

AN INVESTIGATION INTO ADJUSTED PROGRAMS IN THE  
JUNIOR HIGH SCHOOLS OF NOVA SCOTIA IN 1976

by

John J. Reid

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The test, I say again and again  
of any civilization, is the  
measure of consideration and  
care which it gives to its  
weakest members.

Pearl S. Beck

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	iv
INTRODUCTION . . . . .	1
<b>Chapter</b>	
1. ADJUSTED PUPILS DEFINED . . . . .	5
2. PROGRAMS FOR SLOW LEARNERS IN NOVA SCOTIA . . . . .	13
3. A HISTORY OF ADJUSTED AND AUXILIARY CLASSES IN NOVA SCOTIA . . . . .	26
4. PROVISIONS FOR THE ESTABLISHMENT OF CLASSES FOR MENTALLY HANDICAPPED CHILDREN IN NOVA SCOTIA . . . . .	48
5. ANALYSIS OF TRENDS . . . . .	56
6. THREE CASE STUDIES AND QUESTIONNAIRE RESULTS . . . . .	61
7. ALTERNATIVES . . . . .	75
<b>APPENDIXES</b>	
A. Questionnaire . . . . .	91
B. Junior High School, A Teaching Guide for Adjusted Classes, Department of Education, 1968 . . . . .	95
C. The Adjusted Course Program, Department of Education, 1975 . .	120
D. Occupational Entrance Program, New Waterford . . . . .	125
E. Municipality of Richmond County School Board, Present Curriculum Used in the Occupational Classes . . . . .	131
F. Intermediate Industrial Program, King's Regional Vocational School . . . . .	134
G. Intermediate Industrial Program, Colchester Regional Vocational School, Digby Regional High School . . . . .	138
H. Program Development Assistance Fund - Award Winning Projects, 1973-1974, N.S.T.U. . . . .	147
BIBLIOGRAPHY . . . . .	155

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## INTRODUCTION

This thesis will deal with a class of students who are usually referred to as slow learners. Specifically, this thesis will deal with the slow learner in the junior high schools of Nova Scotia. In some ways, they are marginal people within the system. Many are not able to advance educationally in the regular classroom setting. Those responsible for curriculum development are attempting to remove this group of students from this marginal position to give the slow learner more positive and meaningful benefits.

The experience of schools confirms that there are many such children who lack the intelligibility necessary to cope with basic subjects and who need special assistance. The number of these students varies from one locality to another and from one school to another. These students, in Nova Scotia, are usually placed in one of three programs: adjusted, occupational, or intermediate industrial. Slow learners in these classes have a chronological age of approximately thirteen to eighteen years.

These students do not benefit from the educational opportunities presented to them in the regular classroom setting. Many of these students have repeated one or more grades before they reach junior high. One of the major reasons for this, traditionally, was that the regular school programs were designed for average and above average students who, it was thought, were destined for university training.

Categorically, these students are referred to as slow learners. It seems to have been deemed educationally and morally right to place these students in "modified", "adjusted", or some other class designated as being slow within the Nova Scotia School System. Although the terms are no longer used in correspondence by the Department of Education, the terms are still widely used throughout the province and in the Department's literature. These terms and others, "disadvantaged" or "terminal program", are detrimental to the welfare of these students. Not only does it affect their own self-image, but the image others have of them is affected as well.

In the early stages of adjusted classes, placement and diagnosis were neglected. Students were sometimes placed in special classes on the basis of a teacher's referral or by the results of Stanford-Binet tests. The trend today is toward using a professional team in diagnosis and placement. The problem here is that many areas lack facilities and professional personnel.

Many schools throughout the province were slow to initiate a program for slow learners. Adjusted programs are recent developments in many schools. The trend today is away from the designated self-contained classroom to assimilating the slow learner within the regular class, with special resources. There has been a definite trend in the last few years to help mentally and physically handicapped children. The degree to which these efforts have helped the slow learner in our schools is questionable.

Major efforts, in Nova Scotia schools, have been concentrating on work orientated programs. Places like Digby and Truro, for example, have excellent work orientated programs to help the slow learner at the junior

high level. However, such programs, due to a lack of facilities, are not very widespread.

The Department of Education has taken little initiative, it seems, to help the slow learner since 1968, when it published its last curriculum guide, "Adjusted Program Junior High School."

These and other topics related to the slow learner shall be discussed throughout this thesis. The core topics of this thesis are: the characteristics of slow learners, which includes diagnosis and testing, the history of programs for slow learners, and finally, three case studies that were carried out in Dartmouth schools.

To draw a clearer picture of slow learners and to put them in perspective, the writer intends to look briefly at the Education Act with respect to mentally and physically handicapped children.

To aid in the completion of this thesis, the writer distributed questionnaires regarding the slow learner to forty-two school boards in Nova Scotia. The returns on these questionnaires have been invaluable in the completion of this thesis. Reference will be made to information received from completed questionnaires. Results are discussed in chapter 6. In the event that direct reference is made to the questionnaires, for convenience, the information will be noted by using a footnote containing only my surname, Reid.

It is hoped, by the study of this thesis, that the reader will gain a clearer perspective of the slow learner's position in Nova Scotia's schools. To the writer, there is an urgency for the development of a wider variety of programs for the slow learner. Not only must we have variety, but there is also a pressing need for the expansion of present facilities

to enable these programs to be initiated. It will be through the availability of more facilities and greater financial assistance that programs may reach a larger number of these students. We should be looking at new approaches in educational programming to help the slow learner.

It is not the purpose of this thesis to look at individual programs in individual schools, but to take a general look at the slow learner in Nova Scotia. It should also be noted that schools are reluctant to release information from the confidential records of these students. This has been a hindrance to some alternative directions this thesis might have taken.



## Chapter 1

### ADJUSTED PUPILS DEFINED

Those students entering grade seven today, who are unable to cope with the standard course prescribed for average pupils at the junior high level, should have available more rewarding experiences in schools. Many, for one or more reasons, are unable to "keep up" with their fellow students.

In 1966, an official of the Department of Education recognized this problem:

Suitable programs need to be designed for pupils who for various reasons do not learn so rapidly as many of their fellows, and who consequently arrive in junior high school when they are a year, two<sup>1</sup> years, sometimes three years older than most members of their class.

It was this attitude of educators that led to the establishment of "adjusted" classes in the mid 1960's.

Some students entering grade seven may have already repeated one or more grades, in part, because of the inability of the course to meet interests and abilities. Failure, to many of these students, often results in a negative attitude toward school. Because of repeated failures they may have a poor image of themselves; they may feel they cannot succeed no matter how hard they try, and that life may not hold a very attractive future for them either vocationally or socially. They may feel apathetic about education or even hostile to school.

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<sup>1</sup>A.B. Morrison, "Adjustment in the Program for Junior High Schools," Journal of Education 16 (October 1966): 22.

Initially, the Department of Education in Nova Scotia used terminology such as "over-aged" and "backward" to describe these students.

The term backward is generally applied to those students who lack the interest or ability to keep up with the majority of their fellow students and as a consequence drop back in their work or drop out of school.<sup>2</sup>

The "backward" student was soon being referred to as a "slow learner" by educators in Nova Scotia. To the writer's knowledge, the reason for this was the increased literature and programming becoming available referring to this type of student as a slow learner.

Slow learners compose the largest group of mentally handicapped persons. Authors quote a large percentage for slow learners:

Among the general school population, 15 to 17 or 18 percent of the children can be considered slow learners. In an average community where the school serves children from all cultural, social, and economic levels, a class of thirty unselected students can be expected to contain 4 to 5 slow learners.<sup>3</sup>

These figures vary from one community to another, but they are enough to emphasize the need for programs to aid slow learners in our schools.

According to a survey done in Halifax schools in 1959, for grades seven, eight and nine, the number of slow learners in Nova Scotia schools was just as impressive. "Every junior high school in Halifax has 18 to 20 percent slow learners."<sup>4</sup>

The characteristics of slow learners are quite varied. One or several may be attributable to any slow learner. The most obvious

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<sup>2</sup>"An Effective Educational Program," Journal of Education (April 1966): 5.

<sup>3</sup>G. Orville Johnson, Education for Slow Learners (New Jersey: Prentice Hall Inc., 1964), p. 9.

<sup>4</sup>S.G. Parsons, "A Tentative Curriculum for Slow Learners in the Junior High Schools of Nova Scotia" (Master's thesis, St. Mary's University, 30 April 1960), p. 22.

characteristic of the slow learner is an inability to "keep up" with the rest of the class in their rate of academic growth. For example, they may learn to read one year later than the majority of other children considered average or above average. "Slow learners happen to be at the lowest end of the average range in learning the academic subjects and can acquire the subject matter but not to the same extent or with the same facility as the normal child."<sup>5</sup>

Their scores on standardized tests, though sometimes relatively high in skills dependent upon rote training, would normally range two or more years below the average of their grade in skills requiring mental adaptation and initiative. Group test I.Q. would lie in the range of seventy-five to ninety. Featherstone tells us: "There is no fixed standard or level of ability below which a pupil must be called a slow learner, but in common practice pupils with an I.Q. below ninety-one and above seventy-four are so labelled."<sup>6</sup>

Coupled with the problem of a lack of intelligence, it is not unusual for the slow learner to have psychological, physical, and social handicaps. The Department of Education lists the following characteristics for slow learners in their junior high adjusted program.

1. They are average pupils in Grade 7 who may have repeated several grades.
2. Often they are the pupils who have not mastered, to this time, the skills necessary in number work, reading and writing. On standardized tests, they will probably be two grades or more behind the average or their class in reading, problem solving and language

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<sup>5</sup>S.A. Kirk and G.V. Johnson, Educating the Retarded Child (New York: Houghton Mifflin Co., 1970), p. 12.

<sup>6</sup>W.B. Featherstone, Teaching the Slow Learner (New York: Bureau of Publications, Columbia University, 1951), p. 2.

usage. Some may be quite good in computation skills due to an excess of rote learning and drill. In teacher-made examinations and tests, there is likely to be found mediocre achievement.

3. They are pupils who probably range 75-95 on a group intelligence test. Some may score beyond these ranges. As auxiliary classes become more prevalent, and provide educational experiences for those below 75 I.Q., among other criteria, then those enrolled in modified courses should fall into the range mentioned first. These limits should not be regarded as being too definite.
4. They are pupils who are likely but not necessarily, to come from homes which can be classified in the lower socio-economic range. As such, these children are likely to be poor in communication skills and this ability causes failure in other subjects. The recognition given a child by his parents for his small achievements helps to build an autonomous desire to achieve. Less fortunate are the children whose parents are indifferent, overburdened or rejecting. Recognition from parents and other adults is essential but over-indulgence must be guarded against.  
The kind of life parents live may speak louder than the advice they give their children. If parents feel beaten and hopeless about their own careers and have resigned themselves to 'never getting anywhere' this attitude is likely to be held by their children unless the school can stir some home and action in their parents.
5. Emotionally, these pupils may feel rejected, unloved, guilty, and worthless. They may be so insecure and anxious that any test is a severe threat to them. Others daydream extensively. Hence to improve their educational achievement will require individual understanding and reconstruction of the self-concept.
6. Because of their failure at school tasks, they may be confused, baffled, resentful and humiliated. Hence, they need a curriculum which they see as practical and interesting and at which they can succeed again and again.
7. Attitudes towards teachers contribute significantly to feelings about school. Motivation to stay in school and to achieve is weakest among those pupils who had to contend with teachers they didn't like.<sup>7</sup>

The adjusted program, in the junior high schools of Nova Scotia, was designed specifically for the slow learner:

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<sup>7</sup>Harry J. Baker, Introduction to Exceptional Children (New York: The MacMillan Co., 1965) and Nova Scotia, Department of Education, Adjusted Program, Junior High School (Halifax: Queen's Printer, 1968), pp. 5-6.

The adjusted program in junior high school is designed for slow learning pupils who reach the end of the elementary school program somewhat later than their age group. Typically they will be deficient in reading and problem solving skills, and often their social and emotional adjustment is not what is expected as normal for their age. Academically such pupils will have difficulty in completing the high school general course.<sup>8</sup>

It is obvious that the characteristics of slow learners are well understood, but it is not enough to know them to make a proper diagnosis. Quite often, in the fifties and sixties, slow learners were diagnosed by their performance in class, by the classroom teacher. This sometimes led to the improper placement of students in slow learning groups or classes. "The regular classroom teacher selects the students who need help."<sup>9</sup> When later remedial programs became available, diagnosis, which resulted in placement, was often reached by a study of the pupil's cumulative record card accompanied by the classroom teacher's referral. The grave danger here was the possibility of improper placement.

Proper identification of the slow learner often depends on the psychological, guidance and testing services available to individual school boards. Teacher identification is important in diagnosis.

With increased specialist services becoming available within the last few years, slow learners are now more accurately diagnosed. However, many boards still lack adequate professional personnel to carry out proper testing procedures.

Educators should take care to make proper diagnosis of slow learners so that corrective measures, where applicable, can be taken to provide

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<sup>8</sup> Ibid., p. 7.

