	1	1	1	1	40.00
Lanark.....	1	4	2	2	32.00
Midsex (London).....	10	10	5	4	200.00
Midsex.....	2	2	1	1	80.00
Oxford N.....	4	4	2	2	152.00
Perth.....	2	2	1	1	64.00
Welland E.....	6	9	5	4	157.00
Wellington S.....	4	4	4	4	132.00
Wentworth.....	1	1	1	1	16.80
York 2.....	2	2	2	2	30.00
York 6.....	2	2	2	3	102.00
York 7.....	17	17	12	5	448.00
Dist. Div. V.....	4	4	3	2	114.00
Dist. Div. XII.....	3	3	3	1	112.00
Dist. Div. XIV.....	1	1	1	1	40.00
R.C. Dist. Div. VI.....	3	3	3	1	120.00
R.C. Dist. Div. VIII.....	4	8	6	2	164.00
R.C. Dist. Div. X.....	1	1	1	1	12.00
R.C. Dist. Div. XI.....	1	3	2	1	120.00
R.C. Dist. Div. XIV.....	1	1	1	1	40.00
Total.....	100	121	71	50	\$3,116.80

APPENDIX XXXVIII

ANNUAL REPORT - DEPARTMENT OF EDUCATION, 1947

365

TABLE 3—STATISTICS OF AUXILIARY CLASSES

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or home for the incurable

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hospital:					
Fort William	1	7	5	2	\$200.00
Hamilton	1	22	13	9	150.00
London	1	15	8	7	200.00
Port Arthur	1	9	4	5	200.00
Toronto	7	140	73	67	1,100.00
Totals	11	193	103	90	\$1,850.00
Preventorium:					
Toronto	2	45	21	24	300
Sanatoria:					
Fort William	1	43	26	17	\$450.00
Freeport	1	9	3	6	550.00
Gravenhurst	5				3,000.00
Hamilton	12	600	320	280	5,500.00
London	5	133	50	83	3,250.00
Niagara Peninsula	1	20	18	11	650.00
Ottawa	1	15	7	8	110.00
Weston	4	230	127	103	1,850.00
Totals	30	1,088	551	537	\$15,440.00

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Brant	1	1	1		\$20.00
Bruce (in part); Huron (in part)	1	1		1	40.00
Dufferin	1	1		1	40.00
Durham (in part)	5				112.00
Elgin	1	2	2		80.00
Halton	1	2	1	1	80.00
Kent (No. 1)	3	3	3	1	83.00
Lambton (No. 3)	1	4	3	1	144.00
Lincoln (St. Catharines)	1	9	4	5	224.00
Lincoln	1	1		1	40.00
Lanark	1	3	3		96.00
Middlesex (London)	1	11	6	5	264.00
Middlesex	1	1		1	40.00
Ontario South	1	1		1	24.00
Oxford N.	1	3	3		120.00
Peel	3	3	3		76.00
Stormount	1	1	1		40.00
Waterloo (No. 1)	1				16.00
Waterloo (No. 2)	1	1	1		40.00
Welland E.	2	4		4	88.00
Welland (in part); Lincoln (in part)	3	4	2	2	100.00
Wellington S.	1	3	3		120.00
York E.	1	7	1		40.00
York G.	3	19	16	1	140.00
York W.	2	3	12	7	361.00
Dist. Div. V	1	3	1	2	120.00
Dist. Div. XIII (1)	4	5	3	2	156.00
R.C. Dist. Div. VI	1	1	1		40.00
R.C. Dist. Div. VIII	1	4	4		88.00
R.C. Dist. Div. X	1	1	1		12.00
R.C. Dist. Div. XI	1	7	3	4	150.00
R.C. Dist. Div. XV	1	1		1	40.00
Totals	49	108	67	41	\$2,034.00

TRANSPORTATION UNITS

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Dist. Div. XIII (1).....	1	1	1	.....	\$35.00

ORTHOPAEDIC CLASSES

For children who are disabled

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Ottawa.....	2	33	12	21	\$1,200.00
Toronto.....	5	89	39	50	3,000.00
Totals.....	7	102	51	51	\$4,200.00

OPEN AIR CLASSES

For delicate, anemic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P.S.....	15	450	213	237	\$2,250.00
Toronto R.C.S.S.....	2	58	23	35	400.00
Totals.....	17	508	236	272	\$2,650.00

VISITING TEACHER CLASSES

For children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than 3 months

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Fort William.....	1	4	4	.....	\$60.00
Hamilton.....	4	39	21	18	300.00
Kitchener.....	1	24	13	9	150.00
Peterborough.....	1	20	14	6	150.00
Toronto P.S.....	7	114	54	60	1,050.00
Windsor.....	1	12	7	5	200.00
York 3 and 4.....	3	63	32	31	441.50
York 5.....	2	31	17	14	400.00
Dist. Div. XII (Kirkland Lake).....	1	6	2	4	200.00
R.C. Div. XII (Kitchener).....	1	14	9	5	200.00
R.C. Div. XVI (Toronto).....	1	.....	.....	.....	150.00
Totals.....	23	228	161	167	\$3,601.50

TABLE 6—STATISTICS OF AUXILIARY CLASSES, 1947-8

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or home for the incurable

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hospital					
Hamilton.....	1	40	24	16	\$150.00
London.....	1	15	9	6	200.00
Toronto.....	7	139	79	60	1,300.00
Totals.....	9	194	112	82	\$1,650.00
Preventorium					
Toronto.....	1				500.00
Sanatoria					
Essex.....	3	38	12	26	740.00
Port William.....	1				750.00
Presport.....	1	6	2	4	550.00
Gravenhurst.....	6				3,500.00
Hamilton.....	13				6,475.00
London.....	7	122	64	58	4,250.00
Niagara Peninsula.....	1	32	14	18	650.00
Ottawa.....	1				600.00
Wexford.....	7	282	159	123	2,550.00
Totals.....	40	480	251	229	\$20,045.00

HOME INSTRUCTION CLASSES

For children who are eligible, but unable to attend school on account of a disability which will confine them for a period of not less than 3 months

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Brantford.....	1	24	10	14	\$200.00
Port William.....	1	10	6	4	200.00
Guelph.....	1	4	3	1	144.00
Hamilton.....	2	43	23	20	540.00
Kitchener (Partial).....	1	14	7	7	100.00
Peterborough.....	1	17	12	5	200.00
Toronto.....	9	118	59	59	1,035.00
Windsor.....	1	9	6	3	200.00
York 3 and 4.....	2	49	24	25	400.00
York 5.....	2	27	17	10	400.00
Dist. Div. V (Port Arthur).....	1	11	3	8	200.00
Dist. Div. XII (Kirkland Lake).....	1	7	3	4	200.00
R.C. Div. XII (Kitchener).....	1	9	5	4	200.00
R.C. Div. XVI (Toronto).....	1	11	6	5	75.00
Totals.....	27	353	184	169	\$4,094.00

OPEN AIR CLASSES

For delinquent, amiable, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P.S.	13	370	170	200	1,455.00
Toronto R.C.S.S.	2	64	28	36	400.00
Totals.....	15	434	198	236	\$1,855.00

ORTHOPEDIC CLASSES
For children who are disabled

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Ottawa.....	2	31	12	19	\$1,200.00
Toronto.....	3	64	39	25	3,000.00
Totals.....	7	95	51	44	\$4,200.00

RURAL AND URBAN HOME INSTRUCTION UNITS
For sick and crippled children who cannot attend school

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Bruce (in part), Huron (in part).....	1	1		1	\$40.00
Dundas.....	1	1		1	40.00
Durham West.....	9	9	5	4	356.00
Elgin.....	2	2	2		52.00
Essex.....	1	1	1		40.00
Lincoln (St. Catharines).....	9	9	3	6	232.00
Lincoln.....	1	1		1	40.00
Lanark.....	1	1	1		40.00
Middlesex (London).....	1	1		1	40.00
Oxford/N. (Woodstock).....	1	1	3	1	160.00
Peel.....	3	3	2	1	104.00
Peterborough West, and Victoria East.....	1	1	1		30.00
Perth South.....	3	3	3	2	156.00
Simcoe Centre.....	3	3	1	2	88.00
Stormont.....	1	1	1		40.00
Welland East.....	8	8	2	6	184.00
Welland South.....	3	3	1	2	80.00
Welland (in part); Lincoln (in part).....	1	1	1		16.00
York 1.....	1	1	1		40.00
York 2.....	2	2	2		19.00
York 6.....	3	3	2	3	96.00
York 7.....	10	10	5	5	288.00
Dist. Div. III.....	11	11	7	4	440.00
Dist. Div. XII (1).....	2	2	2		68.00
R.C. Div. VI.....	1	1	1		40.00
R.C. Div. VIII (Windsor).....	4	4	3	1	132.00
R.C. Div. X.....	1	1	1		40.00
R.C. Div. XI (London).....	4	5	3	2	200.00
South Sta. Marie.....	3	3	2	1	120.00
Totals.....	96	100	56	44	\$3,221.00

TRANSPORTATION UNITS

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Dist. Div. XII (1).....	2	2	2		\$70.00

STATISTICS OF ANNUARY CLASSES, 1946-49

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or homes for the incurable

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hospital					
Hamilton	1	35	17	18	150.00
London	1	18	11	7	200.00
Toronto	5	112	61	51	1,000.00
Total	7	165	89	76	\$1,350.00
Preventorium Classes					
Toronto	2	19	13	6	\$1,000.00
Sanatorium Classes					
Essex	5	73	31	42	650.00
Port William	1	49	21	28	625.00
Freeport	2	85	34	51	1,250.00
Oranmore	7	227	109	118	4,000.00
Malleybury	1	22		22	562.50
Hamilton	10	706	278	428	6,225.00
London (Beck Memorial)	7	135	55	80	3,977.50
Magers Pankade	1	34	13	21	750.00
Ottawa	1	15	7	8	600.00
Wexham	10	149	90	59	5,125.00
Total	45	1,495	636	857	\$22,765.00

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Durham West	5	5	3	2	\$196.00
Eglin	7	7	5	2	280.00
Essex (No. 1)	1	1		1	24.00
Malton	3	5		3	184.00
Kent (No. 1)	1	1	2		40.00
Lambton (No. 1)	5	5	3	2	168.00
Lincoln (St. Catherine's)	10	12	6	6	264.00
Lincoln	1	1		1	40.00
Lancark	1	1		1	36.00
Middlesex (London)	3	3	2	1	112.00
Middlesex	1	1		1	40.00
Northumberland	1	1		1	16.00
Ontario South	2	2	1	1	80.00
Oxford North (Woodstock)	2	2	1	1	80.00
Peel	1	1	1		40.00
Peterborough	6	6	4	2	240.00
Prince Edward	1	1	1		40.00
Simcoe Centre	8	8		8	180.00
Simcoe East	1	1	1		40.00
Welland East	4	6	3	3	132.00
Welland South	1	1		1	40.00
Welland (in part) Lincoln (in part)	1	1	1		40.00
Wellington South	3	4	3	1	120.00
Wentworth	7	7	4	3	100.00
York 2	1	1	1		12.00
York 6	10	20	12	8	456.00
York 7	8	9	6	3	320.00
York 8	1	1	1		12.00
Dist. Div. V (South St. Marie)	7	7	3	4	202.00
Dist. Div. VII (Sudbury)	1	1	1		40.00
Dist. Div. XIII (1)	1	1	1		40.00
R.C.S.S. Div. VI	1	1	1		40.00
R.C.S.S. Div. VII	3	3	2	1	84.00
R.C.S.S. Div. X	1	1	1		24.00
R.C.S.S. Div. XI	1	3	3	2	150.00
R.C.S.S. Div. XIV	2	2	1	1	72.00
Total	114	136	76	60	4,024.00

OPEN AIR AND HEALTH CLASSES

For delicate, convalescent, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P.S.	21	511	227	284	\$3,235.00
Toronto R.C.S.S.	2	63	29	34	400.00
Total	23	574	256	318	\$3,635.00

VISITING TEACHER CLASSES

For children who are eligible, but unable to attend school on account of a disability which will confine them for a period of not less than 3 months

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Bramford	1	23	8	15	200.00
Port William	1	13	2	11	200.00
Hamilton	3	34	13	21	450.00
Kington	1	5	3	2	60.00
Kitchener (Partial)	1	14	8	6	100.00
Peterborough	1	18	16	2	200.00
Toronto	4	83	40	43	810.00
Windsor	1	8	5	3	200.00
York 3 and 4	2	38	19	19	400.00
York 5	2	18	6	12	400.00
Dist. Div. I (Kirkland Lake)	1	7	4	3	125.00
Dist. Div. (Port Arthur)	1	13	6	7	150.00
R.C.S.S. Div. XII (Kitchener)	1	13	8	5	200.00
R.C.S.S. Div. XVI (Toronto)	1	16	7	9	150.00
Total	23	303	15	158	\$3,445.00

ORTHOPAEDIC CLASSES
For children who are disabled

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Ottawa	2	31	21	10	\$1,200.00
Toronto	6	77	47	30	3,600.00
Total	8	108	68	40	\$4,800.00

TRANSPORTATION UNITS

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Welland E. Niagara Falls	2	2	1	1	70.00
Dist. Div. XII	1	1	1		14.00
Total	3	3	2	1	\$84.00

TABLE 6—STATISTICS OF AUXILIARY CLASSES, 1949-50

HOSPITAL, PREVENTORIUM AND SENATORIUM CLASSES

For children in sanatoria, preventoria, hospitals, or home for the impotent

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hospital					
Hamilton	1	40	20	20	\$150.00
London	1	11	7	4	200.00
Toronto	5	102	55	47	1,000.00
Total	7	153	82	71	\$1,350.00
Preventorium Classes					
Toronto	2	42	16	26	\$1,100.00
Sanatorium Classes					
Brent	2	34	21	13	\$790.00
Essex	3	37	12	25	1,000.00
Fort William	2	72	27	45	1,042.52
Fredericton	2	134	64	70	1,300.00
Gravenhurst	8	314	164	150	5,000.00
Halifax	2	23	6	17	542.50
Hamilton	12	989	510	479	8,050.00
London	7	170	83	87	4,500.00
Niagara Peninsula	2	47	27	20	1,000.00
Ottawa	1	24	13	11	500.00
Wexford	11	381	193	188	4,802.00
Total	52	2,229	1,116	1,113	\$28,547.02

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Dufferin	1	1	..	1	\$ 40.00
Durham West	7	7	4	3	224.00
Elgin	4	4	3	1	140.00
Halton	5	5	3	2	200.00
Huron S.	1	1	..	1	8.00
Lambton (No. 3)	3	3	2	1	104.00
Lincoln (St. Catharines)	20	23	13	10	420.00
Lincoln	1	1	..	1	40.00
Leamington	2	2	1	1	84.00
Ontario S.	1	1	..	1	40.00
Oxford N. (Woodstock)	3	3	2	1	120.00
Peel	1	1	..	1	40.00
Perth N.	1	1	..	1	20.00
Perth S.	8	8	3	5	192.00
Peterborough W. and Victoria E.	1	1	1	..	40.00
Prince Edward	1	1	1	..	16.00
Stormont	1	1	..	..	8.00
Simcoe Centre	6	6	..	6	272.00
Welland E.	2	2	..	2	20.00
Welland (in part); Lincoln (in part)	2	2	..	..	64.00
Wentworth	8	8	2	6	250.00
York (No. 2)	1	1	1	..	10.00
York (No. 6)	12	12	6	6	216.00
York (No. 7)	13	13	7	6	340.00
Dist. Div. 2	1	18	13	5	200.00
Dist. Div. 8 (1)	1	1	1	1	40.00
Dist. Div. 10	1	1	..	1	18.00
Dist. Div. 12 (Kirkland Lake)	3	3	3	2	143.00
Dist. Div. 13 (1)	4	5	4	1	152.00
R.C.S.S. Div. 8	5	5	3	2	120.00
R.C.S.S. Div. 12	1	1	..	1	4.00
Total	119	144	78	66	\$2,515.00

HOME INSTRUCTION CLASSES

For children who are eligible, but unable to attend school on account of a disability which will continue them for a period of not less than 3 months

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Brantford.....	1	21	9	12	\$200.00
Hamilton.....	4	48	29	19	450.00
Kingston.....	2	16	8	8	187.00
Kitchener.....	1	16	7	9	100.00
Ottawa.....	1	35	19	16	200.00
Peterborough.....	1	16	11	5	200.00
Toronto.....	7	89	43	46	973.00
Windsor.....	1	9	4	5	200.00
York (No. 3 and 4).....	2	48	26	22	400.00
York (No. 3).....	2	18	7	11	400.00
Dist. Div. 5 (Port Arthur).....	1	13	7	6	150.00
Dist. Div. 12 (Kirkland Lake).....	1	5	3	2	75.00
E.C.S.S. Div. XI (Kitchener).....	1	16	7	9	150.00
E.C.S.S. Div. XVII (Toronto).....	1	10	4	4	150.00
Total.....	26	360	186	174	\$2,837.00

ORTHOPAEDIC CLASSES

For children who are disabled

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hamilton.....	1	8	2	6	\$400.00
Ottawa.....	2	37	16	21	1,200.00
London.....	1	9	4	5	600.00
Toronto.....	6	75	44	31	3,600.00
Windsor.....	1	20	10	10	430.00
Sarnborough (Varsity Village).....	5	26	26	..	3,000.00
Woodstock.....	1	20	9	11	330.00
Total.....	17	195	111	84	\$9,730.00

OPEN AIR AND HEALTH CLASSES

For delicate, chronically, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto P.S.	22	570	260	310	\$3,900.00
Toronto E.C.S.S.	2	58	23	35	400.00
Total.....	27	628	283	345	\$4,300.00

TRANSPORTATION UNITS

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Welland E.	1	1	1	..	\$17.50
Dist. Div. 13.....	1	1	..	1	35.00
Total.....	2	2	1	1	\$52.50

Other Grants

Out-patient, Toronto General Hospital, Children C.P. Centre 1..... 2

Sarnborough—St. Lawrence, Orangetown 1..... 2

TABLE 3—STATISTICS OF AUXILIARY CLASSES, 1939-41

SANDWICHES, PREVENTORIUMS AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or homes for the homeless.