<sup>9</sup> "Adjustment in the Program for Junior High School" by A.B. Morrison, Journal of Education (Halifax, October 1966), p. 15.

appropriate programs. Before any remedial measures can be taken, the specific disability and the reason for the disability should be resolved.

The Province of Nova Scotia operates a Local Standards Project each year. The purpose of this project is to administer group intelligence tests to a random sample of either grade three, six, or nine every year. The purpose of this testing is to compute highs and lows in particular skill areas.

The Department of Education provides, on a loan basis, a mobile diagnostic and remedial reading center. The Department also has a Consultant in Special Education, Mr. Joseph Ingrao, who is involved in the initiation and operation of Special Education facilities. These facilities are part of the educational facilities of local school boards. Pupil personnel services often accompany the establishment of such facilities. These often include psychologists, sociologists, and guidance personnel who usually act as a special team in diagnosing children with learning disabilities, and provide for appropriate placement in existing programs.

Local Boards are usually responsible for the administering of intelligence and achievement tests to their schools. The test most commonly used are group intelligence tests. If students appear to have a specific problem, individual achievement and intelligence tests may be given. Tests are obtained from the Department of Education on a loan basis. If the individual student seems to have severe disabilities, the local public health unit, if one is available, will provide for a complete diagnostic and medical examination.

One of the problems in Nova Scotia is that the professional personnel necessary for proper diagnosis are not always available in the

various areas of the province. Diagnosis, if it is to be effective, should be done periodically to ensure that the child receives the proper educational program. Testing services are usually concentrated in the elementary grades which leads to early diagnosis of the slow learner. The tests most commonly used by boards are one or a combination of the following:<sup>10</sup>

Group: Lorge-Thorndike

Metropolitan Achievement

Curriculum embedded reading tests

Stanford-Binet

Gates

Canadian Cognitive Abilities Test

Individual: W.I.S.C.,

Peabody Individual Achievement Test

Keymoth Diagnostic

W.R.A.T.

Slosson

P.P.U.F.

Botel

There is increased attention being given to diagnosis of learning disabilities throughout the province. One asks if there is more emphasis being placed on diagnosis than there is on appropriate programming to correct the disabilities.

Put another way we may say that a mass of clinical data about handicapped children does not necessarily mean they will receive better instruction. . . . [We may] ask if the information gathered by doctors, psychologists, social workers, and the like has any bearing

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<sup>10</sup>Reid.

on the enterprise of teaching. Current practises suggest that this information may not say anything to teachers.<sup>11</sup>

In comparison, Jordan says these students, who have been tested repeatedly by specialist services, and those who were not, vary little in performance.

Many areas of Nova Scotia have to depend on larger areas for adequate testing services. With the increase in specialist services over the last few years, increased testing services have been provided to Nova Scotia students. We should remember the above quote when we think of the slow learner in Nova Scotia. The amount of testing done to detect slow learners in junior high or to retest is minimal.

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<sup>11</sup>Thomas E. Jordan, The Exceptional Child (Columbus, Ohio: Charles E. Merrill Books Inc., 1962), pp. 70-71.



## Chapter 2

### PROGRAMS FOR SLOW LEARNERS IN NOVA SCOTIA

The purpose of this chapter is to give some insight into the types of programs being offered to slow learners in the junior high schools of Nova Scotia. Emphasis will be placed on programs that are provided for students, generally, with an I.Q. range of seventy-five to ninety. Attention will not be given to isolated programs in various schools, but to School Boards that have established these programs.

These programs, in Nova Scotia, are of three main types. The most prevalent is the adjusted program which exists in many areas of the province (see table 1, pp. 45-46). Secondly there are occupational programs which place emphasis on the skills necessary in finding and holding a job. Thirdly, there is the newest program, the intermediate industrial program which is, generally, a prevocational training program. These programs, in most cases, are designed for slow learners.

The curriculum selected for these programs must develop personal and social adequacy. It must be adapted to individual needs and potentialities, and have relevance to the child's present and future status in society, and the needs of that society. Programs must be developed so that slow learners can benefit from instruction and remain in school for a sufficient period of time beyond the compulsory age limit. Attitudinal changes and improvement of academic and vocational skills are all of crucial importance to slow learners.

One of the major problems in Nova Scotia is that programs are not developed for slow learners until they are in junior high school. They are the adjusted, intermediate industrial and occupational programs. The only type of program before junior high, to the writer's knowledge, is one where streaming into small groups within the classroom has occurred in the elementary grades. Often, students are grouped according to their reading ability. Supposedly, this grouping tends to segregate the slow learner at an early age. However, the question is whether or not it is totally slow learners who are in the slower groups; obviously, they are not.

The problem, at any rate, is that the slow learner is usually pushed through the elementary grades not up to the reading level of their group. Often, he fails a grade, usually grade six. Now, the slow learner enters grade seven with a much lower reading level than average students, which serves to show the need for early identification and remediation where possible.

Once in junior high, the slow learner, where classes exist, is usually put in an adjusted class. These classes, if we must have them, should at least be for slow learners with no other disabilities other than a lack of intelligence. They should not be integrated with students who have other specific disabilities. Chidley says:

Programs for slow learners should be for slow learners and not for a heterogeneous group of children with average or above average intelligence who are emotionally disturbed, educationally retarded or socially maladjusted.<sup>1</sup>

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<sup>1</sup>Nadine Chidley, Special Education for the Slow Learner (Winnipeg: September 1960), p. 4.

For the most part, special education is concerned with the elementary grades. In areas where efforts have been made in special education, they do, in most cases, cover slow learners with emotional problems. However, services are not extensive enough. Although slow learners may have any of a combination of characteristics listed in chapter 1, this is not necessarily the case. "It cannot be denied that slow learners present emotional and social or behavioral problems, but it must be denied that these difficulties are necessarily characteristics of slow learners."<sup>2</sup>

The curriculum for slow learners should provide the students with those individual and group experiences that will enable them to live as effective individuals in society. In order to accomplish this, programs must be flexible.

A definite curriculum for use in the classes for mentally handicapped children is not possible. A set curriculum often becomes a teaching "straight-jacket" into which an attempt is made to fit all children.<sup>3</sup>

When developing programs for slow learners, it must be kept in mind that they have the same needs as other students, and their slowness is not detrimental to eventual success. As W.B. Featherstone points out:

When we are talking about and planning for them, the term "slow learner" should be interpreted consistently to mean slow in learning intellectual things. The reason for this is that slow learners are not equally slow in all kinds of activities.<sup>4</sup>

K. Weber confirms this:

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<sup>2</sup>Ibid., p. 4.

<sup>3</sup>Ibid., p. 9.

<sup>4</sup>W.B. Featherstone, Teaching the Slow Learner, p. 2.

A slow learner is often behind his colleagues on the educational achievement scale, but this does not mean that he will never achieve. He may achieve in a different way, or it may take him longer. But to label him as simply slow is an injustice, for the slowness is not absolute. He may just be slow in specific academic pursuit.<sup>5</sup>

Programs for slow learners should be developed with this in mind. The difference in programs should lie mainly in skill areas which would receive greater emphasis.

The aims of the Department of Education in Nova Scotia for its adjusted program relate well to the needs of almost any student. The program aims are as follows:

1. To bring each pupil as close as possible to his potential in reading, writing, speaking and arithmetic.
2. To help each person to become a worthwhile person and a productive and good citizen of his community, his country and his world.
3. To help each pupil develop attitudes and skills necessary to find a job.
4. To help each pupil develop the attitudes and interests leading to worthy use of leisure time.
5. To help each pupil develop the understanding and attitudes necessary to establish and maintain a home.<sup>6</sup>

Christine Ingram prescribed similar aims: "Mental and physical health; a practical working knowledge of the tool subjects; worthy home and community life; worthy use of leisure; and adjustment in industry."<sup>7</sup>

Whether or not their aims are being met by the adjusted program in Nova Scotia is highly questionable.

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<sup>5</sup>K.J. Weber, Yes They Can (Toronto: Methuen, 1974), p. 7.

<sup>6</sup>Nova Scotia, Department of Education, Adjusted Program, Junior High School (Halifax: Queen's Printer, 1968), p. 4.

<sup>7</sup>Christine P. Ingram, Education of the Slow Learning Child (New York: The Roland Press Co., 1953), p. 58.

Programs for the slow learner started to develop in Dartmouth in 1963. Before this, slow learners were given special instruction to the best of the teacher's ability within the regular class. Streaming was common and slow learners sometimes found themselves grouped in one particular class trying, but not very successfully, to follow the regular academic course. These classes were intended to be remedial in nature, but they often followed a "watered down" academic curriculum. Such was the case in the first remedial class established in Kentville in 1952 (see p. 39). However, with Dartmouth's move in 1963, programs started to be developed to meet the specific needs of the slow learner. The Department of Education took cognizance of the problem in 1966 and included classes for the slow learner in its new comprehensive program.

Programs for slow learners, today, usually place emphasis on three different types of approaches depending on the particular type of program followed. First, there is the program which assumes that the slow learner is slow; therefore, the academic program is slowed or "watered down". This type of program would be comparable to our adjusted programs for grades seven, eight and nine. Secondly, there are work study programs which place emphasis on real life issues with increased time being spent on industrial arts or home economics. This type of program could be compared to our occupational programs, at the junior high level. Thirdly, there is the pre-vocational which, as the name suggests, is designed for future vocational training. This is comparable to our Intermediate Industrial program. Usually, fifty percent of the students' time in this program is spent in the vocational class, and the other fifty in the regular academic class. Younie describes them as:

Slow Tract Curriculum - the curriculum . . . is based on the assumption that slow learners will gain the greater benefit from approximately the same learning material that is given to the normal child. It is assumed further that this material can be learned if a systematic teacher presents it slowly, respectively, and in an interesting manner.<sup>8</sup>

Life-centered approach. School systems that base their curriculum on a study of the child's environment usually develop a curriculum design that is life orientated rather than subject orientated.<sup>9</sup>

The Prevocational Approach. The prevocational approach assumes that the slow learner will end his schooling upon graduation from high school, and that he should, therefore, receive intensive vocational preparation in his few remaining school years.<sup>10</sup>

Programs in Nova Scotia, generally, are of these three types: adjusted, occupational and intermediate industrial, respectively.

In 1966, guidelines were established by the Department of Education which laid down the criteria for the establishment of and entrance into adjusted classes. These guidelines are:

#### GUIDANCE

Guidance services are essential before any programs will be approved.

#### PUPILS

Pupils being considered for the adjusted program can be generally described as follows: (subject to the over-all evaluations of the guidance counsellor and recommendation)

1. Overage two to three years for the grade.
2. Two or more years repeated in the elementary school.
3. Low-level of achievement on teacher-made and on standardized achievement tests (e.g. two or three years below the class average).
4. An I.Q. score ranging between 75 and 85 on two or more group intelligence tests. Variations on either end of this range should be included if justified by other criteria.

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<sup>8</sup>W.J. Younie, Instructional Approaches to Slow Learning (New York: Teachers' College Press, 1967), p. 67.

<sup>9</sup>Ibid., p. 62.

<sup>10</sup>Ibid., p. 64.

5. Probable failure in Grade 6.
6. Assessment by the teacher as not suitable for the standard Grade 7 program.

#### MAKEUP OF CLASS

Class size should be in the range of 20-25 pupils. A class of this size should be selected from a Grade 6 enrolment of not less than 150-200 pupils, except initially where a pile up of Grade 6 failures shows clearly that a class can be for from 100 - plus Grade 6 pupils. Some Grade 7 repeaters may be included in the class if they satisfy criteria 1-5 above.

Parental permission in writing must be secured for each pupil enrolled in the class.

#### STAFF

Except under the most unusual circumstances (not foreseen at the time of application) no teacher will be assigned to teach an adjusted program class without first having some in-service education as to the type of class, purpose of the program, methods to be used, assessment procedures, and other special professional preparation.

This in-service education should not be confined to one pre-induction conference but must continue during the school year on a planned, sequential basis.

#### COURSES

Course outlines, guides, and instructional materials will be provided by the Department for all such approved classes.

#### APPROVAL

Approval must be secured through the Divisional Inspector of Schools, and application must be made on the application forms provided by the Department of Education.<sup>11</sup>

The Department of Education in Nova Scotia outlines the following programs:

The Adjusted Program provides a level and space of instruction appropriate for students with somewhat limited demonstrated ability to handle abstract learning and application of high level concepts. When possible this program is supplemented by home economics and

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<sup>11</sup>Nova Scotia, Department of Education, Publication and Information Section, September 30, 1966, no. 8: 1966-67.

industrial arts. In some areas there is the possibility of work experience and in other areas the intermediate industrial program in conjunction with the local regional vocational schools.

The Intermediate Industrial Classes will consist of a minimum of 50% of total instructional time in trades training taught by teachers and located in regional vocational schools or other approved schools<sup>12</sup>

Entrance into these programs is usually based on the characteristics of the slow learner. Entrance requirements are generally the same for all programs. Pupils are usually overage for grade seven; they usually fail grade six; they have an I.Q. range of approximately seventy-five to ninety-five and are usually not motivated by the regular academic class. Parental permission is usually required before admittance to these classes. The age requirement for vocational related programs is usually fourteen.

The results of my survey show that the most prominent type of class to which slow learners are admitted in junior high, is the three-year, grades seven, eight and nine, adjusted program. In the areas that responded to the questionnaire, where adjusted programs have existed or are still in operation, the programs follow closely the curriculum guide published by the Department of Education in whole or with some modifications (see appendix B). Modifications are usually made by use of books supplied by the Department (see appendix C). These books make modifications of the type of curriculum possible. Sometimes work experience programs are incorporated as part of the adjusted program.

Another prominent type of curriculum, for slow learners, is the occupational programs which have been established in several schools throughout the province. These programs are based on the core program

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<sup>12</sup>Program of Studies in the Schools of Nova Scotia 1975-1976, Halifax, 1975, p. 44.



established by Dartmouth in 1963. Really, what they are is adjusted programs with greater emphasis put on occupational education. The program core is as follows:

Modified Occupational Program

Year I

Academic: English  
 Social Studies  
 Science  
 Health  
 Music  
 Physical Education  
 Arithmetic

Occupational Education: Job Analysis  
 Guidance  
 Industrial Arts  
 Home Management

Year II

Academic: English  
 Social Studies  
 Science  
 Health  
 Arithmetic  
 Music  
 Physical Education

Occupational Education: Choosing, getting, holding a  
 job  
 Industrial Arts  
 Home Management  
 Guidance

Year III

Academic: English  
 Social Studies  
 Science  
 Health  
 Arithmetic  
 Music  
 Physical Education

Occupational Education: Spending one's income  
 Home Management  
 Job Experience Program  
 Typing<sup>13</sup>

The job experience program, in the third year, refers to a Work Experience Program; whereby, students participate in a job for limited times, usually one-half day per week throughout the year. Areas such as New Waterford have established similar programs (see appendix D). Work experience, in most cases, is usually part of one of the three programs for slow learners. Richmond County is one exception (see appendix E). Really, it is a modified adjusted program.

One of the most recent developments in educational programs for slow learners is the Intermediate Industrial Program. Although these programs are not designed entirely for slow learners, they do make up a large part of the classes. Since 1969, this program has been in existence in some areas of the province. In 1974, "the Intermediate Industrial Program was offered in the regional vocational schools to 350 students and in the regular high schools to eighty students."<sup>14</sup> The Intermediate Industrial Program enables local school boards to implement courses designed to meet the educational needs of students whose responses have indicated that the regular school program is imperfectly suited to their requirements. Flexibility is a keynote, as the programs attempt to create an environment where the individual can develop socially, vocationally and academically to the limit of his ability. Courses vary from school to

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<sup>13</sup> Modified Occupational Program, Grades VII, VIII, IX. City of Dartmouth Public Schools, 1964, pp. 7-9.

<sup>14</sup> Department of Education, Annual Report Education 1973-1974 (Halifax: Queen's Printer, 1974), p. 24.

school, where programs are made available, and may involve occupation areas, such as building maintenance, cooking, dining room services or general mechanics (see appendix F). The Intermediate Industrial Program does not duplicate or supplement other existing programs but is alone in itself (see appendix G).

The Department of Education defines the Intermediate Industrial Program as:

The Intermediate Industrial Education program is an extension of the regional vocational school program.

It is designated to meet the educational needs of students whose responses have indicated that the regular school program is imperfectly adapted to their needs.

The major part or emphasis of the program will be pre-vocational, centered about an occupational or industrial area or areas.

It is designed to identify those in the group who probably would not profit from further courses and thereby would enter into an occupation requiring only a relatively low level ability.

The remainder of the group would be identified as a potential class capable of meeting the requirements of occupations requiring further training on a higher level of ability.

It would provide meaningful situations to guide and motivate students, whose needs are now being met, through a critical formative period of their educational life.

It would tend to modify attitudes through satisfying experiences.

It would identify the industrial potential of the individual.

It would provide some understanding of the practical application of knowledge.<sup>15</sup>

The Intermediate Industrial Program provides both general and occupational education. Students spend the major part of the week in the environment of a vocational school shop. The balance of school time is concerned with related mathematics, science, communications and other subjects, as determined by the local school authorities. Special emphasis is often placed on communication skills.

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<sup>15</sup> Royal Commission on Education, Public Services and Provincial Municipal Relations, The Youth Education Program, Halifax, May 1971, pp. 8-9.

Some of the students enrolled in the Intermediate Industrial Program are identified as being capable of meeting the requirements for entrance to certain secondary vocational education courses. Via the occupational shops, the program provides basic remedial instruction which assists and encourages many potential drop-outs to remain in school. When they leave the program, students should be ready to start work or go on to further vocational training. A number of Intermediate Industrial students return to the regular program of the public schools.

The problem with the Intermediate Industrial Program is that it is best housed in a vocational school. This makes the implementation of programs difficult in many areas due to a lack of facilities.

The adjusted program exists as prescribed by the Department of Education or with modifications. In some areas the program exists, or at least the adjusted type programs, in self-contained classes in areas where the terminology has been changed. Certain areas, such as New Waterford, have changed the name to Occupational Entrance. Occupational programs are, in the main, a modification of adjusted programs with emphasis being placed on home economics and industrial arts. The Intermediate Industrial Program seems to be well accepted, but implementation is slow due to the lack of facilities in many areas of the province. Problems seem to range from no facilities to, as in the case of New Glasgow, a reluctance on the part of vocational schools to establish an Intermediate Industrial Program. New Glasgow has one class of fifteen students at the grade nine level. This class serves the entire Pictou County. This and other evidence indicates that in the area of Intermediate Industrial, programs are not available on a large scale. The trend with regard to Adjusted Programs seems to be a

removal of the name adjusted rather than improvement of programs. However, the trend in some areas seems to be in assimilating adjusted students into the regular classroom setting where provisions are made for special resources to be available. This approach seems to work best where two teachers work with an entire class of approximately forty-five students, a continuous program approach.

The problem with programs for slow learners is that they assume slow learners are equally slow in all types of learning activity. In order for programs to improve, this false assumption must be overcome. The Department of Education, according to Mr. Willis Hall, has set up a task force to study the adjusted programs and will make recommendations in the not too distant future.

## Chapter 3

### A HISTORY OF AUXILIARY AND ADJUSTED CLASSES IN NOVA SCOTIA

The intent, in writing this chapter, is to give a history of auxiliary and adjusted classes in the junior high schools of Nova Scotia with emphasis on the School Boards that initiated classes, and not on individual schools. The reason for including auxiliary classes is simply that slow learners are often found in these classes at the elementary level, and eventually, in many cases, find their way into slow learning classes in junior high. Two points, however, must be cleared up before we proceed with this section. First, we must have a practical working definition of the students in auxiliary and adjusted classes; secondly, we must be aware of the grade levels referred to when speaking of adjusted classes.

When we speak of adjusted class students, we will be referring to slow learners in grade seven, eight and nine. For practicality, these students would have an I.Q. range of seventy-five to ninety. The age limit varies from fourteen to eighteen, approximately.

Auxiliary classes, in general, throughout the province are available for students referred to as educable mentally retarded in the elementary grades, with one exception. Auxiliary classes are broken down into three main categories: junior, intermediate, and senior. The senior auxiliary classes are the exception because they are considered

to be at the grade seven level. The junior and intermediate auxiliary classes are at the elementary level. Students in auxiliary classes may be defined as having an I.Q. range of fifty to seventy-five. Students in auxiliary classes often stay in school until the age of approximately eighteen years. They may stay until the age of twenty-one if the parents so wish. Students in senior auxiliary classes in some cases may, if sufficient progress is made, transfer to the adjusted program.

P. Kuttner says: "Since 1948 the auxiliary program has been divided into junior, intermediate, and senior groups."<sup>1</sup>

In Nova Scotia, free schools were started in 1864. They were designed "for average children, and it was assumed that handicapped children should not attend."<sup>2</sup> It was not until the Education Act of 1915 that the problem of the mentally handicapped students was noticed and adhered to. It stated: "Boys . . . fall readily into three groups, those whose help is needed - or thought to be needed - by their parents, and those who, because of mental slowness, have fallen behind their companions at school."<sup>3</sup> Sometimes parents did send their children to school because they were considerably slower than the average child. Little was proven about their problems, and it was to be quite some time before any substantial progress was made in helping these children in Nova Scotia. The Act went on to say:

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<sup>1</sup>P. Kuttner, "Service for Children with Learning Disabilities" (Master's thesis, Dalhousie University, 1971), p. 50.

<sup>2</sup>Nova Scotia, Journal of Education (Halifax, April 1874), p. 10.

<sup>3</sup>J. Bingay, Public Education in Nova Scotia, A History and Commentary (Kingston: The Jackson Press, 1919), p. 92.

Group 2. For this group special schools should be established in every large town. Such schools are to be distinguished from institutions for the care of the feeble minded. The children of this group do not belong to that class. They are merely backward in their studies. . . . But there is no danger of confusing these two institutions in Nova Scotia, for we have none of either.<sup>4</sup>

The Annual Report of the Halifax Board of School Commissioners in 1915 said that "a class should be started for these students and that a special teacher should be appointed."<sup>5</sup>

It seemed to be the idea of educators, at the time, that these mentally defective students were a hindrance in schools, and the solution was to take them out of the regular class to free the teacher and the students who were average and above. Therefore, programs were first initiated for the more severely handicapped, the educable retarded, or auxiliary students. "The City of Halifax was the first system to establish auxiliary classes, the first of which was started on October 1, 1916."<sup>6</sup>

Educators, such as the Chairman of the Halifax Board of School Commissioners, A.J. Findlay, were responsible for the establishment of this class.

Although the segregation of the subnormal is but a late expedient, the practice is now generally followed in large cities. Experience has shown that a few defectives in a class will materially retard its progress. Besides lowering the efficiency of the class as a whole, their presence means discouragement for the teachers as well as themselves. . . . As a beginning here, a special teacher should be appointed and a class for the mentally defective started.<sup>7</sup>

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<sup>4</sup>Ibid., p. 93.

<sup>5</sup>A.E. Daine, History of Auxiliary Classes in Halifax (no date)  
p. 15.

<sup>6</sup>Ibid., p. 1.

<sup>7</sup>Ibid., p. 2.



Many existing school facilities were destroyed following the explosion of 1917. Additional special classes had to be deferred until better economic times, although the first class in Halifax proved to be quite successful. J.P. Quinn, an official of the Halifax School Board said:

The success of our special class for subnormal children is beyond question. When our estimates were prepared last year, there were included two more special classes for such children but these, for obvious reasons, had to be deferred.<sup>8</sup>

With improvement in economic conditions, further auxiliary classes were started.

By 1920 four auxiliary classes were in operation. The number of classes continued to increase year after year until in 1938, there were ten classes in all. The Chairman of 1939 reported that the Board carried on the work among backward pupils, many of whom after a term or two were able to resume their places in the normal classroom. Others were fitted to take up useful employment where the work required was largely household or manual labour.<sup>9</sup>

In 1927, there were five auxiliary classes in operation throughout the province. Provincially, the Department of Education established Special Departments in the early 1930's. One of these departments was the Department of Auxiliary Classes. The first Director of Auxiliary Classes was appointed in 1939, Miss Harriet Lindsay.

In these early programs, major emphasis was not placed on any kind of work orientated program. However, educators saw their present program was not meeting the needs of auxiliary students. Therefore, shortly after World War II, work orientated programs were introduced. "Occupational Education" was introduced in the auxiliary classes of

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<sup>8</sup>Ibid., p. 3.

<sup>9</sup>R. MacDonald, "The Problem of the Slow Learner in Nova Scotia" (Master's thesis, Saint Mary's University, April 1965), pp. 6-7.

Halifax in 1948. "The program is based on the specific needs of retarded children, and their preparation for participation as well adjusted citizens in adult life."<sup>10</sup> Emphasis was now being placed on programs that would help the educable retarded students to take their proper place in society.

The Halifax School Board established a Special Services Department in 1942 to serve mentally handicapped children. Initially, one person, Miss M. Cooke, served as a consultant. She remained the only person in the department until 1958, at which time the department expanded. First there was increased attendance officers and guidance personnel. Within the last decade, increased services have been provided with additional personnel including guidance personnel, special education teachers, sociologists, and psychologists. The main purpose of this department is in the diagnosis of learning disorders and placement of students in the elementary grades. It is through this department that students are referred to auxiliary classes.

"In 1947, upon the death of Miss Lindsay, Miss Enid Johnson was appointed Director."<sup>11</sup> Under Miss Johnson, the number of auxiliary classes began to grow.

"In 1953, a four summer Block Programme, in Auxiliary Education, was established at N.S. Summer School."<sup>12</sup> The Department of Education began to get more involved in auxiliary classes in the early sixties.