Centre	No. of Teachers	No. of Pupils	Girls	Boys	Grants
Hospital					
Hamilton	1	40	20	20	\$150.00
London	1	17	8	9	200.00
Toronto	5	97	47	50	1,000.00
York (No. 7)	2	28	7	21	216.00
Totals	9	182	82	100	\$1,566.00
Preventorium					
Toronto	2	46	34	12	\$1,100.00
Sanatorium					
Back Memorial	8	145	81	64	\$4,150.00
Brant	2	49	28	21	825.00
Essex	2	24	14	10	700.00
Fort William	2	64	31	33	1,250.00
Freepoint	2	151	77	74	1,250.00
Gravenhurst	9	475	240	235	5,200.00
Halleybury	1	35	15	20	650.00
Hamilton	14	490	287	203	9,000.00
Kingston	1	12	9	3	750.00
Niagara Peninsula	1	45	20	25	1,250.00
Others	1	30	22	8	500.00
Toronto	11	300	147	153	4,925.00
Totals	56	1,820	971	849	\$30,450.00

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school

Inspectorate	No. of Teachers	No. of Pupils	Girls	Boys	Grants
London	8	10	4	4	\$240.00
St. Catharines	10	16	7	9	276.00
Toronto	1	1	1	1	5.00
Dufferin	1	1	1	1	40.00
Durham	6	6	3	3	196.00
Elgin	3	6	2	4	216.00
Essex (No. 1)	2	2	1	1	72.00
Frontenac North and Addington	4	23	6	17	115.00
Halton	3	5	3	2	164.00
Huron South	1	1	1	1	40.00
Kent (No. 1)	1	2	1	1	80.00
Lambton (No. 3) (Sarnia)	3	4	2	2	96.00
Lennox	2	2	1	1	80.00
Lincoln	1	1	1	1	40.00
Middlesex East	1	1	1	1	40.00
Northumberland	1	1	1	1	40.00
Ontario North	1	1	1	1	40.00
Ontario South	1	1	1	1	40.00
Oxford North	1	2	1	2	80.00
Peel	2	2	1	1	80.00
Perth South	4	5	3	2	108.00
Peterborough	2	2	1	2	120.00
Simcoe South	1	1	1	1	32.00
Simcoe Centre	5	5	4	1	168.00
Stormont	1	1	1	1	12.00
Welland East	3	3	3	3	48.00
Welland (in part); Lincoln (in part)	2	3	3	3	100.00
Wellington South	6	10	5	5	216.00
Wentworth	6	7	4	3	244.00
York (No. 1)	2	2	2	2	52.00
York (No. 2)	4	4	3	1	48.00
York (No. 6)	5	5	4	1	148.00
York (No. 7)	17	17	6	11	382.00
Dist. Div. 1	1	1	1	1	40.00
Dist. Div. 5	4	5	3	2	100.00
Dist. Div. 6	2	2	1	1	20.00
Dist. Div. 11	1	7	1	6	172.00
Dist. Div. 13 (1)	3	3	3	3	88.00
R.C.S.S. Div. 2	1	1	1	1	36.00
R.C.S.S. Div. 8	4	4	2	2	128.00
R.C.S.S. Div. 10	1	2	2	2	36.00
R.C.S.S. Div. 13	1	1	1	1	40.00
Totals	129	179	83	96	\$4,320.00

APPENDIX XXXVIII

374

TRANSPORTATION EXPENSES

Inspectorate	No. of Teachers	No. of Pupils	Girls	Boys	Grants
Welland East	1	1	1	1	\$35.00
Welland (in part); Lincoln (in part)	1	1	1	1	33.00
Westworth	1	1	1	1	33.00
Total	3	3	3	3	\$105.00

STATISTICS OF AUXILIARY CLASSES, 1950-51

VISITING TEACHER CLASSES

For children who are eligible, but unable to attend school on account of a disability which will confine them for a period of not less than 3 months.

Centre	No. of Teachers	No. of Pupils	Girls	Boys	Grants
Brantford	1	23	7	16	\$200.00
Fort Williams	1	10	4	6	130.00
Hamilton	3	43	16	27	430.00
Kingston	2	18	14	4	400.00
Kitchener	1	15	8	7	191.00
Ottawa	2	62	22	40	330.00
Peterborough	1	14	4	10	200.00
Port Arthur	1	19	11	8	130.00
Toronto	7	133	68	65	1,130.00
Windsor	1	11	4	7	200.00
York (No. 3 and 4)	2	51	23	28	400.00
York (No. 5)	2	24	9	15	400.00
Dist. Div. 12 (Orillia Lake)	1	4	1	3	160.00
E.C.S.S. Div. 13 (Oshawa)	1	12	8	4	130.00
E.C.S.S. Div. 17 (Toronto)	1	16	9	7	120.00
Total	27	453	210	243	\$4,701.00

OPEN AIR AND HEALTH CLASSES

For delicate, convalescent, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Centre	No. of Teachers	No. of Pupils	Girls	Boys	Grants
Toronto P.S.	22	347	312	235	\$4,050.00
Toronto E.C.S.S.	2	49	33	16	400.00
Total	24	396	345	251	\$4,450.00

ORTHOPAEDIC CLASSES

For children who are disabled

Centre	No. of Teachers	No. of Pupils	Girls	Boys	Grants
Charlton	1	13	5	8	\$300.00
Hamilton	1	10	4	6	200.00
London	1	11	5	6	600.00
Ottawa C.P.	4	51	27	24	440.00
Ottawa	3	47	21	26	1,530.00
Toronto	6	70	30	40	3,600.00
Toronto General Hospital	1	10	5	5	216.00
Windsor	4	19	11	8	1,425.00
Scarborough (Variety Village)	4	28	11	17	2,400.00
Windsor	2	23	8	15	930.00
Total	27	282	114	168	\$11,641.00

Cerebral Palsy Survey

Lambton County and Seneca

NEWLY ORGANIZED CLASSES 1931**Orthopaedic Classes**

General Hospital (Toronto) 1, Hamilton 1, St. Paul's (Toronto) 1, St. John's (Toronto) 1,
Woodstock 1, Ottawa C.P. Association 3..... 8

Sanatorium Classes

Royal Ontario Sanatorium 1, St. Lawrence Sanatorium 1..... 2

**TABLE SHOWING EXTENSION OF AUXILIARY CLASSES
DURING THE PERIOD 1929-1931**

Type of Class	No. reported in 1929	No. reported in 1931	Net Change
Home Instruction.....	30	27	3
Open Air (Weekly).....	13	24	11
Orthopaedic.....	8	27	19
Sanatorium.....	9	38	29

TABLE 4—STATISTICS OF AUXILIARY CLASSES, 1951-52

SANATORIUM, PREVENTORIUM AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or home for the incurable.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hospital					
Hamilton	1	55	26	29	\$210.00
London	1	17	11	6	200.00
Toronto	5	52	27	25	1,000.00
Totals	7	124	64	60	\$1,410.00
Preventorium					
Toronto	2	46	20	26	\$1,100.00
Sanatorium					
Kingston (Ongwanoda)	1	13	5	8	\$750.00
Ottawa	3	98	74	24	1,060.00
Niagara Peninsula (Lincoln)	2	42	23	19	1,250.00
Windsor (Essex)	2	59	26	33	820.00
Brant	2	50	27	23	825.00
London (Beck Memorial)	8	171	67	104	5,700.00
St. Lawrence	1	80	31	49	750.00
Freeport (Waterloo 1)	2	167	74	93	1,250.00
Mountain (Hamilton)	23	501	237	264	10,000.00
Toronto (York 3 and 4)	14	395	196	199	5,601.00
Fort William	2	57	36	21	1,350.00
Greenwood	7	437	241	196	5,000.00
Misericordia (Hallowbury)	1	31	15	16	800.00
Totals	63	2,381	1,052	1,329	\$35,154.00

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Etchenar	10	13	7	6	\$100.00
London	6	8	4	4	192.00
St. Catharines	10	13	4	9	248.00
Spolt St. Marie	1	2	2		44.00
Bruce (in part); Huron (in part)	1	1		1	16.00
Dufferin	1	1		1	40.00
Durham West	7	9	5	4	200.00
Essex	3	6	4	2	136.00
Essex	4	6	1	5	176.00
Halton	1	1	1		8.00
Hastings North	5	5	2	3	108.00
Huron South	1	1		1	40.00
Kent (No. 1)	2	2	1	1	80.00
Lennox	2	3	1	2	64.00
Leeds (No. 2)	3	4	3	1	104.00
Lincoln	1	1		1	40.00
Middlesex East	1	1	1		40.00
Middlesex West	1	1		1	40.00
Northumberland	1	1		1	40.00
Ontario North	1	4	2	2	80.00
Oxford North	1	1	1		24.00
Oxford South	2	2	2		56.00
Peel North	2	2	1	1	32.00
Peel South	4	5	4	1	48.00
Perth South	1	1	1		40.00
Peterborough West	6	9	2	7	356.00
Simcoe Centre	1	1	1		8.00
Stormont	6	8	5	3	164.00
Welland East	1	2	1	1	80.00
Welland (in part); Lincoln (in part)	5	8	5	3	168.00
Wellington South	8	8	3	5	208.00
Weston	10	19	13	6	208.00
York 2	4	9	8	1	192.00
York 6	10	39	14	25	800.00
York 7	10	13	6	7	244.00
York 8	1	2		2	44.00
York 10	2	2	1	1	80.00
Dist. Div. 1	3	3	2	1	68.00
Dist. Div. 6	3	5	4	1	56.00
Dist. Div. 8	1	4	2	2	36.00
Dist. Div. 11	2	2	2		80.00
Dist. Div. 13 (1)	1	1		1	40.00
R.C.S.S. Div. 2	1	1		1	40.00
R.C.S.S. Div. 6	2	5	4	1	144.00
R.C.S.S. Div. 9	1	1		1	24.00
R.C.S.S. Div. 11	1	1		1	16.00
R.C.S.S. Div. 13	1	1		1	16.00
Totals	156	237	129	117	\$1,656.00

APPENDIX XXXVIII

377

OPEN AIR AND HEALTH CLASSES

For defective, amputee, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto (Open Air).....	13	146	64	82	\$2,250.00
Toronto (Health).....	9	148	76	72	1,800.00
Toronto R.C.S.S.....	2	55	22	33	400.00
Totals.....	24	349	162	187	\$4,450.00

ORTHOPAEDIC CLASSES

For children who are disabled.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Chatham.....	1	17	9	8	\$600.00
Hamilton C.P.....	1	27	12	15	325.00
Hamilton.....	2	14	9	5	980.00
London (Woodedon).....	2	23	31	8	1,200.00
London C.P.....	1	9	4	5	600.00
Ottawa C.P.....	3	40	31	29	1,800.00
Ottawa.....	3	48	30	18	1,750.00
Toronto.....	7	71	41	30	3,840.00
Windsor Red Cross.....	3	18	9	9	1,800.00
York 6 (Variety Village).....	4	24	24	13	2,400.00
York 7 (General Hospital).....	1	36	21	15	530.00
York 7 (St. John's Convalescent).....	1	2	1	1	60.00
Totals.....	30	349	208	143	\$22,908.00

VISITING TEACHER CLASSES

For children who are eligible, but unable to attend school on account of a disability which will confine them for a period of not less than 3 months.

Centre	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Hamilton.....	3	51	27	24	\$620.00
Ottawa.....	2	79	36	43	400.00
Peterborough.....	1	20	12	8	200.00
Toronto.....	7	91	45	46	1,050.00
Windsor.....	1	11	7	4	200.00
York 3 and 4.....	2	45	23	22	400.00
York 5.....	1	12	7	5	200.00
District Division 3.....	1	15	8	7	200.00
District Division 5.....	1	16	7	9	150.00
District Division 12 (Kirkland Lake).....	1	9	6	3	125.00
R.C.S.S. Division 17 (Toronto).....	4	15	8	7	220.00
Totals.....	26	364	196	178	\$2,765.00

TRANSPORTATION UNITS

Inspectorate	No. of Teachers	No. of Pupils	Boys	Girls	Grants
Toronto.....	1	1	1	1	\$35.00
Windsor.....	1	1	1	1	35.00
Totals.....	2	2	2	2	\$70.00

Cerebral Palsy Surveys

Fort William.....	G. A. Noble	18
Fort Arthur.....	W. J. Judd	14
Chatham.....	M. A. Tanner	16
Totals.....		48

Newly Organized Classes 1952

Home Instruction		
Ottawa Separate 1.....	1	
Orthopaedic		
Service C.P. Centre 1, St. John Hospital (Toronto) 1, South St. Mark 1, Newton P.S. 1, Hamilton C.P. Centre 1.....	5	
Sanatorium		
Toronto Sanatorium (Warden) 3.....	3	

TEACHERS AND PUPILS OF AUXILIARY CLASSES -1953

ORTHOPAEDIC CLASSES
For children who are disabled.

Description	1932-33	1931-32	1930-31	1949-50	1948-49
Total Number of Teachers...	29	29	27	17	8
Total Number of Pupils.....	308	349	282	195	108
Boys.....	169	206	166	111	68
Girls.....	139	143	116	84	40

ORTHOPAEDIC UNITS

Total Number of Teachers.....	4				
Total Number of Pupils.....	4				
Boys.....	3				
Girls.....	1				

OPEN AIR AND HEALTH CLASSES

For delicate, anemic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Description	1932-33	1931-32	1930-31	1949-50	1948-49
Total Number of Teachers.....	24	24	24	27	23
Total Number of Pupils.....	610	349	596	628	574
Boys.....	302	162	251	283	256
Girls.....	308	187	345	345	318

SANATORIUM, PREVENTORIUM, AND HOSPITAL CLASSES

For children in sanatoria, preventoria, hospitals, or home for the incurable.

Description	1932-33	1931-32	1930-31	1949-50	1948-49
Sanatorium					
Total Number of Teachers.....	68	68	56	52	45
Total Number of Pupils.....	2,291	2,101	1,820	2,229	1,495
Boys.....	1,189	1,032	849	1,116	638
Girls.....	1,102	1,069	971	1,113	857
Preventorium:					
Total Number of Teachers.....	2	2	2	2	2
Total Number of Pupils.....	32	46	46	42	19
Boys.....	14	20	12	16	13
Girls.....	18	26	34	26	6
Hospital:					
Total Number of Teachers.....	8	7	9	7	7
Total Number of Pupils.....	198	124	182	153	165
Boys.....	96	64	100	82	89
Girls.....	102	60	82	71	76

VISITING TEACHER CLASSES

For children who are eligible, but unable to attend school on account of a disability which will confine them for a period of not less than six months.

Description	1952-53	1951-52	1950-51	1949-50	1948-49
Total Number of Teachers	27	26	27	26	23
Total Number of Pupils	417	364	433	560	303
Boys	228	186	245	186	145
Girls	191	178	210	174	158

RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school

Description	1952-53	1951-52	1950-51	1949-50	1948-49
Total Number of Teachers	174	156	129	119	114
Total Number of Pupils	186	237	179	144	136
Boys	94	120	96	78	76
Girls	92	117	83	66	60

SECONDARY SCHOOL HOME INSTRUCTION UNITS

Description	1952-53	1951-52	1950-51	1949-50	1948-49
Total Number of Teachers	9				
Total Number of Pupils	11				
Boys	7				
Girls	4				

AUXILIARY CLASSES 1954

ORTHOPAEDIC CLASSES
For children who are disabled.

Description	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49
Total Number of Teachers.....	17	29	29	27	17	8
Total Number of Pupils.....	202	308	349	282	195	108
Boys.....	110	169	206	166	111	68
Girls.....	92	139	143	116	84	40

ORTHOPAEDIC UNITS

Description	1953-54	1952-53				
Total Number of Teachers.....	5	4				
Total Number of Pupils.....	5	4				
Boys.....	1	3				
Girls.....	4	1				

OPEN AIR AND HEALTH CLASSES

For delicate, anemic, or undernourished children. Classes are held in parks, or in classrooms with one side to the sun and air.

Description	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49
Total Number of Teachers.....	24	24	24	24	27	23
Total Number of Pupils.....	614	610	349	596	628	574
Boys.....	307	302	162	251	283	256
Girls.....	307	308	187	345	345	318

SANATORIUM, PREVENTORIUM, AND HOSPITAL CLASSES
For children in sanatoria, preventoria, hospitals, or home for the incurable.

Description	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49
Sanatorium						
Total Number of Teachers.....	71	68	68	56	52	45
Total Number of Pupils.....	1,986	2,291	2,101	1,820	2,229	1,495
Boys.....	1,034	1,189	1,052	849	1,116	638
Girls.....	952	1,102	1,049	971	1,113	857
Preventorium						
Total Number of Teachers.....	2	2	2	2	2	2
Total Number of Pupils.....	30	32	46	46	42	19
Boys.....	13	14	20	12	16	13
Girls.....	17	18	26	34	26	6
Hospital:						
Total Number of Teachers.....	8	8	7	9	7	7
Total Number of Pupils.....	191	198	124	182	153	165
Boys.....	97	96	64	100	82	89
Girls.....	94	102	60	82	71	76

VISITING TEACHER CLASSES

For children who are eligible, but unable to attend school on account of a disability which will confine them for a period of not less than six months.

Description	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49
Total Number of Teachers.....	29	27	26	27	26	23
Total Number of Pupils.....	524	417	364	455	360	303
Boys.....	286	226	186	245	186	145
Girls.....	238	191	178	210	174	158

RURAL AND URBAN HOME INSTRUCTION UNITS
For sick and crippled children who cannot attend school

Description	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49
Total Number of Teachers.....	220	174	156	129	119	114
Total Number of Pupils.....	294	186	237	179	144	136
Boys.....	152	94	120	96	78	76
Girls.....	142	92	117	83	66	60

SECONDARY SCHOOL HOME INSTRUCTION UNITS

Description	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49
Total Number of Teachers.....	1	9				
Total Number of Pupils.....	1	11				
Boys.....	1	7				
Girls.....		4				

AUXILIARY CLASSES 1955

G—ORTHOPAEDIC CLASSES
For children who are disabled.

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55
Total Number of Teachers.....	17	27	29	29	17	18
Total Number of Pupils.....	195	282	349	308	202	252
Boys.....	111	146	206	169	110	141
Girls.....	84	116	143	139	92	111

H—ORTHOPAEDIC UNITS

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55
Total Number of Teachers.....				4	5	12
Total Number of Pupils.....				4	5	12
Boys.....				3	1	4
Girls.....				1	4	8

I—OPEN AIR AND HEALTH CLASSES
For delicate, anemic, or undernourished children

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55
Total Number of Teachers.....	27	24	24	24	24	24
Total Number of Pupils.....	628	596	349	610	614	616
Boys.....	283	251	162	302	307	307
Girls.....	345	345	187	308	307	309

J—VISITING TEACHER CLASSES

For children who are eligible but unable to attend school on account of disability which will confine them for a period of not less than three months.

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55
Total Number of Teachers.....	26	27	26	27	29	37
Total Number of Pupils.....	360	455	364	417	524	778
Boys.....	186	245	186	226	286	426
Girls.....	174	210	178	191	238	352

K—RURAL AND URBAN HOME INSTRUCTION UNITS
For sick and crippled children who cannot attend school.

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55
Total Number of Teachers.....	119	129	156	174	220	231
Total Number of Pupils.....	144	179	237	186	294	321
Boys.....	78	96	120	94	132	169
Girls.....	66	83	117	92	142	152

APPENDIX XXXVIII

383

1—SECONDARY SCHOOL HOME INSTRUCTION UNITS

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55
Total Number of Teachers				9	1	12
Total Number of Pupils				11	1	12
Boys				7	1	8
Girls				4		4

APPENDIX XXXVIII

384

DEPARTMENT OF EDUCATION. 1956

F—ORTHOPAEDIC CLASSES

For children who are disabled.