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<sup>10</sup>Ibid., p. 8.

<sup>11</sup>Halifax Board of School Commissioners, "School Board Minutes," 5 June 1947.

<sup>12</sup>R.S. Chowdury, "Some Problems Connected with the Organization of an Effective Program for Retarded Children" (Master's thesis, St. Mary's University, 1968), p. 35.

Another major move in this area was in the appointment of an Inspector of Special Services, Mr. H.M. Cox. Auxiliary classes, at the departmental level, came under the jurisdiction of Mr. Cox. "In 1961, the first Inspector of Special Education for the Province was appointed to assist in and coordinate all special education programs, Mr. Harlan Cox."<sup>13</sup>

Official reference by the Department of Education to an auxiliary program was made in their Catalog of Program in 1965 under the Special Education section. The program was outlined in the following way:

#### Auxiliary Classes:

**For Whom:** For students whose mental ability does not permit them to participate successfully in the regular school program. Generally speaking, students with an I.Q. range of 50 to 75 are considered candidates for auxiliary classes.

**Purpose:** To provide individualized and specialized instruction to students in the I.Q. range of 50 to 75.<sup>14</sup>

With this concerted effort and increased support by the Department, it gave further impetus to Halifax and other boards throughout the province in establishing programs. This, coupled with Halifax's own special service, caused a rapid increase in auxiliary classes. "From the beginning of one teacher and thirty-one pupils in 1916, the needs of two hundred and sixty-one pupils are being served in 1965."<sup>15</sup> Throughout the province "there are now 88 auxiliary classes."<sup>16</sup> It should be noted

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<sup>13</sup>P. Kuttner, "Services for Children with Learning Disabilities," p. 48.

<sup>14</sup>Nova Scotia, Catalog of Educational Programs and Services, Halifax, 1965, p. 3.

<sup>15</sup>R. MacDonald, "The Problem of the Slow Learner in Nova Scotia," p. 62.

<sup>16</sup>Department of Education, Annual Report for the Year Ended July 31, 1966 (Halifax: Queen's Printer, 1966), p. 16.

that in the program outlined in 1965, there was no mention of programs for slow learners.

In the Halifax system, by 1970 there were twenty-two auxiliary classes serving the Halifax board with approximately seventeen students in each. In a telephone interview, the assistant to the Supervisor of Auxiliary Classes said that the term auxiliary had been removed from their programs for educable mentally retarded students approximately in 1973. However, the 1975-76 Director of Schools in Operation lists six schools under the Halifax School Board that have auxiliary classes. They now have four major programs serving these students - work skills, learning disorders, physical disorders, and behavioural disorders. The educable retarded child might be found in any or all of the above categories.

With the early example of Halifax and increased support by the Department of Education, auxiliary classes began to catch on rapidly. Auxiliary classes under the jurisdiction of the Dartmouth City School Board began in 1958. Again, these classes were designed for the educable retarded student in the elementary schools.

In 1959, a second class was started at Granville School; in 1960 two additional classes were started. In 1962, a class was started at Admiral Westphal School and another at Harbour View School in 1963. By 1965, the number had increased to eleven.<sup>17</sup>

Auxiliary classes for the educable retarded began in Sydney in 1966.

By 1971, there were eighteen auxiliary classes in operation in Dartmouth. Again, the auxiliary classes were broken down into the three divisions, junior, intermediate and senior, except that the senior group was referred to as the occupational group. This group, because they were

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<sup>17</sup>R. MacDonald, "The Problem of the Slow Learner in Nova Scotia," p. 62.

older, would receive more home economics and industrial arts. All divisions had music and physical education in their programs.

In Sydney, by 1971: "Auxiliary classes were in operation consisting of about 15 to 19 students. They are evenly divided into junior, intermediate, and senior auxiliary."<sup>18</sup>

About this time, the Department of Education had just reorganized. Included in this re-organization was a change in the special services department. "When the Department of Education was re-organized on January 1, 1970, the Inspector of Special Education became Consultant in Special Education."<sup>19</sup> This position is presently held by Mr. Joseph Ingrao.

The philosophy of the Special Education Department is based on a philosophy which is quite prevalent today, that is, education is for all children. The underlying attitude is that no child shall be denied educational opportunity commensurate with their ability. Because the very nature of an individual's disability may prevent him from recognizing his need, or from seeking help for themselves, it is the responsibility of educators and other professionals to recognize such individuals and provide them with an education which is appropriate to their needs.

Special Education, by the Department, covers a wide spectrum, auxiliary classes being one of them. The Special Education division provides services for:

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<sup>18</sup>P. Kuttner, "Services for Children with Learning Disabilities," p. 57.

<sup>19</sup>Nova Scotia, Department of Education, Annual Report 1973-74, p. 20.

	<u>No. of Students</u> <sup>20</sup>
Trainable mentally retarded	312
Educable mentally retarded	1,527
Students with hearing disabilities	1,270
Physically handicapped	77
Emotionally disturbed	110
Visually handicapped	12
Speech handicapped	342
Hearing handicapped	184
Home-bound students	107
Other	30

The Department of Education's summer school, started in 1932, now includes programs whereby teachers may take courses or a block program in Special Education. Also provided in these summer schools are courses in teaching the slow learner.

In the categories of learning handicaps, covered by the Special Education Department, the slow learner is not mentioned. The slow learner only falls under Special Education if he or she has an emotional problem and needs some type of remediation. Therefore, if the slow learner is simply slow due to a lack of intelligence, the only recourse open is that they remain in the regular academic classroom without special help, or they are given help within the regular classroom or within a self-contained class.

Not only do auxiliary classes fall under Special Education at the Department of Education level, but also at local levels where they are often referred to as Special Education Classes. It should also be noted that Special Education, with local boards, is mainly concentrated in the elementary grades. Auxiliary classes, where special education departments have been started, are often referred to as Special Education Classes.

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<sup>20</sup> Ibid., p. 20.

Special education departments, with local boards, have increased in number over the past five years. Halifax initiated its service in 1942. The Pictou County Municipal School System has appointed a Coordinator of Special Education to become effective in September, 1976. The Northside-Victoria Amalgamated School Board advertised for a Coordinator of Special Education in February 1976, to begin in September 1976. The City of Dartmouth has a Supervisor of Special Education as does the Halifax County School Board. This depicts an obvious trend to an expansion of specialist services throughout the province.

With present government cutbacks in education, it seems unlikely that there will be much more of an expansion until better economic times. The main reason for this increase in specialist services has been due to the passing of Regulation 7(C) of the Education Act (see p. 52), which made the establishment of classes for the mentally and physically handicapped mandatory. Special services provided by local boards with special education departments or otherwise vary from one board to another. The following table illustrates this point (this table does not represent a clearly accurate picture since the source is the Directory of Schools in Operation in Nova Scotia.)

SCHOOL BOARD	DEPARTMENT OF SPECIAL EDUCATION	SPECIAL ED. CLASSES	SPECIALIST SERVICES
Colchester East Hants Amal.	V	V	Co-ordinator, Psychologist
Kings County Amal.		V	Speech Therapist Psychologist
Northside-Victoria Amal.		V	Psychologist, Reading Specialist
Municipality of Annapolis Co.	V		Co-ordinator, Diagnostician and Consultant, Learning Disabilities, Speech Therapist, Elementary Guidance, Reading Specialist, Psychologist
Municipality of Cape Breton		V (in one elem.school)	Learning Disabilities Specialist, Reading Specialist
City of Sydney	V	V	Co-ordinator (specialist staff not listed)
Town of New Waterford		V	(specialist staff not listed)
Town of Dominion			Reading Specialist Auxiliary specialist
Town of Glace Bay Pugwash Sub-system		V	Reading Specialist Supervisor of Guidance
River Hebert Sub-System			Reading Specialist, Guidance Director Auxiliary Specialist Reading Specialist
Town of Amherst			Reading Specialist
Town of Oxford			Reading Specialist
Town of Springhill			Reading Specialist
Town of Parrsboro			Reading Specialist
Municipality of the District of Clare			Remedial Reading
Municipality of the District of Guysborough	V		Reading Specialist
Municipality of the District of St. Mary's			Elementary Guidance, Reading Specialist
Municipality of Halifax County	V	V	Co-ordinator of auxiliary classes, Co-ordinator of special classes, psychologist
City of Dartmouth	V	V	Co-ordinator and Pupil Personnel



SCHOOL BOARD	DEPARTMENT OF SPECIAL EDUCATION	SPECIAL ED. CLASSES	SPECIALIST SERVICES
City of Halifax	V	V	Co-ordinator of auxiliary classes, Specialist in learning disabilities, Co-ordinator of Special Education, Special Services (Psychologist, Sociologist, Diagnostician)
Municipality of Inverness			Reading Specialist
Municipality of the District of Chester			Reading Specialist
Town of New Glasgow		V	Reading Specialist
Town of Stellarton			Reading Specialist
Town of Trenton			Reading Specialist
Town of Westville			Reading Specialist
Municipality of Pictou County	V	V	Reading Specialist

It might be mentioned here that most systems have the services of guidance, Consultant in Special Education, and reading specialists. This table does point out, however, that Nova Scotia has made substantial progress in special education. It should also be pointed out that in the forty-seven boards listed in the Directory, eleven boards with elementary schools had no listing for either auxiliary or special classes. The trend seems to be to replacing auxiliary classes with special education classes. However, no matter what we call the class, we must still deal with the educable mentally retarded child.

In all systems, it is hoped to discover the educable retarded child after no more than two years in the regular school program. One of the major problems is in the availability of personnel. Diagnosis in many cases is left to the classroom teacher and guidance personnel. However, services have improved a great deal. In more extreme cases, whereby,

the school would like an individual tested but does not have the facilities, they may be referred to a mental health clinic in the area for diagnosis.

Present programs have made considerable progress over those of earlier days. The programs "have progressed from teaching purely academic skills to the inclusion of social graces and manual skills."<sup>21</sup>

Auxiliary classes spread to many different areas in the province since their early beginning in Halifax. In the province of Nova Scotia, in 1975, there were approximately 1,600 educable retarded students in 141 auxiliary classes.

Basically, in many areas, the programs throughout the province have many similarities. Students in the junior and intermediate classes are given instruction in modified academic subjects, with emphasis being placed on the preparation of these students for occupations. For example, emphasis would be placed on basic arithmetic. In the senior auxiliary, more emphasis is placed on industrial education. However, in some areas of the province, teachers have developed programs for the educable retarded which are new to the province (see appendix H). If these programs prove successful in the particular areas that implemented them, it is hoped that they would be more widely adopted throughout the province.

Although substantial progress had been made with auxiliary classes for the educable retarded, it was not until the early 1950's that any real effort was made to help the slow learner. Quite often the slow learner found himself in slow groups within the regular classroom, especially at

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<sup>21</sup>P. Kuttner, "Services for Children with Learning Disabilities," p. 50.

the primary to three level. However, by the time they arrived in junior high, they would already be suffering from feelings of failure. Then, on entering junior high, help was very limited and they were often doomed to further failure.

The first attempt to help the slow learner, through a systematic program, was made in Kentville. One of the first remediation type classes was opened in Kentville in the fall of 1951. The class was structured this way:

Four girls and twelve boys were chosen as the personnel for our remedial class. These students are registered with the regular grade 7 classes in art, science, music and physical education. They are taught as a separate group in the basic subjects of English, Social Studies and Mathematics. Special work is given in household science and manual arts. . . . Every care is taken to simplify the courses and yet we try to keep them in line with the regular courses of study.<sup>22</sup>

In Kentville, students would be taken out of the regular classroom for a part of the day to receive remedial training in skill subjects such as Mathematics and English. The idea behind this type of remedial class was to try and give as much individualized attention to these students as possible. The student, after receiving remediation for part of the day, would return to the regular classroom.

The underlying principle behind this type of program is very similar to today's concept of "normalization". Normalization assumes that children with learning disabilities are not necessarily slow in all learning activity. For example, if a child is a poor reader, he need not be equally slow in learning arithmetic. For this reason, the child

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<sup>22</sup>"Kentville Junior High," Journal of Education (Halifax, June 1952), p. 10.

should be taken out of the class for remediation in reading for part of the day, and then returned to the regular classroom.

This early move by Kentville did not meet with wide acceptance. In the writer's opinion, educators were not aware that the concept that was implemented, known today as normalization, was much more beneficial than the practice of grouping in self-contained classes which was to follow. They failed to see any disadvantages in grouping slow learners in slow classes. It was thought to be more advantageous to group slow students in completely separate classes because their numbers were low and they could receive individualized attention. They failed to see the more dangerous disadvantages of segregating the slow learner from his peers, and giving him a slow-track curriculum in all subjects. What was actually happening was the implementation of streaming which began in the mid-fifties.

Students were grouped in slow, average, and fast groups. In Nova Scotia, along with the concept of streaming came the idea of special remedial teachers.

Another type of remedial program is carried out in some schools. A teacher skilled in a particular field of learning, such as reading, gives help to small groups or to individual students throughout the school day.<sup>23</sup>

For the most part, however, teachers teaching the slow learner were regular classroom teachers.

Educators insisted that we needed special programs for the "backward" child. The City of Dartmouth was instrumental in initiating programs for slow learners in Nova Scotia. In 1963, Dartmouth initiated an

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<sup>23</sup>"Class Groups," Journal of Education (Halifax, March 1956), p. 29.

Occupational Work Program for grades seven, eight and nine (see page 21). Halifax followed Dartmouth's lead and initiated a similar program in 1964. It was a three-year program in which students would receive modified academic training and intensified industrial arts or home economics in the first two years. In the third year, there is a work experience program whereby students would go to work for an employer for one-half day per week, without pay. This was the first program of its kind in the province.

The Department of Education was not long, after Dartmouth's move, in taking cognizance of the problem of the slow learner and trying to find a solution. One of the chief proponents of adjusted classes for slow learners was the Chief Supervisor of Curriculum and Research for the Department of Education, A.B. Morrison. He said:

Suitable programs need to be developed for pupils who for various reasons do not learn so rapidly as many of their fellows, and who consequently arrive in junior high school when they are . . . older than their class.<sup>24</sup>

"This same year, 1966, the Department of Education made a major move to help the slow learner. Programs were outlined for the slow learner at the junior high level."<sup>25</sup>

Grades 7 to 9:

- (a) Standard Junior High Program
- (b) Modified Junior High Program
- (c) Adjusted Junior High Program
- (d) Senior Auxiliary Program
- (e) Vocational Program

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<sup>24</sup>Morrison, "Adjustment in the Program for Junior High School," p. 1.

<sup>25</sup>Nova Scotia, A Comprehensive School Program for Nova Scotia (Halifax, 1966), p. 1.

Slow learners were now to be provided with programs outlined as part of Nova Scotia's New Comprehensive School Program. These adjusted, modified, sometimes auxiliary, and vocational programs were designed all or in part for the slow learner. Slow learners, however, are mainly concentrated in adjusted programs, where they exist.

Also, in 1966, adjusted programs for slow learners were piloted in some schools throughout the province. For example, Sydney started adjusted classes for the slow learner in 1966 as did Halifax County. They were designed to give greater flexibility to the curriculum in these grades and to encourage schools to meet the needs of all members of the school population. Program implementation by school boards was by no means compulsory. Nor did all boards have the same means of establishing such classes.

One of the major obstacles, other than monetary, in the way of establishing adjusted classes were the guidelines laid down by the Department of Education (see pp. 18-19). There was a great deal of red tape before programs could be implemented. Not only was there red tape, but guidance services had to be available; pupils had to meet certain specifications and teachers as well. How strictly the guidelines were adhered to, I do not really know. In 1968, "34 schools offered the adjusted course in junior high school."<sup>26</sup> The number increased to forty-five the following year. The Department of Education also published its last curriculum guide for the adjusted programs in 1968 (see appendix B).

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<sup>26</sup> Nova Scotia, Department of Education, Annual Report for the Year Ended July 31, 1968 (Halifax: Queen's Printer, 1968), p. 14.

In 1969, a revision to Nova Scotia's Comprehensive School System added the Intermediate Industrial Program to the junior high school program. Although the course is not designed specifically for slow learners, they do make up a large part of the enrolment in the classes. The program:

The Intermediate Industrial Program is an extension of the regional vocational school program. It is designed to meet the educational needs of students who had indicated they could not respond satisfactorily to the regular school program.<sup>27</sup>

The Intermediate Programs usually base their programs on fifty percent of the time in shop and the other fifty in the academic classroom (see appendix G).

Halifax established a Remunerative Work Experience Program under the auspices of M. Barbara Walker, an official of the board, as part of their grade nine adjusted program, in 1969.

Last year we initiated in Halifax a work experience program involving students of the Grade 9 adjusted classes. The students in these classes, approximately one hundred, are in the low average range of academic aptitude.

The students are released from school one day a week to work in industry as regular employees of a company. They are paid the company's basic wage or minimum wage, at the discretion of the company.<sup>28</sup>

Halifax City School Board stopped adjusted classes - at least the terminology - in 1971. According to Miss Helen Scammell, Supervisor of Curriculum with the Halifax board, students had to be taken from their regular school and attend an adjusted class elsewhere.

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<sup>27</sup>Royal Commission on Education, Public Services and Provincial Municipal Relations, The Youth Education Program, Nova Scotia (Halifax, May 1971), p. 7.

<sup>28</sup>M. Barbara Walker, "A Remunerative Work Experience Program," Journal of Education (Halifax, Winter 1970-71), p. 23.

The idea behind Halifax's move was to decentralize the program and allow students to remain in their regular school within the regular classroom. Slow learners were to receive remediation for part of the day outside the regular classroom, normalization, or if the numbers were sufficient, they would be placed in a self-contained class. The latter is actually an adjusted class without the name adjusted.

The adjusted programs continued to grow and classes totalled twenty-four in 1971. The Supervisor of Curriculum for the board, in a telephone interview with me on 12 February 1976, stated that there were approximately five classes in existence, but from conversations with teachers in the area, classes are still at least at the 1971 figure.

The adjusted program in Sydney is also similar to the program established by Dartmouth. Students in the grade nine adjusted classes attend, if they wish, work experience programs one-half day per week. In 1976, Sydney had eight adjusted classes serving the city. The co-ordinator of adjusted classes in Sydney said: "We have eight adjusted classes in our city serving grades seven, eight, and nine. The curriculum content follows closely that published by the Department in their curriculum guide for 1968."<sup>29</sup>

Halifax County, in 1976, have approximately fifteen adjusted classes. Also, they have an Intermediate Industrial Program, along with Dartmouth, Halifax, and Sydney, since 1970.

Cape Breton County School Board had just started an adjusted program in grade seven in the fall of 1975. According to Joseph Morrison, an official with the board, this class will not re-open in the fall of 1976 due to a lack of adequate facilities. Some students under the board who qualify for adjusted classes proceed to the Occupational

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<sup>29</sup>Reid.



Entrance Programs, in junior high, at Breton Educational Centre in New Waterford.

Programs have spread to many boards, since they were first initiated in Dartmouth in 1963. As the following table shows:

SCHOOL BOARD	YEAR JUNIOR HIGH AD- JUSTED CLASSES STARTED	NO. OF JUNIOR HIGH ADJUSTED CLASSES (GR.7,8,9)	NO. OF ADJUSTED STUDENTS	JUNE 1975 NO. OF REGULAR STUDENTS
Colchester-East Hants Amalgamated School Board	1965	3	45(app.)	3416
Kings County Amalgamated School Board	1967	11	225	3486
Northside-Victoria Amal- gamated School Board	1972	9	180	2613
Municipality of Annapolis County School Board (County Total)	1969	4	80	1421
Antigonish Regional High School System		0		1941
Municipality of the County of Antigonish		0		3142
Municipality of Cape Breton	1975	1	18	2128
City of Sydney	1966	8	160(app.)	2101
Town of New Waterford	1966	8	175	1075
Town of Dominion		0		227
Town of Louisbourg		0		109
Town of Glace Bay	1972	2(Gr.IX)	30	1485
Town of Springhill		0		332
Town of Oxford		0(varies)		234
Town of Parrsboro		0		193
Municipality of the District of Clare	1971	2 (Gr.VII,VIII)	28	563
Municipality of the District of Digby; Town of Digby	1966	2(Gr.VII)	70(app.)	803

SCHOOL BOARD	YEAR JUNIOR HIGH AD- JUSTED CLASSES STARTED	NO. OF JUNIOR HIGH ADJUSTED CLASSES (Gr.7,8,9)	NO. OF ADJUSTED STUDENTS	JUNE 1975 NO. OF REGULAR STUDENTS
Municipality of the District of St. Mary's	1972	1(7,8,9)	10	223
Municipality of Halifax County	1966	15	200(app.)	6425
City of Dartmouth	1963	24(app.)	400(app.)	4748
Municipality of Inverness County	1966	5	100(app.)	1114
Town of Port Hawkesbury		0		313
Municipality of the District of Chester	1970	4(Gr.8,9)	40(app.)	613
Municipality of Pictou County	1966	2	35(app.)	1387
Town of New Glasgow	1968	3	38	663
Town of Stellarton	1975	1	24	340
Town of Trenton		0		238
Town of Westville		0		271
Town of Pictou		0		286
Richmond County	1969	9	125	962
Town of Lockeport		0		178
Town of Shelburne	1968(app.)	2	37	350
Municipality of the District of Yarmouth	1967	3	63	545
Town of Yarmouth	1970	3	47	534

It should be noted that Halifax City figures are not included. To reiterate, a supervisor of the Halifax Board said that they no longer have adjusted classes. To the writer's calculations, there are approximately twenty classes following some adjusted curriculum, not referred to as adjusted classes, operating in Halifax.

The writer would like to point out, with reference to the above table, the difference in the number of classes in larger boards compared

to those of smaller boards. One obvious example is the Dartmouth School Board with twenty-four classes, and the Halifax County School Board with fifteen classes with a larger school population. The Antigonish board with a school population of over 3,000 has no classes. Obviously, adjusted programs have not been subject to systematic adaptation by school boards throughout the province.

If educators felt that adjusted classes were an educational necessity in Nova Scotia, these programs did not achieve as wide an acceptance as they might have. One of the major problems, if they were educationally fit, is that not all boards established classes for the slow learner. Nova Scotia, if slow learners do make up to seventeen or eighteen percent of the school population, has not provided adequate educational opportunities for the slow learner.

The trend today in Nova Scotia, as in other areas, is for flexible programs to meet the individual needs of all students. Many educators feel that the present adjusted classes are highly inadequate in attaining this goal. The writer, after talking to many of these educators involved with curriculum, feels that the trend in Nova Scotia today is away from adjusted programs to a more flexible junior high program. However, any attempts at this type of program are only in the initial stages, and it will take quite some time before adequate programs are established for the slow learner.

## Chapter 4

### PROVISIONS FOR THE ESTABLISHMENT OF CLASSES FOR MENTALLY HANDICAPPED CHILDREN IN NOVA SCOTIA

Before 1956, the Education Acts of Nova Scotia made no provision for the establishment of classes for mentally handicapped children. In the legislation before 1956, we find that subject to this Act and the regulations, every person over the age of five years and under the age of twenty-one years has the right to attend a school in the school section in which he resides. Later in the same Act, it says:

(1) A child is not required to attend school and a parent is not liable to a penalty under this Act in respect of a child if, (2) the mental condition of the child is such as to render his attendance at or instruction in school expedient or impractical.<sup>1</sup>

School boards were under no obligation by the Act to establish such classes. "With the passing of Bill 66 in 1956, provision was made for the establishment of classes, but the legislation was permissive."<sup>2</sup>

School Boards in Nova Scotia may provide instruction for physically or mentally handicapped children and these classes will come under the Foundation Program of Nova Scotia.<sup>3</sup>

This legislation was permissive: Boards "may" provide services for mentally or physically handicapped children. Services remained optional at the discretion of local boards.

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<sup>1</sup>The Education Act and Related Acts of the Province of Nova Scotia (Halifax, 1961), s. 2(2), p. 6.

<sup>2</sup>Ibid., s. 105, p. 43.

<sup>3</sup>Ibid., Regulation 8, p. 69.

The Foundation Program, initiated in the early fifties, was a system of sharable costs between municipal and provincial governments to cover education costs in the province. Initially, the Foundation Program covered the capital cost of construction, teachers' salaries and transportation of pupils. No financial provision was made for the establishment of special classes of any type.

In 1962, regulations were amended to make the conveyance of mentally and physically handicapped pupils part of the Foundation Program, regardless of the distance they lived from school. Further revisions in the Foundation Program made grants available to aid in the establishment of classes for the physically and mentally handicapped. The program remained optional. In 1965, auxiliary classes had "costs shared by provincial governments and appropriate municipal governments according to partnership ratios."<sup>4</sup> Revisions in regulations in 1965 made grants available which provided for greater financial assistance which might aid in the establishment of classes for the mentally handicapped.

1.(c) Add the following new categories of capital grants: for office, consultation rooms, and storage areas for educational and vocational guidance, supervisory staff and specialist teachers not assigned to home rooms; for rooms and related areas for audio-visual use; and for multipurpose rooms.<sup>5</sup>

These revisions were made in the Education Act to help in the fulfillment of Nova Scotia's new comprehensive school system which was outlined in 1966. Included in this new system were auxiliary and adjusted classes at the junior high level. Financial assistance for the establishment of

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<sup>4</sup>Nova Scotia, Publication and Information Section, Division of Elementary and Secondary Education, Catalogue of Educational Programs and Services (Halifax: Department of Education, 1965), p. 3.

<sup>5</sup>Nova Scotia, A Comprehensive School Program for Nova Scotia, p. 4.

such classes was being made available but legislation was still permissive. This same year - 1966 - the provincial government also made sharable the total expenditure for teachers' salaries. Under these revisions, specialist teachers could be hired and costs were made sharable.