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	Dec. 1956
Total Number of Teachers.....	17	27	29	29	17	18	21
Total Number of Pupils.....	195	282	349	308	202	252	301
Boys.....	111	144	204	149	110	141	171
Girls.....	84	114	143	139	92	111	130

G—ORTHOPAEDIC UNITS

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	Dec. 1956
Total Number of Teachers.....				4	5	12	20
Total Number of Pupils.....				4	5	12	20
Boys.....				3	1	4	7
Girls.....				1	4	8	13

H—OPEN AIR AND HEALTH CLASSES

For defective, enemic, or undernourished children

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	Dec. 1956
Total Number of Teachers.....	27	24	24	24	24	24	24
Total Number of Pupils.....	628	596	349	610	614	616	624
Boys.....	283	251	162	302	307	307	310
Girls.....	345	345	187	308	307	309	314

I—HOME INSTRUCTION TEACHERS

For children who are eligible but unable to attend school on account of disability which will confine them for a period of not less than three months.

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	Dec. 1956
Total Number of Teachers.....	26	27	26	27	29	37	35
Total Number of Pupils.....	360	455	364	417	524	778	701
Boys.....	186	245	186	226	286	426	386
Girls.....	174	210	178	191	238	352	315

J—RURAL AND URBAN HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school.

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	Dec. 1956
Total Number of Teachers.....	119	129	156	174	220	231	370
Total Number of Pupils.....	144	179	237	186	294	321	398
Boys.....	78	96	120	94	152	169	194
Girls.....	66	83	117	92	142	152	204

APPENDIX XXXVIII

385

K—SECONDARY SCHOOL HOME INSTRUCTION UNITS

Description	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	Dec., 1956
Total Number of Teachers.....				9	1	12	15
Total Number of Pupils.....				11	1	12	15
Boys.....				7	1	8	8
Girls.....				4		4	7

2

-AUXILIARY CLASSES 1957**F—ORTHOPAEDIC CLASSES**

For children who are disabled.

Description	1950-51	1951-52	1952-53	1953-54	1954-55	Dec., 1956	Dec., 1957
Total Number of Teachers.....	27	29	29	17	18	21	21
Total Number of Pupils.....	282	349	308	202	232	301	303

G—ORTHOPAEDIC UNITS

Description	1950-51	1951-52	1952-53	1953-54	1954-55	Dec., 1956	Dec., 1957
Total Number of Teachers.....			4	5	12	20	22
Total Number of Pupils.....			4	5	12	20	22

H—OPEN AIR AND HEALTH CLASSES

For defective, anemic, or undernourished children

Description	1950-51	1951-52	1952-53	1953-54	1954-55	Dec., 1956	Dec., 1957
Total Number of Teachers.....	24	24	24	24	24	24	25
Total Number of Pupils.....	596	349	610	614	616	624	648

I—HOME INSTRUCTION TEACHERS

For children who are eligible but unable to attend school on account of a disability which will confine them for a period of not less than three months.

Description	1950-51	1951-52	1952-53	1953-54	1954-55	Dec., 1956	Dec., 1957
Total Number of Teachers.....	27	26	27	29	37	35	25
Total Number of Pupils.....	455	364	417	524	778	701	512

J—ELEMENTARY HOME INSTRUCTION UNITS

For sick and crippled children who cannot attend school.

Description	1950-51	1951-52	1952-53	1953-54	1954-55	Dec., 1956	Dec., 1957
Total Number of Teachers.....	129	156	174	220	231	370	232
Total Number of Pupils.....	179	237	186	294	321	398	238

K—SECONDARY SCHOOL HOME INSTRUCTION UNITS

Description	1950-51	1951-52	1952-53	1953-54	1954-55	Dec., 1956	Dec., 1957
Total Number of Teachers.....			9	1	12	13	34
Total Number of Pupils.....			11	1	12	15	34

AUXILIARY EDUCATION SERVICES 1958

Orthopaedic Classes	Teachers.....	29	29	17	18	21	21	25
	Pupils.....	349	308	202	252	301	303	347
Orthopaedic Units	Teachers.....		4	5	12	20	22	60
	Pupils.....		4	5	12	20	22	60
Health Classes	Teachers.....	24	24	24	24	24	25	25
	Pupils.....	349	610	614	616	624	648	646
Elementary Home Instruction Units	Teachers.....	156	174	220	231	370	232	230
	Pupils.....	237	186	294	321	398	238	239
Secondary Home Instruction Units	Teachers.....		9	1	12	15	34	69(2)
	Pupils.....		11	1	12	15	34	30

TABLE 30—AUXILIARY EDUCATION SERVICES 1959

Orthopedic Classes	Teachers	29	17	18	21	21	25	22
	Pupils	308	202	252	301	303	347	315
Orthopedic Units	Teachers	4	5	12	20	22	60	87
	Pupils	4	5	12	20	22	60	87
Elementary Home Instruction Units	Teachers	174	220	231	370	232	230	223
	Pupils	186	294	321	398	238	239	233
Secondary Home Instruction Units	Teachers	9	1	12	15	34	69(2)	71
	Pupils	11	1	12	15	34	30	33

AUXILIARY EDUCATION SERVICES - 1960 - 1969

TYPE OF CLASSES

YEAR	Orthopaedic Classes	Orthopaedic Units	Health Classes and Hospital Classes	Hospital Classes 1962 - 1969	Elementary Home Instruction Units	Secondary Home Instruction Units	
1960	25	188	20		415	43	
1961	29	216	26		480	106	
1962	32	268	19	8	497	216	
1963	35	353	18	9	451	134	
1964	26	435	9	10	447	190	
1965	32	596	9	11	622	259	
1966	30	648	9	12	619	251	
1967	34	*	9	14	**	**	
1968	43	*	9	18	**	**	
1969	39	*	9	16	**	**	

* Now served by special education transportation grant

** Units discontinued

Annual Reports of the Minister of Education, Toronto,
Province of Ontario, 1929 to 1974

SPECIAL EDUCATION PROGRAMS - 1970 - 1974					
TYPES OF CLASSES	1970	1971	1972	1973	1974
Orthopaedic Classes	50	50	46	83	73
Health	9	9	9	(a)	(a)
Hospital	22	23	23	(a)	(a)
Home Instruction	(a)	(a)	(a)	(a)	(a)

(a) Data reported in a category called Other -
as a result specific data could not be extracted.

Report on Handicapped Children, 1930

V.—HANDICAPPED CHILDREN

According to estimates obtained by your Commissioners from sources which they believe to be well-informed, there are in Ontario, handicapped classes in numbers, probably something like the following:—

Crippled Children.....	6,000 to 7,000
Blind (not children only).....	2,000
Deaf or dumb (not children only).....	3,000

Exact details are not ascertainable, but assuredly great need exists for humane action, which already is operating generously under Rotary and Kiwanis Clubs and other social agencies.

GENERAL OUTLINE

1. A handicapped child for the purpose of these recommendations, shall be taken to mean any child, resident within the Province of Ontario, who is not more than 18 years of age, and who has a physical defect which if uncorrected, would militate against his normal social relationships and his ability to become self-supporting, and would depreciate his value as a citizen.

2. There should be a Branch for Handicapped Children in one of the Government Departments.

3. The purpose of the Branch for Handicapped Children would be to prevent crippling among children, and to provide or arrange for adequate care for children who are, or who may become crippled, or who are or may become blind, or deaf or dumb, and whose parents or legal guardians are unable to provide such care.

4. There would be established a central registry within the Branch, for the purpose of: (a) recording particulars concerning children already handicapped, or likely to become so handicapped, in order that suitable treatment may be secured for them; (b) gathering statistical data regarding causes and extent, and the racial, geographical and other factors pertinent thereto.

5. It is suggested as a desirable manner of operating that there should be provided, as an integral unit of the Branch, a staff of ten graduate nurses, one of whom would be the supervisor. With the exception of the Supervisor, each nurse would be assigned to a district, and would, within that district: (a) follow up each case reported to the Central Registry, in order to make sure that adequate medical care would be secured for the child; (b) initiate county and district surveys and clinics and obtain community support for these activities; (c) by various means arouse public interest in the problem of the handicapped child; engage interest in measures of prevention and give information as to facilities for correction; (d) follow up cases discharged from hospital and instruct parents in therapeutic measures and general hygiene.

6. The following districts are suggested:—

1. Prescott, Stormont and Glengarry, Russell, Carleton, Lanark, Renfrew, Dundas and Grenville Counties; headquarters, Ottawa.
2. Leeds, Frontenac, Lennox and Addington, Hastings and Prince Edward Counties; headquarters, Kingston.
3. Victoria and Haliburton, Peterborough, Durham, Northumberland and Ontario Counties; headquarters, Lindsay.
4. Muskoka, Simcoe, Dufferin, Grey and Bruce Counties; headquarters, Barrie.
5. York County; headquarters, Toronto.
6. Brant, Wentworth, Norfolk, Haldimand, Peel, Halton, Wellington, Waterloo, Lincoln, and Welland Counties; headquarters, Hamilton.
7. Oxford, Perth, Huron, Middlesex, Lambton, Essex, Kent and Elgin Counties; headquarters, London.
8. The Districts of Nipissing, Parry Sound, Manitoulin, Sudbury, Temiskaming and Cochrane; headquarters, North Bay.
9. Algoma, Thunder Bay, Kenora and Rainy River; headquarters, Port Arthur.

7. The Ontario Society for Crippled Children, the Associations for the Blind and the Deaf and Dumb, would co-operate in carrying on general education relating to prevention of crippling, etc., and would act as interpreters between the Branch for Handicapped Children and the public. In so doing, publicity would be given the work of the Branch.

DETAILS OF SPECIFIC SERVICES

(a) *Discovery*

1. Legislative provision should be made for the compulsory notation on birth certificates of visible physical defects and abnormalities. These should be forwarded to the Registrar General, who should notify the Branch for Handicapped Children.

2. Provision should be made annually for a survey and a clinic in each county and district.

3. School teachers should note physical defects among their pupils and make enquiry regarding other handicapped children in their school sections who do not attend school, and report annually to the Central Registry on forms provided for this purpose.

(b) *Clinical Examination*

1. All children known to have physical handicaps should be brought together at the annual clinics for examination by competent orthopedic surgeons.

2. The orthopedic surgeons to take charge of clinics would be selected by the Minister.

3. The assistance of all individuals and organizations in each county or district should be enlisted in the setting up of the clinic. Wherever it is generally acceptable the clinic should be operated under the auspices of some competent agency such as a service club or a Children's Aid Society. The successful experience of such agencies in arranging clinics in the past should be followed as closely as possible. This experience shows that the proportion of crippled children attending clinics depends largely on the completeness of the mobilization of community resources.

4. The clinics should ordinarily be held in hospitals which are in receipt of Government assistance.

5. The results of the examination and the surgeon's recommendations would be filed with the central registry, the family doctor, the medical officer of health and the school inspector.

(c) *Treatment*

1. Whenever possible, treatment should be carried out locally.

2. If, in the opinion of the clinician, local facilities are inadequate to the requirements of particular cases, he would refer such cases to the nearest hospital or treatment centre possessing proper and adequate facilities.

3. When transportation of children to or from hospital is recommended by the examining surgeon, and the cost of such transportation and that of necessary attendants cannot be provided from any other source, it may be provided from the funds of the Branch for Handicapped Children on the authority of the Department.

4. The Hospitals and Charitable Institutions Act should be amended or other suitable provision made so that: (a) payments to hospitals for treatment which has been recommended by one of the examining surgeons and authorized by the Branch for Handicapped Children should continue during the entire length of stay of the child; (b) payments should be made by municipalities when they cannot be made by the parents or guardians without

reducing the scale of living of the rest of the family below the poverty line; (c) the cost of necessary prosthetic appliances, ordered by one of the examining surgeons, when the parent is unable to pay, may be added to hospital bills as a proper treatment charge, and should be paid for as follows: seventy-five per cent. by the municipality in which the child is resident and twenty-five per cent. by the Department.

5. Whenever a municipality claims that it is unable to meet such expense as may be imposed by treatment costs, the Director of the Branch for Handicapped Children should make an investigation and a written report to the Minister. If, in the opinion of the Minister such claim is supported by the circumstances, he may authorize payment from the funds of the Branch, of whatever amount he may decide to be necessary in order to assist the Municipality.

(d) Education

1. Whenever possible children should attend their regular school classes.

2. Every School Board should be required to assist in providing facilities for the education of physically handicapped children.

3. When special facilities are required they should be provided in either one of the following ways: (a) suitable facilities for individual children attending the regular school classes; (b) an orthopedic class as provided for in the Auxiliary Classes' Act.

4. Such special facilities as referred to in paragraph 3 (a) (next above) should include transportation and equipment such as special seats or desks where recommended by the examining surgeon and authorized by the Inspector of Auxiliary Classes and should be paid for by the School Board in the section in which the child is resident and fifty per cent. of the cost (not to exceed, say \$50.00 in any one year for any child) should be made as a grant by the Department of Education to the local School Board upon the recommendation of the Inspector of the Inspectorate in which the school is situated.

5. When such a class as referred to in paragraph 3 (b) (second above) has been established, nearby school sections would be enabled to send children to this class. If, in the opinion of the Inspector of the Auxiliary Classes, the distance and the condition of the child warrants, arrangements may be made for the child to be boarded near a school in which such class is established, and transported from his home thereto on Monday and returned to his home on Friday or Saturday of each week.

6. The extra cost involved under the arrangement described in paragraph 5 (next above) should be paid by the School Board of the section in which the child is resident and fifty per cent. of such extra cost (not to exceed, say \$200 in any one year for any child) should be made as a grant by the Department of Education to the school board on the recommendation of the Inspector of the Inspectorate in which the child is resident.

7. Where circumstances warrant, in the opinion of the Inspector of Auxiliary Classes, two or more school sections should be enabled to unite in the establishment of an Orthopedic Auxiliary Class.

(e) Vocational Training and Employment

1. In co-operation with the Department of Education, the Branch for Handicapped Children would undertake to make provision for the vocational training and placement in suitable employment of physically handicapped children.

2. When necessary, provision for boarding would be made either as in paragraph (d) 5 or for continuous residence during the school year.

3. The expense would be defrayed as described in paragraph (d) 6.

4. If in the opinion of the administration these arrangements do not take care of the requirements, consideration may be given to the establishment of one or more residential schools for the vocational training of handicapped children, such school or schools to be operated by and under the Department of Education.

Report on Handicapped Children, in The Royal Commission on Public Welfare, Toronto, 1930.

Recommendations Regarding Teacher Preparation,
Special Education

1. THE PROFESSIONAL DEVELOPMENT PROGRAM IN THE EDUCATION OF EXCEPTIONAL STUDENTS WOULD CONSIST OF THREE PHASES. THE FIRST PHASE, A COMMON ONE FOR ALL TEACHERS WISHING TO BE CERTIFICATED IN THE EDUCATION OF EXCEPTIONAL STUDENTS, WOULD FOCUS ON THE DEVELOPMENT OF COMPETENCIES IN THE FOLLOWING AREAS:

IDENTIFICATION OF EXCEPTIONAL STUDENTS
DIAGNOSTIC/REMEDIAL TEACHING
CLINICAL WORK/(GROUP AND INDIVIDUAL)..

2. DURING THE SECOND PHASE TEACHERS WOULD BE REQUIRED TO ACQUIRE 240 HOURS, OR ITS EQUIVALENT, IN COMPETENCIES IN THE EDUCATION OF EXCEPTIONAL STUDENTS. THIS COULD BE OBTAINED THROUGH UNIVERSITY COURSES OR MINISTRY OF EDUCATION COURSES WITHIN OR OUTSIDE OF THE PROVINCE. SUCH COURSES WOULD BE SUBJECT TO APPROVAL BY A CERTIFICATION COMMITTEE. THE MINISTRY OF EDUCATION WOULD OFFER, OR WOULD ARRANGE WITH UNIVERSITIES TO OFFER SUMMER PROGRAMS IN THE FOLLOWING AREAS:

BEHAVIORAL EXCEPTIONALITIES
COMMUNICATION EXCEPTIONALITIES
INTELLECTUAL EXCEPTIONALITIES
SPECIAL INTELLECTUAL AND CREATIVE ABILITIES
PHYSICAL EXCEPTIONALITIES
MULTIPLE EXCEPTIONALITIES

AND IN SPECIAL AREAS SUCH AS:

TUTORIAL EDUCATION
THE EXCEPTIONAL STUDENT IN THE SECONDARY SCHOOL
EXCEPTIONAL STUDENTS IN THE REGULAR CLASSROOM
STUDENTS OF A SECOND CULTURE (TO COMBINE THE
CURRENT COURSES IN ENGLISH AS A SECOND LANGUAGE,
COMMUNITY OR COMPENSATORY EDUCATION AND TEACHERS
OF INDIAN CHILDREN).

The 240 hours would be acquired in two of the above areas, according to the teacher's professional needs and plans. Teachers of the deaf and blind, speech therapists (exclusive of speech education teachers) and assessment and evaluation specialists would be prepared in university programs (primarily graduate programs).

3. THE THIRD PHASE OF THE PROGRAM WOULD, LIKE THE FIRST, BE A COMMON ONE FOR ALL AND WOULD BE DESIGNED TO DEVELOP COMPETENCIES IN AREAS SUCH AS:

ASSESSMENT AND EVALUATION
RESEARCH IN THE EDUCATION OF EXCEPTIONAL STUDENTS
CLINICAL WORK
ASSESSMENT AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS.

In effect, the complete program, as outlined above, would allow a considerable amount of concentration, should it be desired, since during both phases one and three, individual programs also would allow focus on a particular area or interest.

In brief, then, the Task Force recommends:

4. THAT UNTIL BASIC TEACHER EDUCATION INCLUDES PROGRAMS RELATED TO THE EDUCATION OF EXCEPTIONAL STUDENTS, THE MINISTRY OF EDUCATION ASSUME RESPONSIBILITY FOR THESE PROFESSIONAL DEVELOPMENT PROGRAMS.
5. THAT PROGRAMS FOR TEACHERS OF EXCEPTIONAL STUDENTS BE DESIGNED TO MEET THE NEEDS OF TEACHERS FROM K-13.
6. THAT THE LEARNING EXPERIENCES FOR TEACHERS OF EXCEPTIONAL STUDENTS BE BASED UPON SPECIFIC COMPETENCIES TO BE DEVELOPED AND DEMONSTRATED RATHER THAN UPON COURSES AND A BODY OF CONTENT.
7. THAT THE PROFESSIONAL DEVELOPMENT PROGRAMS IN THE EDUCATION OF EXCEPTIONAL STUDENTS CONSIST OF THREE PHASES WITH PHASES ONE AND THREE COMMON TO ALL STUDENTS. DURING PHASE TWO STUDENTS WOULD ACQUIRE 240 HOURS, OR THE EQUIVALENT, IN COMPETENCIES IN TWO OF A NUMBER OF SPECIFIED AREAS.
8. THAT THE CREDIT ACQUIRED DURING PHASE TWO BE SUBJECT TO APPROVAL BY A CERTIFICATION COMMITTEE.

9. THAT TEACHERS OF THE DEAF AND BLIND, SPEECH THERAPISTS (EXCLUSIVE OF SPEECH EDUCATION TEACHERS), AND ASSESSMENT AND EVALUATION SPECIALISTS BE PREPARED IN UNIVERSITY PROGRAMS (PRIMARILY GRADUATE PROGRAMS).