The provincial government's share of the cost of other services under the Foundation Program varied from one municipal area to another, in accordance with the local area's ability to pay. The sharable costs are determined by the results of a uniform full assessment of all taxable property in each municipality. The provincial share in sixty-six different areas range from twenty-five to eighty-five percent.

The Education Act makes financial provision for the maintenance and operation of schools. This section of the Act allows for increased assistance to schools with specialist services. Special services which serve in the establishment and improvement of classes for the mentally handicapped.

- (d) For the maintenance and operation of schools according to the following scales:
- (1) For aids, equipment, and supplies used in teaching, \$225.00 for each instructional area in use as listed below:
- |                     |                       |
|---------------------|-----------------------|
| academic classrooms | language laboratories |
| libraries           | science laboratories  |
- and the following special subject areas:
- |                     |                        |
|---------------------|------------------------|
| audio visual rooms  | music                  |
| auditoria-gymnasias | art                    |
| business education  | handicraft             |
| industrial arts     | guidance               |
| home economics      | testing                |
| agriculture         | psychological services |
- (11) For the physical maintenance and operation of school buildings at rates in the following schedule:

- (A) In schools when instruction is given in any or all of the grades Primary to 8 and containing no facilities other than classrooms, library and auditorium-gymnasium - \$1,125.00 per area.
- (B)(1) In schools where instruction is given in any or all of the grades primary to twelve containing academic classrooms with or without libraries, language laboratories, or science laboratories and none of the special subject areas - \$1,125.00 per area.
- (11) In schools where instruction is given in any or all of the grades Primary to 12 containing academic classrooms, with or without libraries, language laboratories or science laboratories and one or more of the special subject areas - \$1,125.00 per area for grades Primary to 6 and \$1,625.00 per area for grades 7 to 12.
- (C)(1) In junior and senior high schools in which instruction is given in any or all of the grades 7 to 12 containing no special subject area - \$1,125.00 per area.
- (11) In junior and senior high schools . . . with one or more special subject areas - \$1,625.00 per area.<sup>6</sup>

The recognition of guidance and counselling services under the Foundation Program has helped in the expansion of these services. Space for this service is now being recognized as a special subject area for the purpose of capital, instructional and operational grants. Guidance services provide essential services in the placement of students into slow learning classes. Psychological tests are usually administered in the schools by these people. Therefore, initially, and later in job selection, these services provide valuable assistance to the slow learner.

The provincial government, having taken steps to defray the financial costs of establishing classes for mentally and physically handicapped, passed mandatory legislation regarding the establishment of classes for mentally or physically handicapped children on January 1,

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<sup>6</sup>Regulations under the Education Act, as amended by Regulations up to and including March 4, 1975, pp. 25-26.

1973. Regulation 7(c), pursuant to the Education Act, now reads as follows:

7. Each Municipal School Board and Board of School Commissioners shall provide for all students resident in the municipality, city, or town who are qualified to pursue the studies in the grades or courses for which they are enrolled.

(c) Instruction for physically or mentally handicapped children.<sup>7</sup>

Formerly permissive legislation now became mandatory with the inclusion of the word "shall". This legislation was indeed a breakthrough in education, in Nova Scotia, with regard to mentally and physically handicapped children. Before this, programs varied greatly throughout the province. Some boards did not provide any instruction for students considered other than normal; others provided a broad range of programs for students in categories other than normal; such as, slow learners, educable retarded, trainable retarded, emotionally disturbed and the physically handicapped. Some boards also employed specialist teachers to assist in remedial work and in the diagnosis of handicaps. When these pupils were not receiving special instruction, they usually remained in the regular classroom with little assistance.

Financial assistance was now accompanied by mandatory legislation. Other sections of the Act under the Foundation Program also helped contribute to the establishment of classes for handicapped children. For example:

8. (1) Each municipal school board and board of school commissioners may provide for pupils resident in the municipality, city or town who are entitled to attend school and who are qualified to pursue the studies in grades and courses for which they are enrolled, the following types of instruction and services,

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<sup>7</sup>Ibid., Regulation 7, s. C, p. 7.



and if so provided, such instruction shall comprise part of the Foundation Program:

(f) psychological and testing services.<sup>8</sup>

Not only did the Foundation Program provide for the above mentioned cost, but it also provided for the joint establishment of special classes where, due to a shortage in the number of students, two boards might combine students to make up a class.

By these changes, the provincial government assumed the larger portion of sharable costs. Communities were now in a favourable position to provide programs for their handicapped children. The number of special programs increased considerably. This is evidenced by the rise of special classes and Special Education Departments within Boards over the last five years.

Accompanying this trend to increased educational costs by sharable arrangements under the Foundation Program, were also increased grants by the province which provided for educational innovation throughout the province. Two programs were initiated by the provincial government, local pilot projects funded by the Youth Education Program and the Total Educational Program Development System (TEPDS). The Professional Development Assistance Fund grants (PDAF) were initiated by the Nova Scotia Teachers' Union, which is funded by the province. The future of grants to TEPDS and for local curriculum projects is in question due to present government cutbacks. PDAF, however, was just awarded \$150,000 per year under the new teachers' contract negotiated in December, 1975. The purpose of all three organizations is for the development of local curriculum projects. For example, PDAF provides awards to persons or groups

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<sup>8</sup>Ibid., p. 7.

within the school system for the preparation or implementation of curriculum development programs that show promise of possible diffusion throughout schools. The PDAF is carried on under the auspices of the Nova Scotia Teachers' Union. Programs listed in appendix C have been sponsored by PDAF.

Grants to these organizations provide for innovative programs, if local teachers take the initiative to develop such programs. Programs, in this case, could be developed by teachers for any grade within or outside of courses prescribed by the Department of Education. "Through the initiative of teachers then, programs for mentally handicapped children could be developed."<sup>9</sup>

The Province of Nova Scotia makes financial provision available through the Education Act and through grants to different agencies which could, if educators take the initiative, provide for adequate programs for the mentally handicapped. The province has taken hold of the problem of a lack of programs for mentally and physically handicapped children and has provided legislation to overcome the problem. Nova Scotia is now making, through many of the above provisions, substantial progress in the field of Special Education. The period which marked this rapid increase began with the implementation of regulation 7(c) of the Education Act in 1973. However, how much this legislation has helped the slow learner in Nova Scotia is still questionable. It seems the

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<sup>9</sup>The Handicapped Persons' Education Act was passed at the 1974 spring session of the House of Assembly. This Act provides for facilities, personnel, programs and opportunities to be established, through the co-operative efforts of the Atlantic Provinces, for handicapped persons. Centers have been established in Amherst and Halifax to aid visually and hearing-disabled children. Where facilities might be set up in older school buildings, these would be recognized for capital grants purposes under the Foundation Program.

provisions are available, but slow learners do not receive the programming they require in quantity or quality. While many facets of education are receiving special attention, the slow learner is, in the main, being neglected. Special educational facilities exclude the slow learner from programs unless they are emotionally disturbed or need some type of remediation.

## Chapter 5

### ANALYSIS OF TRENDS

The previous chapters have attempted to put the slow learner in proper perspective, in Nova Scotia. The major emphasis, although auxiliary students were discussed, has been on slow learners and adjusted classes throughout the province. The purpose of these chapters has been to put the slow learner, in adjusted classes, in a proper perspective. The aim has been to identify the slow learner in our system, and to follow the path of these students in the history of education, in Nova Scotia. From this introductory section, the writer hopes, in later chapters, to take a more specific look at what is actually happening to the slow learner in our junior high schools. Also, from an analysis of the historical perspective, the writer hopes to make some specific recommendations.

The particular purpose of this chapter is to present a summary picture of what has gone on previously. The writer wishes to present in a brief form what has happened to the slow learner, the educational perspective of the problem and what has been provided.

Initially, the slow learner was identified by giving several of their characteristics. Mainly, the slow learner, who ends up in a junior high adjusted class, is identified for placement through testing, done in the elementary grades, and performance.

Although free schools began in Nova Scotia, in 1864, little if any attention was given to the slow learner until 1915. In 1915, the problem

of slow learning students was mentioned in the Education Act of that same year. They were first looked upon as a hindrance to average and above average pupils. As a result, educators felt that they should be segregated from these students. Educators felt that they should be given special consideration.

Help came first to the more severely handicapped, those students referred to as trainable mentally retarded. As a result, the first auxiliary class was established in Halifax in 1916. With an increase in school population, auxiliary classes grew until, in 1975, there were 1,600 students being served in these classes in 1975.

Although help soon came to the more severely mentally handicapped, it was to be some time before educators recognized that help should be given to the less mentally handicapped, the slow learner. Many known authors place the slow learner in an I.Q. range of seventy-five to ninety. It was not until 1951 that any serious moves were made to help the slow learner educationally. This began with the establishment of the first remedial class in Nova Scotia for slow learners, at Kentville, in 1951.

Slow learners were usually left to try and compete in the regular academic program, and having difficulty. With increased concern, educators in the mid fifties saw fit to begin streaming classes to serve the educational needs of slower learners. The Education Act of 1956 passed permissive legislation concerning the education of slow learning pupils. Although the presence of slow learners in our junior high schools was becoming more and more obvious throughout the fifties, no positive action, on the part of educators, was taken until Dartmouth established the first adjusted class in 1963. Halifax followed, in 1964.

In 1966, the Department of Education in Nova Scotia, included adjusted classes, to serve slow learners, as part of its new comprehensive school system. Pilot classes were started in various parts of the province the same year. The Department of Education put forth guidelines for the establishment of such classes (see pp. 18, 19 and 20). By 1968, there were thirty-four adjusted classes throughout the province.

Educators saw adjusted classes, segregating slow learners, as being educationally right. As a result, classes began to increase, until 1971. At this time (1971), educators in some areas of the province began to think that adjusted classes were not educationally sound. Many, Halifax in particular, began to see negative implications with regard to these classes. After 1971, only four adjusted classes were started in the province. Three began in 1972, and one in 1975. (See table, pp. 45-46, for number of classes and boards who initiated the classes and when.)

If educators felt justified in having adjusted classes, they by no means met their full obligation (table, pp. 45-46), especially if slow learners make up twenty percent of the school population. This is evident when we look at Truro, having only three classes out of its entire junior high population, or the Municipality of Antigonish with no classes.

Financial assistance was available through increased capital grants. Mandatory legislation, in 1973, made the provision of classes for the mentally handicapped mandatory. However, increased programming was made available to the more severely mentally handicapped. The major emphasis was placed on special education in the elementary grades (see table, p. 34).

One of the major reasons why educators began to take a second look at adjusted classes was that they deprived students socially. Students,

through segregation, were removed from normal classroom and school relationships. There seemed to be a definite stigma attached to these students. They were often regarded, by themselves and others in the school, as the "dummies". They were the "troublemakers". Also, it is now felt that such classes predetermine the success of these students. There is also the danger of improper placement. The same type of reasoning is also applied to streaming, grouping students by ability. Streaming is now seen as not being educationally justified.

For these reasons, it is very difficult to ascertain how many adjusted classes there actually are. Educators often say there are no adjusted classes, when actually there are. They simply do not refer to them as being adjusted.

Programs in curriculum followed much the same pattern as the implementation of classes. Dartmouth, in 1963, initiated the first three-year program, junior high, for slow learners (pp. 21-22). Other areas of the province, when initiating adjusted classes, followed very closely to the program established by Dartmouth. The other major alternative program was taken from the Curriculum Guide published by the Department of Education in 1968 (see appendix B). Also, different boards and schools established their own curriculum for slow learners, trying to better meet the needs of the slow learner.

One of the better programs, the Intermediate Industrial Program, began in 1969. This program suffered, however, due to a lack of facilities. The program is best presented in regional vocational schools of which there are only thirteen throughout the province.

Recently, educators felt that slow learners should be kept in the regular classroom and taken out only for remediation or help, in specific areas. This new trend is known as normalization.

More recently, educators, in Nova Scotia, are of the opinion that a continuous progress program would best accommodate the slow learner within the regular classroom. The only school, to the writer's knowledge, practicing continuous progress at the junior high level, is at Truro.

The Department of Education, according to Mr. Joseph Ingrao, Special Education Consultant, will be establishing a task force to develop a new curriculum for slow learners in the Fall, 1976. However, without the concepts of normalization and continuous progress, the writer is dubious that establishing a new curriculum will meet the needs of twenty percent of the school population.

Obviously, our educational provisions for slow learners has been inadequate. Educators now realize how inadequate. However, like any major educational innovations, it will be quite some time before an adequate province-wide program, meeting the needs of all slow learners, in junior high, will be established.



## Chapter 6

### THREE CASE STUDIES AND QUESTIONNAIRE RESULTS

The purpose of this chapter is to look, more specifically, at the slow learner in the junior high schools of Nova Scotia. The method used to do this was in studying three Dartmouth schools, and by looking at the results of the questionnaire. The reason for this is to give specific examples of the slow learning situation, in Nova Scotia. Hopefully, the findings will correspond with those of the analysis of trends in the previous chapter.

If adjusted classes were deemed educationally good, then how wide an acceptance did they achieve? If they were implemented, how were they organized, and what type of curriculum was used? If they did not receive wide acceptance, why not? The real purpose of this chapter is to give an insight into such questions.

Three case studies were done in junior high schools in Dartmouth. The purpose of these studies was to see what is actually happening, with regard to the slow learner, in our schools. The three schools studied were Prince Arthur, Caledonia and Bicentennial Junior High. The questionnaire (see appendix A) was used as a basis for the interviews with the principals of the above schools.

In the first school studied, slow learners;were grouped in separate classes. These self-contained classes existed at all three levels of the junior high. At the grade seven level, the class is called an "adaptive"

grade seven. There is one class of twenty-three students. In grade eight, the principal reported that there was a slow learning class, but it was not given a specific title. He said that teachers simply had it in their minds that the entire class was made up of slow learners. There is one class of sixteen students. At the grade nine level, there was a designated "adjusted" class. There is one class of sixteen students.

The principal reported that students were placed in these classes, initially, on the basis of their achievement and psychological tests in the elementary grades. Placement, he said, is usually made by himself in co-operation with teachers involved. Sometimes guidance personnel are used to determine placement of students. In special cases where a psychological problem is suspected, students are tested by the psychologist on the staff of the Dartmouth School Board. The principal reported that the usual tests given were the Lorge-Thorndike group test, and individual tests, usually Wisc.

Adjusted classes began in this school, initially, in 1963. Before this, students were placed in the regular classroom without any special resources.

Slow learning classes, in this school, are taught on a departmentalized basis, that is, a different teacher for each subject. Basically, students use the standard junior high school test in grades seven and eight. In grade nine, low vocabulary, high interest texts are used in all subjects. These texts are supplied by the Department of Education (see appendix C). Where the regular text is used in grades seven and eight, the principal said that the teachers are forced to modify the program considerably. Texts used at the grade nine level are:

Geography - Exploring a Changing World

History - no text

Mathematics - Mathematics - Modern Concepts and Skills

English - varies (see below)

Science - Pathways in Science

French - French is not taught to either grade eight or nine.

It is taught to grade seven, but they follow a different program

The following texts are used in grade seven, eight, and nine English:

Passport to Reading (five books) - Gr. VII, VIII, IX

Checkered Flag Series - Gr. VII

Morgan Bay Mysteries - Gr. VII and VIII

Deep Sea Adventure - Gr. VII

Botel Spellers - Gr. IX

Basic Goals in Spelling - Gr. VII and VIII

In any of the grades, a combination of these texts may be used.

In general comments, the principal said that he felt his system of handling slow learners worked very well. He said that he found teachers would get very frustrated if the majority of their time was spent in these classes. He said that slow-learning classes should always be departmentalized. It should be noted that students in these classes, although it is rare, sometimes transfer to the regular academic stream.

The principal of the second school studied said he had no adjusted classes in any form. He said slow learners were distributed evenly throughout the standard classes in grades seven, eight and nine. He said there has been no form of adjusted classes in his school since 1971.

Slow learners are identified in this school by teachers and a professional person, either guidance personnel or the Board's psychologist. The types of tests used are Bender, Wisc, Wechler and Lorge-Thorndike. The principal noted that incoming students are identified by their elementary records. After they enter and are identified, they are tested, using one of the above tests to determine what courses they should follow.

The principal said that where slow learners exist, in the regular class, different texts are used in areas where the student is slow. Also, the teacher could be using three or four different texts, with different groups, within the same class.

On talking to a teacher from the same school, her description of the school and slow learners was quite contradictory to that of the principal. She said that there were adjusted classes at the grade seven, eight and nine level. In fact, one class of slow learners in grade nine contained sixteen boys. She said that classes were streamed in ability; for example, 701 would be the top grade seven class and 709 the adjusted class. Classes in between are streamed, but not always in a regular fashion. Sometimes, she said, slow learners are found in one of the intermediate classes.

The teacher said that in most cases students in these classes were using high interest low vocabulary texts. She said that subjects were taught on a departmentalized basis. No French is being taught to any of these classes.

The teacher related to me information quite contradictory to that of the principal. I am inclined to believe the teacher, since it was confirmed by two other teachers in the same school. The immediate question raised is how will slow learners be helped if the key educator in the

school will not admit to the programming they receive. He must feel that it is highly inadequate.

In the last school studied, the principal was very sincere and most co-operative. He said that there were adjusted classes at the grade seven, eight and nine levels, which began in 1963. In grade seven, there is an adjusted class of twenty-three pupils. At the grade eight level, there are two adjusted classes. There are seventeen students in one and sixteen in the other. At the grade nine level, there is one adjusted class of sixteen pupils.

Classes in this junior high are streamed according to the ability of the students, from high to low. The lowest ability classes are the adjusted classes. Placement in grade seven adjusted is done by the principal of the elementary school, in consultation with the grade six teachers. Determining factors are:

- (1) Age
- (2) Grades repeated
- (3) I.Q.
- (4) Non-achievement in grade six
- (5) Achievement tests - Wisc, Canadian tests of basic skills and Lorge Thorndike

After students are placed in grade seven adjusted, there is the possibility, if the student shows the potential, to be moved into a higher ability level class. This, according to the principal, happens very rarely. The principal said that two failures by a student in a regular grade seven meant the student would be placed in an adjusted grade eight class.

Upon leaving grade nine adjusted, half of the students proceed to grade ten general and the other half to grade ten adjusted, which is terminal. The overage pupils move to an Intermediate Industrial Program.

While in grade nine adjusted, students, if they wish, participate in a work experience program on Wednesday afternoon. The program is non-remunerative in nature. Teachers visit employers on the same afternoon to check on the pupils' performance.

Adjusted classes in the school are not departmentalized. One teacher teaches all subjects to a particular adjusted class. Teachers use a variety of texts and supplementary material. The following texts are used:

#### Grade Seven

<u>Course</u>	<u>Text</u>
Literature	<u>Open Highways, Deep Sea Adventure</u>
Grammar	<u>Continental English</u>
Mathematics	<u>McCarthy Math (gr. 6)</u>
History	<u>Canada to 1800</u>
Geography	<u>Canada and Her Neighbours</u>
Science	<u>Pathways in Science</u>
French	French is not taught

#### Grade Eight

Literature	<u>Incredible Journey, Outward Bound</u>
Grammar	<u>English on the Job</u>
Mathematics	<u>Essentials of Mathematics, Intermediate Math, The Four Rules of Metric Measure and Time</u>
History	<u>Canada Since 1800</u>
Geography	<u>Southern Lands, Canada and Her Neighbours</u>
Science	<u>Pathways in Science</u>
French	None

Grade Nine

Literature	<u>Our Heritage, Boss of an Auto Drive, Searching for Values</u>
Grammar	<u>English on the Job</u>
Mathematics	<u>Stein's Refresher Mathematics</u>
History	<u>Kingsway History</u> (also supplementary material)
Geography	<u>Canada: This Land of Ours</u> Local supplementary material
Science	<u>Matter, Molecules and Atoms</u>
French	None

The principal said that his system worked very well, and there were no foreseeable changes in the future. One thing he pointed out was that classes should be well structured. He advises his teachers to labour on one aspect or fact until they are sure that students have mastered it, almost like precision teaching.

The findings, in the three case studies, correspond well to the analysis of trends. The trend, indeed, is away from the adjusted class, at least in terminology. Slow learners were still grouped homogeneously in separate classrooms. They were either using adjusted material or regular academic material, but at a slower pace than the regular academic stream.

It is hoped that by not referring to them as adjusted will remove the stigma formerly attached to adjusted classes. However, to remove the name and still leave them in the same type of classroom organization does little to solve the problem. Educators seem to feel that by removing the name "adjusted", and using regular texts, they are eliminating the problem of the slow learner. In fact, as in the case of the second school studied, they seem to be hiding the fact that there are slow learners in our schools,

and that they do need special help. Until educators rid themselves of the stigma "they" feel is attached to adjusted classes, no help will be forthcoming. We must move in the direction of better programming for these students.

Educational opinion now seems to be against adjusted classes, and streaming, which was prevalent in all three schools. To reiterate, the reasons are for the stigma attached to lower level classes and the predetermination of student success. Another negative factor connected with streaming is that there is very little flow between classes of different ability. As one principal put it, "It is the exception rather than the rule."

Obviously, there is a problem of adequate programming and classroom organization. Educators, in Nova Scotia, must now put their efforts to this end.

Next, we shall look at the results of the questionnaire (see appendix A) to get a more specific look at the slow learner, keeping in mind our introductory hypotheses. To aid in the completion of the questionnaire, a definition of slow learner was included. There was some difficulty in obtaining the results of the questionnaire. The reason for this, as mentioned earlier, was that educators did not like to admit to having adjusted classes.

Questionnaires were sent out to forty-five boards. Replies were received from thirty-five school boards, either by questionnaire, through the mail, or by telephone interviews. The questionnaire was designed to find out, generally, what type of education slow learners are getting in the junior high schools of Nova Scotia. Questions referred to classroom



organization, identification of slow learners, professional people involved in diagnosing slow learners, curriculum used, the number of adjusted classes, and the number of students in these classes. The results were as follows:

Question one: Would these students be placed in:

- (a) the regular classroom without special resources
- (b) the regular classroom with special resources
- (c) a non-categorical class with special resources
- (d) a self-contained class (adjusted/modified)

Replies to question one: Thirty percent of the boards reporting answered

B and C

Twenty-two percent of the boards replied A and D

Twenty percent replied D

Seven percent replied B

Twenty-one percent replied A

Question two (A): How are these students identified?

- (a) By the classroom teacher
- (b) By a professional person other than the teacher
- (c) By a professional team
- (d) By a teacher and a professional person

Replies to question two (A): Twenty-eight percent replied C

Seven percent replied A, C, D

Nine percent replied A, B., D

Thirty-six percent replied D

Fourteen percent replied C, D

Six percent replied A

Question two (B): If your answer was YES to 2 (b), (c), or (d), state the qualifications of these professionals.

Replies to question two (B): Twenty-one percent of the boards replied that in most cases teachers and past records determined junior high placement. Others said that one or a combination of professional people, such as psychologists, guidance personnel, mental health personnel, reading specialists, and special education teachers, determine junior high placement.

Question three: What types of testing is used to identify the "Slow Learner"? (Please state specific tests used.)

Replies to question three: Five percent of the boards replied that they used only Stanford-Binet  
Seven percent reported they used Lorge-Thorndike only  
Sixteen percent said they used Wisc only  
Sixty-two percent used two or more of the following:

Munroe-Sherman  
Wisc  
Stanford-Binet  
Gesell Developmental Tests  
Metropolitan Achievement  
Wechsler Intelligence Scale for Children  
Wide Range Achievement Tests  
Slosson Intelligence Tests and  
Canadian Tests of Basic Skills

**Question four:** If your school system has established a modified and/or adjusted program(s) for the Slow Learner, state the type of curriculum utilized:

- (a) Curriculum guide supplied by the Department of Education, published 1968
- (b) A Curriculum established by your school
- (c) Different schools have established their own Curriculum
- (d) If YES to (b), please briefly explain the goals and objectives

**Replies to question four:** Fourteen percent of the boards answered A and B  
 Thirty-eight percent answered C  
 Twenty-one percent answered A  
 Fourteen percent answered B  
 Thirteen percent answered C and A

**Question five:** When were present programs implemented?

**Replies to question five:** Before 1966, two percent of the boards reporting had adjusted classes. From 1966 to 1970, thirty-seven percent of the boards reporting initiated adjusted classes. After 1970, thirty-four percent of the boards started adjusted classes.

**Question six:** Before your present program, what program was available?

**Replies to question six:** Seventeen percent of the boards reporting had some type of remedial program before adjusted classes began in 1963.

Question seven: Any additional information pertaining to the Slow Learner will be appreciated.

Replies to question seven: Ten boards reported Intermediate Industrial Programs. These programs are taught in our regional vocational schools of which there are thirteen.

Question eight: Please complete this chart:

<u>ADJUSTED CLASSES</u>	
<u>No. of</u> <u>Classes</u>	<u>No. of</u> <u>Students</u>

Gr. VII

Gr. VIII

Gr. IX

Replies to question eight: Nine percent of the boards reported that they only had adjusted classes at the grade seven level

Seventeen percent had adjusted classes at the grade eight and nine level

Six percent only at the grade eight level

Forty-four percent reported classes at grades seven, eight and nine.

Twenty-two percent reported no classes.

Boards reported approximately two thousand adjusted pupils in approximately one hundred and twenty classes, with an average enrollment of seventeen students per class.

The questionnaire results reiterated the fact that adjusted programs were not adequate enough to meet the needs of the slow learning population, in the junior high schools of Nova Scotia. Not only were they

insufficient in numbers, but also in the quality of programs.

One obvious fact that arose from the results was that there is no set standard of education across the province, to meet the needs of the slow learner. Slow learners receive special attention with some boards, in categorical, self-contained, or non-categorical classes. Some boards provide no special assistance; approximately twenty-one percent reported this.