IV Administration and Organization

A. Admission Requirements

All teachers must deal with exceptional students and therefore it is important that all teachers have access to the initial phase of the program. The basic competencies recommended for teachers of exceptional students are also those competencies which would benefit teachers of regular classes. The pursuit of more individualized goals in the second phase of the program and the intensive work of the third phase would require a greater understanding of and experience in the learning process. The competencies acquired in each phase of the program must be of sufficient value that failure to pursue the total program to a conclusion would not be a serious drawback.

It is recommended, therefore,

10. THAT TO THE FIRST PHASE OF THE PROGRAM BE ADMITTED AN APPLICANT WHO HOLDS A TEACHING CERTIFICATE OR LETTER OF STANDING QUALIFYING HIM TO TEACH IN THE SCHOOLS OF ONTARIO.
11. THAT TO THE SECOND PHASE OF THE PROGRAM BE ADMITTED A CANDIDATE WHO HAS SUCCESSFULLY COMPLETED THE FIRST PHASE OR EQUIVALENT AND WHO IS RECOMMENDED TO THE PROGRAM BY AN APPROPRIATE SUPERVISORY OFFICER.
12. THAT TO THE FINAL OR ENDORSATION PHASE BE ADMITTED A CANDIDATE WHO HAS SUCCESSFULLY COMPLETED THE SECOND PHASE OR EQUIVALENT AND WHO IS RECOMMENDED TO THE PROGRAM BY AN APPROPRIATE SUPERVISORY OFFICER.
13. THAT A MINIMUM OF THREE YEARS OF SUCCESSFUL TEACHING BE COMPLETED BETWEEN THE FIRST AND ENDORSATION PHASES OF THE PROGRAM.
14. THAT A STANDARD FORM BE PREPARED FOR SIGNATURE BY THE SUPERVISORY OFFICER. THE STANDARD FORM MUST SPECIFY THAT THE SUPERVISORY OFFICER RECOMMENDS THE CANDIDATE FOR ADMISSION TO THE APPROPRIATE PHASE ON THE BASIS OF A SUCCESSFUL TEACHING EXPERIENCE.

B. Evaluation and Certification

Appropriate certification of teachers of exceptional students is a major difficulty which must be resolved in the development of a teacher education program so highly individualized as the one proposed. If the learning experience for teachers is based on the acquisition of specific competencies developed through the pursuit of individually determined goals, then the certification plan must recognize this. A rigid certification process based on a series of compulsory and optional subjects, courses or bodies of content, to be completed will not serve a personalized training program. Means must be found, therefore, to measure professional development in terms of demonstrated skills or competencies.

Professional development should be a process of refining or extending competencies. The term "development" need not only imply the acquisition of new skills. The education of teachers of exceptional students must be part of the whole teacher training continuum; certification procedures must reflect this.

It is recommended, therefore,

15. THAT, AT THE END OF EACH PHASE OF THE PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHERS OF EXCEPTIONAL STUDENTS, THE EXPERIENCE BE RECOGNIZED BY THE ISSUANCE TO THE TEACHER OF A TRANSCRIPT WHICH WOULD DETAIL THE COMPETENCIES ACQUIRED IN THE PROGRAM TO THAT TIME.
16. THAT, AT THE COMPLETION OF THE TOTAL PROFESSIONAL DEVELOPMENT SEQUENCE, THE BASIC TEACHING CERTIFICATE OF THE SUCCESSFUL CANDIDATE BE ENDORSED IN THE EDUCATION OF EXCEPTIONAL STUDENTS.
17. THAT, BECAUSE OF THE CHANGES THAT OCCUR IN THE FIELD OF EDUCATION, AND IN PARTICULAR, EDUCATION AS IT AFFECTS EXCEPTIONAL STUDENTS, TEACHERS BE REQUIRED TO UPDATE AND REVALIDATE THE ENDORSATION EVERY FIVE YEARS.
18. THAT UPDATING AND REVALIDATION BE MADE POSSIBLE THROUGH A VARIETY OF MEANS, TO INCLUDE APPROVED IN-SERVICE PROGRAMS, AS WELL AS INVOLVEMENT IN SPECIAL PROJECTS, AND PARTICIPATION IN APPROVED UNIVERSITY EXTENSION COURSES AND SUMMER COURSES DESIGNED FOR THIS PURPOSE BY THE MINISTRY OF EDUCATION.

19. THAT A STUDENT WHO FAILS TO DEVELOP APPROPRIATE COMPETENCIES WOULD NOT BE DEEMED READY TO PROCEED TO THE SUCCEEDING LEVEL OF THE PROFESSIONAL DEVELOPMENT PROGRAM.

C. Planning and Implementing Courses

The professional development program would require much planning with respect to program content. It would be necessary also to evaluate and monitor programs to keep them current and to make decisions re certification, validation, updating, and individual program approval. The further development of courses by the Ministry would have to take into account possible eventual integration of these courses into a concurrent degree program.

It is recommended, therefore,

20. THAT A PERMANENT STEERING COMMITTEE BE ESTABLISHED TO PLAN PROGRAMS, TO EVALUATE STUDENT PROGRESS, TO RECOMMEND TO THE MINISTER OF EDUCATION CONCERNING CERTIFICATE ENDORSATION AND TO ADVISE ON ALL FACETS OF THE PROFESSIONAL DEVELOPMENT PROGRAM.
21. THAT THE PERMANENT STEERING COMMITTEE INCLUDE MEMBERS FROM WITHIN THE MINISTRY OF EDUCATION AND FROM WITHOUT.

D. Staffing

Any program may become inflexible and inward looking if not constantly infused with new ideas and new approaches. Individual student programs suggest the need for a number of available staff having themselves a wide range of competencies. Steps must be taken to ensure proper staff preparation and planning.

It is recommended, therefore,

22. THAT A RECRUITMENT REGISTRY OF SUMMER COURSE STAFF BE DEVELOPED IN CONSULTATION WITH THE APPROPRIATE REGIONAL OFFICES OF THE MINISTRY OF EDUCATION.
23. THAT THE STAFF RECRUITMENT REGISTRY INCLUDE THE NAMES OF INDIVIDUALS FROM OUTSIDE ONTARIO AND CANADA.
24. THAT AN ORGANIZED STAFF TRAINING PROGRAM BE INSTITUTED; TIME MUST BE MADE AVAILABLE FOR INSTRUCTIONAL PLANNING BY STAFF MEMBERS.

25. THAT UNDER NORMAL CONDITIONS ALL STAFF MEMBERS SERVE FOR NO LESS THAN THREE AND NO MORE THAN FIVE CONSECUTIVE YEARS.

E. Physical Facilities

Overcrowded courses and overtaxed staff and facilities do not lend themselves to the provision of professional programs based on the individual goals of the participants. Smaller courses, in a greater number of centres, would help to alleviate this problem.

It is recommended, therefore,

26. THAT ANY PROGRAM CENTRE NOT BE REQUIRED TO ACCOMMODATE MORE THAN 100 STUDENTS.
27. THAT THE PROGRAMS BE OFFERED AT A NUMBER OF LOCATIONS THROUGHOUT THE PROVINCE.
28. THAT DEMONSTRATION CLASSES AND CLINICAL FACILITIES BE INCLUDED IN THE PLANNING OF PROGRAMS.
29. THAT LIBRARY FACILITIES AND A RESOURCE MATERIALS CENTRE BE DEVELOPED AT EACH PROGRAM LOCATION.

V. Other Important Considerations

A. Winter Courses

The Board of Education sponsored winter courses served the demand for special education teachers with particular options. However, trends within the Ministry, and recommendations made within this report raise the question of the continued necessity of such programs as presently constituted.

It is also difficult to support the position that a professional training course conducted as an after-hours winter course can foster an appropriate learning atmosphere. The demands of such a program following a full day's classroom work places an excessive load on the teacher.

Such programs make a viable practicum program impossible.

It is recommended, therefore,

30. THAT THE MINISTRY OF EDUCATION WITHDRAW THEIR SUPPORT OF BOARD OF EDUCATION SPONSORED WINTER COURSES AS VEHICLES FOR SPECIAL EDUCATION CERTIFICATION.

31. THAT BOARDS OF EDUCATION BE ENCOURAGED TO ARRANGE IN-SERVICE WINTER PROGRAMS TO BE USED AS UPDATING OR REVALIDATING PROGRAMS WITH RESPECT TO CERTIFICATE ENDORSATION.

B. Continuing Education

Opportunities for specialization and in-depth study in the education of exceptional children should be made available through the establishment of graduate courses in several universities in Ontario.

It is recommended, therefore,

32. THAT PRIORITY BE GIVEN TO ESTABLISHING GRADUATE PROGRAMS FOR TEACHERS OF THE DEAF AND BLIND, FOR SPEECH THERAPISTS, FOR DIAGNOSTIC ASSESSMENT AND EVALUATION SPECIALISTS AND FOR OTHER AREAS OF IN-DEPTH SPECIALIZATION AS THE NEED ARISES.
33. THAT, IN ORDER TO FURTHER THE PROFESSIONAL DEVELOPMENT AND PROVIDE FOR CONTINUAL UP-DATING OF PRACTISING TEACHERS AND ADMINISTRATORS ENCOURAGEMENT AND GUIDANCE BE GIVEN TO SCHOOL BOARDS, UNIVERSITIES, COLLEGES, FACULTIES OF EDUCATION, TEACHER ORGANIZATIONS AND LAY ORGANIZATIONS CONCERNED WITH VARIOUS AREAS OF EXCEPTIONALITY OF STUDENTS.
34. THAT OPPORTUNITY BE PROVIDED BY ORGANIZING A SPECIAL UNIT OF STUDY IN THE SUMMER COURSE PROGRAMS FOR THE TEACHING OF EXCEPTIONAL CHILDREN TO ENABLE PROSPECTIVE AND PRACTISING CONSULTANTS, SUPERVISORS, CO-ORDINATORS AND SUPERVISORY OFFICIALS TO OBTAIN APPROPRIATE EXPERTISE AND KNOWLEDGE IN ADMINISTRATION AND SUPERVISION TECHNIQUES IN ORDER TO DISCHARGE THEIR RESPONSIBILITIES IN THE MEETING OF THE NEEDS OF EXCEPTIONAL STUDENTS.

C. Regulations and School Acts

It is recommended:

35. THAT THE REGULATIONS AND PROCEDURAL POLICIES FOR MINISTRY OF EDUCATION SUMMER COURSES FOR TEACHERS OF EXCEPTIONAL STUDENTS BE REVIEWED, REVISED AND/OR AMENDED AS REQUIRED TO BE CONSISTENT WITH THE RECOMMENDATIONS OF THE TASK FORCE.
36. THAT THE GENERAL SCHOOL REGULATIONS AND SCHOOL ACTS LEGISLATION BE REVIEWED AND REVISED OR AMENDED TO BE CONSISTENT WITH THE RECOMMENDATIONS OF THE TASK FORCE.

37. THAT THE STEERING COMMITTEE FOR THE SUMMER COURSES IN THE EDUCATION OF EXCEPTIONAL CHILDREN EXAMINE AND PLAN MORE SUMMER COURSE CENTRES IN ONTARIO TO ENABLE TEACHERS TO ATTEND THE COURSES WITHIN A REASONABLE GEOGRAPHIC AREA. CENTRES AND PROGRAM PHASES SHOULD BE ANNOUNCED ON A TIME SCHEDULE SEVERAL YEARS IN ADVANCE SO THAT TEACHERS MAY ANTICIPATE WHERE SUMMER COURSES WILL BE HELD AND MAKE PLANS FOR ATTENDING ACCORDINGLY. INCREASED GEOGRAPHIC DISTRIBUTION OF SUMMER COURSE CENTRES CAN BE ALTERNATED OR ROTATED FROM CENTRE TO CENTRE ON A SCHEDULE OF YEARS SUFFICIENT TO ENSURE SUMMER COURSE ENROLMENTS NOT EXCESSIVE FOR QUALITY STAFFING AND INSTRUCTION.
38. THAT PHASE ONE OF THE SUMMER COURSE IN THE EDUCATION OF EXCEPTIONAL CHILDREN BE OFFERED IN THE SUMMER OF 1973.
39. THAT A COMPLETION SUMMER COURSE, SPECIALIST CERTIFICATE, FOR ALL WHO NOW HOLD THE INTERMEDIATE SPECIAL EDUCATION CERTIFICATE AND QUALIFY FOR ADMISSION BE OFFERED IN THE SUMMER OF 1973. IN ORDER TO LIMIT THE ENROLMENT TO APPROXIMATELY 100 AT ONE CENTRE, SEVERAL CENTRES SHOULD BE ESTABLISHED.
40. THAT ALL WHO NOW HOLD OR ARE COMPLETING THE REQUIREMENTS FOR AN ELEMENTARY SPECIAL EDUCATION CERTIFICATE BE PLACED ON A RECOMMENDED (REVISED) EDUCATION OF EXCEPTIONAL CHILDREN SUMMER COURSE. THUS, 240 HOURS OF CREDITS IN THE SUMMER COURSE PROGRAM IN THE EDUCATION OF EXCEPTIONAL CHILDREN SHALL BE REQUIRED BETWEEN THE FIRST PHASE AND THE THIRD PHASE LEADING TO THE ENDORSATION IN THE EDUCATION OF EXCEPTIONAL CHILDREN ON THE BASIC TEACHING CERTIFICATE.

NOTE: Provision will be made for teachers obtaining the Intermediate Special Education Certificate in a Board sponsored 1972-73 Winter Course to have a Specialist Certificate completion Summer Course in 1974.

VI

List of Recommendations

1. That all students in pre-service teacher education programs acquire basic competencies in the education of exceptional students.
2. That professional courses in the education of exceptional students be offered by universities and carry credit toward recognized degrees.

3. That the transfer of professional courses in the education of exceptional students from the Ministry of Education to the universities take place as soon as is feasible.
4. That until basic teacher education includes programs related to the education of exceptional students, the Ministry of Education assume responsibility for these professional development programs.
5. That programs for teachers of exceptional students be designed to meet the needs of teachers from K to 13.
6. That the learning experiences for teachers of exceptional students be based upon specific competencies to be developed and demonstrated rather than upon courses and a body of content.
7. That the professional development program in the Education of Exceptional Students consist of three phases with phases one and three common to all students. During phase two students would acquire 240 hours or the equivalent in competencies in two of a number of specified areas.
8. That the credit acquired during phase two be subject to approval by a certification committee.

Recommendations contained in Report of Curriculum Services Branch Task Force on Teacher Preparation, Special Education, January 1973, p. 9-17.

Special Education Funding

1. Special Education

All boards in excess of the median with regard to expenditure per pupil for special education services receive a weighting factor to offset the expenditure in excess of the median up to a maximum of .030.

Calculation:

A) Sum of the following qualified staff:

- Teachers who are itinerant
- Teachers in self-contained programs
- Consultants
- Teacher-Diagnosticians
- Co-ordinators
- Resource or Withdrawal Teachers

$$B) \frac{A \times .67 \times \$9000}{\text{Board enrolment}} = \$/\text{pupil}$$

.67 -- as pupil-teacher ratio approximately 1/3 of the mainstream program

\$9000 - average elementary salary

$$C) B \times 1.5 = \$/\text{pupil}$$

1.5 - to recognize additional services and personnel related to special education programs not included in A.

$$D) C + \frac{\text{Teacher Aides} \times .5 \times \$9000}{\text{Board enrolment}} = \$/\text{pupil}$$

.5 - teacher aides paid approximately 1/2 elementary rate

Median is \$21.92/pupil

Board's factor is $D = \frac{\text{Median}}{\$630}$

Data Sources: 1972 June Board Report; 1971 Principal's Statistical Report

5

Ontario Ministry of Education, 1973 Weighting Factors
for Grant Purposes, Internal Memorandum, 1973.

ABSTRACT

The research deals with the development of special education programs and services for orthopaedic children in Ontario. It considers only those specialized services offered by school boards and recognized by the Provincial Government.

The objective of the study was to trace the evolution of special education programs and services for orthopaedic children and to examine the factors, trends, and directions that influenced its development. The study commences in 1911 when the Ontario Government first made legal provision for school boards to establish and conduct auxiliary education programs and terminates in 1974, the year that the Special Education Branch, Ministry of Education was re-established.

Each chapter relates to a specific time period and is organized into five divisions: legislation, funding, teacher training, program and services, and summary.

Legislation was an important factor that influenced school boards to make special provision for exceptional students. The acts provided the legal authority to establish and conduct such programs and the regulations governed them once established. The regulations specified the qualifications for teachers, the types of special classes and programs a board might establish, set the maximum enrolment for each class and provided a structure for the Department/Ministry to grant additional funds to school boards.

ABSTRACT

The provincial provision for special education funding served as an incentive for school boards to develop and expand its programs. Although the funding structure and the amount of grants available changed throughout the evolution the principle for funding and its effect remained the same.

Funding that was visible had the greatest effect. When special education grants became part of the regular grant structure, school board officials viewed the additional funds as terminating and indicated that they would not be able to continue to provide the same level of special education service. By 1974 the funding structure made no distinction between integrated and segregated programs.

Teacher training was considered by Department/Ministry officials to be important in order to improve the quality of special education. Although the number of teachers enrolled in such courses increased throughout the evolution few teachers of auxiliary classes and related programs participated in such courses. Teacher training for special education teachers began in 1915 and was offered by the Department/Ministry every year from 1921 with the exception of 1932, the beginning of the depression, and between 1941 and 1944 due to the constraints of the Second World War.

The first courses offered a general curriculum, then in the early 1920's became more specialized and in 1970 reverted to a general approach. By the end of the study school

ABSTRACT

boards, universities, and the Ministry of Education were involved in the offering of special education courses.

The first special education programs were offered by the Toronto Board of Education in 1910, a year before the Provincial Government passed its auxiliary education legislation. These first specialized programs were designed for backward children, however, it paved the way for orthopaedic education. The survey that brought about the need for auxiliary education for backward children revealed such children had approximately three times as many crippling defects as compared to students in regular school classes. As a result The Special Classes Act of 1911 recognized both backward and crippled children.

The first classes designed specifically for orthopaedic children were organized by the Toronto Board of Education in 1926. Prior to this time crippled children were accommodated in open air classes and through home instruction.

Schools established in crippled children treatment centres and cerebral palsy centres by school boards appointed by the Ministry of Education served children who needed both therapy and education. With the establishment of the county boards in 1969 there was a move to have these larger boards assume responsibility for the educational programs

ABSTRACT

in treatment centres, however, by 1971 only four of the appointed school boards had terminated leaving a total of eleven in operation by 1974.

Other factors such as the involvement of associations, the after effects of two World Wars and a poliomyelitis epidemic also influenced the government and school board officials to modify and provide special education programs and services.

In addition to tracing the evolution and examining the factors, trends and directions that influenced the development of special education, the study indicates that although the provincial legislation was permissive school boards responded to the needs of the orthopaedic children in its jurisdiction. By 1974 there are no recorded cases where a child was rejected from school because of his or her orthopaedic handicap.