Classroom organization is poor, where help is given, throughout the province. Again, there is no systematic organization. Help may be given in an adjusted class, the regular classroom, or a classroom not labelled adjusted. Some junior highs stream their classes, while others do not.

Identification of slow learners is inadequate. Identification is usually based on their elementary school performance, that is, on their academic performance and their scores on intelligence tests, which are almost always administered in the elementary grades. However, since the passing of Regulation 7(e), professional personnel, who aid in diagnosis, have increased considerably (see table, pp. 36-37). Too often, placement is made on the basis of past performance with no retesting. Retesting is only done when there is an apparent problem.

Curriculum used for slow learners varies quite extensively across the province as does the type of program. Some schools, where help is given to slow learners, use the curriculum guide published by the Department of Education (see appendix B); some schools use a combination of regular texts and adjusted texts, supplied by the Department; some schools place slow learners in occupational, work-orientated programs; and some

schools have intermediate industrial programs available. We have quantity in programs but the quality and numbers is questionable.

Adjusted classes saw their widest acceptance between 1966 and 1972. From an early beginning in Dartmouth in 1963, classes grew to accommodate approximately 2,000 students in 1975. This, however, hardly meets the needs of twenty percent of our junior high school population. With a negative change in attitude by educators, with regard to adjusted classes in the early 1970's, only one adjusted class was started in 1975 (see table, pp. 45-46).

Again, the trend is away from adjusted classes. Although educators are no longer referring to or starting new adjusted classes, they are not providing any good alternatives on a large scale. Before adjusted classes, slow learners were forced to cope with all regular academic subjects. The writer feels that, in some ways, we are going back to this old system. Slow learners, where adjusted classes have been abolished, in some instances, are still grouped homogeneously, using regular texts, or in a few other instances, assimilated into the regular class and are again forced to cope in the regular academic stream.

We, educators in Nova Scotia, must provide a uniform province-wide program to meet the needs of slow learners in junior high. Good programs which are presently available - for example, the intermediate industrial program - must be made more available. Adjusted classes and streaming, which means segregating slow learners, must be stopped. The educational needs of slow learners, as far as possible, must be met within the regular classroom. There must be a province-wide program which will meet the needs of all Nova Scotian students.

## Chapter 7

### ALTERNATIVES

Since adjusted classes are not adequate, we must have some other alternatives to meet the needs of the slow learner. The purpose of this chapter is to see what alternatives might be educationally sound, how they might be implemented, and if they are right in time.

When programs were developed for slow learners in Nova Scotia, educators saw fit to group these students in separate adjusted classes at the junior high level, segregating them from their peers. More than segregation, there is a certain stigma attached to these students by their peers and even some teachers.

The trend, it seems, in talking to educators throughout Nova Scotia, concerning slow learners, is away from the self-contained classroom to the regular classroom, with special resources, providing for greater integration.

If adjusted programs deny slow learners their educational rights, what are the alternatives? The province of Nova Scotia has never had a uniform program specifically designed to help the slow learner which has met with wide acceptance. For the most part, slow learners, in junior high, are left to repeatedly fail or be placed in an adjusted class.

One of the better programs for slow learners, the Intermediate Industrial Program, is usually established in Regional Vocational School. These schools, initially, were not designed for such a program but rather for vocational training after the completion, usually, of grade nine.

There are only thirteen regional vocational schools in Nova Scotia; therefore, the facilities are limited. Outside the Intermediate Industrial Program, slow learners usually find themselves in terminal courses. Some slow learners are found in senior auxiliary classes, which are definitely terminal in nature; others are in adjusted classes where, if they have the potential, they may proceed to the high school general program; still others are in the regular classroom with no help, and thus, this course becomes terminal.

If facilities in our vocational schools are not sufficient to meet the needs of the slow learner, other programs must be developed to help alleviate some of these problems. The Occupational Entrance, adjusted program, in some schools, does a fair job, but they are still in a self-contained class with little option open to them.

We must, in Nova Scotia, develop a province-wide program designed to meet, as best we can, the needs of slow learners. To see what alternatives might be worthwhile in alleviating the problem of the slow learner, the writer would like to look at some of the recommendations of the Royal Commission on Education, Public Services and Provincial-Municipal Relations, 1974.

One of the major recommendations of the Report which would help alleviate some of the problems of the slow learner, in junior high, was that all schools in the province of Nova Scotia should adopt a program of continuous progress. First, however, the Report looked at some of the pitfalls in the graded system which they deemed hazardous to students.

The Report points out that too often in our secondary schools, students are forced to repeat grades. The reason for this is that they fail to meet a prescribed standard for a particular grade. They are forced,



the Report goes on, to begin the same grade the following year just as if the first year never happened. Students who might have completed their junior matriculation in ten and one-half years take eleven or twelve years to complete it; sometimes longer. Not only is this detrimental to the student psychologically, but financially as well to the parents.

Not only do our secondary schools not make allowances for slow learners, but neither do they make allowances of any great benefit for the gifted. While the gifted, in many cases, often sits idly, the average student manages to accomplish enough - not very much - and receive a passing certificate.

Many Nova Scotian schools believe to have found the answer in what is referred to as streaming, screening, or some other term used to describe the same method. Here, students are grouped in classes homogeneously, according to ability. Often, the slow learner, in junior high, is at the lower end of the spectrum and is placed in an adjusted class. Although this practice was widely accepted in the fifties and sixties, educators now realize that this practice carries too many negative factors with it.

One of the major problems with this method is that it too often predetermines a student's future opportunities. If a slow learner, rightly or wrongly, is placed in an adjusted class, it is not likely that he will become a doctor. Second, this practice often labels children from lower socio-economic background, for it is these students who are most often found in adjusted or lower ability classes.

A suggestion of the Report of the Royal Commission, to solve this problem, was the adoption of continuous progress in Nova Scotia schools, for the entire thirteen years of a child's education. Although the Report makes

no specific recommendations for the slow learner, it makes this recommendation of continuous progress to aid schools in meeting the individual needs of all students. The Report makes the following recommendations concerning continuous progress.

- 111/42/7 The Department of Education should re-affirm its commitment to continuous progress in concrete terms. The regulations should forbid the use in reports, organizational and administrative structures, or educational literature and statements of such terms as grade, grading, passing, failing, promotion, and repeating. The Department should develop evaluation and reporting procedures based entirely upon the progress achieved by students toward attainment of the student-related goals of education in relation to well defined standards. The regulations should require all schools within the province to proceed immediately to develop plans for the implementation of continuous progress. The Department should make necessary changes in administrative and other support services, and in particular in arrangements for distribution of texts and other resources, to ensure that organizational and administrative arrangements do not ignore or discourage efforts to convert schools to continuous progress.
- 111/42/8 A major and universal programme of in-service training for teachers should be initiated to make certain that all teachers, and in particular all principal teachers and others responsible for leading and advising teachers, understand the concept of continuous progress and the changes in attitude and practice necessary to bring it about. Similar programmes should be included in pre-service teacher training.
- 111/42/9 A parallel programme should be developed and implemented to acquaint parents and the public generally with what is meant by continuous progress and what it entails in terms of change within the schools.<sup>1</sup>

Initially, one of the greatest obstacles to be overcome, in implementing a non-graded program, is the additional costs. For a program to be effective, you would need to, initially, acquire proper sequential texts, audio-visual equipment, some extra staff as a beginning, and many

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<sup>1</sup>Report of the Royal Commission on Education, Public Services and Provincial-Municipal Relations, vol. 3 (Halifax: Queen's Printer, 1974), p. 42-78.

other resources. Ideally, the student-teacher ratio would be approximately twelve to one, but realistically, it could possibly be twenty to one. However, such a program could be established with a higher ratio.

Historically speaking, we are not even near the implementation of such a program. To the writer's knowledge, Truro is the only system with a continuous progress junior high school situation. No high schools have a continuous progress program. It would take many years before such a system would be implemented. To confirm this, we need only take a look at the implementation of continuous progress in the elementary schools of Nova Scotia.

Continuous progress first began in our elementary schools in 1967. Still, after nine years, many elementary schools in the province have not adopted the program. Many that have do not provide a truly non-graded program.

Financially, at this point in time, with severe cutbacks in education, the money necessary to begin such a system will not be available for many years.

In the event, however, that someday the time will be ripe, the writer would now like to suggest a basic core program of continuous progress. In forming such a program, one of the first problems would be organization. The present graded structure of grades seven, eight and nine would be broken down into levels. Ideally, the level system for each grade would be as follows, assuming that the compulsory subjects, as described by the Department, were: English, Social Studies, Mathematics, Science, Health, Physical Education, and at least one elective from French, Industrial Arts, or Home Economics, would be the same throughout junior high.

Grade seven:  
(grade distinction)

		<u>Regular</u> <u>Class</u>	<u>Remedial</u> <u>Class</u>
Level A:	Mathematics	A	A <sub>1</sub>
	English	A	A <sub>1</sub>
	Science	A	A <sub>1</sub>
	Social Studies	A	A <sub>1</sub>
	French	A	A <sub>1</sub>
	Health	A	A <sub>1</sub>
	Physical Education	A	
	Industrial Arts	A	
	Home Economics	A	
	Work Study		A <sub>3</sub>
Level B:	Mathematics	B	B <sub>1</sub>
	English	B	B <sub>1</sub>
	Science	B	B <sub>1</sub>
	Social Studies	B	B <sub>1</sub>
	French	B	B <sub>1</sub>
	Health	B	B <sub>1</sub>
	Physical Education	B	
	Industrial Arts	B	
	Home Economics.	B	
	Work Study		B <sub>3</sub>
Level C:	Mathematics	C	C
	English	C	C
	Science	C	C
	Social Studies	C	C
	French	C	C
	Health	C	C
	Physical Education	C	C
	Industrial Arts	C	
	Home Economics	C	
	Work Study		C <sub>3</sub>

Grade eight:

Level D:	Mathematics	D	D <sub>1</sub>
	English	D	D <sub>1</sub>
	Science	D	D <sub>1</sub>
	Social Studies	D	D <sub>1</sub>
	French	D	D <sub>1</sub>
	Health	D	D <sub>1</sub>
	Physical Education	D	
	Industrial Arts	D	
	Home Economics	D	
	Work Study		D <sub>3</sub>

The same core would follow for the remaining E and F levels replacing grade eight. The same core would also exist in grade nine, at the G, H, and I levels.

It must be remembered that this is a basic core program, designed to meet the individual needs of the students in junior high. The basic concept is a simple one. Each of the present three grades at the junior high level is replaced by three levels; for example, in grade seven it is levels A, B, and C with higher levels B, C, and so on providing a higher degree of difficulty for similar concepts. Students may take three or more years to complete the program.

Each subject level, for example, Math A, Math A<sub>1</sub>, Math A<sub>2</sub> is designed to meet the individual differences in the students. Flexibility is the keynote with this core continuous progress curriculum. The regular classroom courses are designated by a single letter. Modified courses are identified by the subscript one and special remedial classes are identified by the subscript two. Modified courses are designed in areas which might give the slow learner, and also other students, greater difficulty. Both the regular and the modified programs would be carried on in the regular classroom; therefore, it would be possible to have two programs being used in a mathematics class with students at various points in the program. Where no special remediation teachers are available, it could be possible to have three programs of mathematics, being carried on by students, within the class at various degrees of difficulty. Again, flexibility is the keynote and the Board establishing the program is to determine how flexible and when emphasis, depending on the student's needs, should be placed. Three courses could be developed in any class or in any subject. A<sub>3</sub>, B<sub>3</sub>,

C<sub>3</sub> and so on are work study courses which should be designed to prepare the slow learner for a vocation.

This program is designed so that the slow learner and other students may have a flexible program. It is not intended that an individual slow learner be placed in all modified and remedial programs. This would be contrary to the purpose of this program. The slow learner would now be able to take a modified or remedial course only if he needs it. Otherwise, the slow learner would be in the regular academic program where he has shown demonstrated ability. Flexible timetabling is of key importance.

A substantial amount of resources is necessary for any program of this type to be effective. It is important that textbooks be properly sequenced at higher degrees of difficulty at each succeeding level in any of the courses. To the writer's knowledge, the best texts of this type are those used in non-graded reading programs. However, it would be possible, with books provided by the Department, to establish an adequate program. Incidentally, subject time allotments would be those prescribed by the Department for each individual subject area. Time allotments are approximately the same for the three grade levels in the different subject areas. Flexibility in timetabling could give students more time in courses of a remedial nature.

<u>Course</u>	<u>Time Allotment</u> <sup>2</sup>
English	18%-24%
Social Studies	15%
Mathematics	15%-21%

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<sup>2</sup>Nova Scotia, Department of Education, Program of Studies in the Schools of Nova Scotia 1975-1976 (Halifax: 1975), p. 46.

Science	9%
Health	6%-9%
Physical Education	6%-9%
Music	6%-10%
French	9%-12%
Industrial Arts or Home Economics	9%-12%
Art	6%-10%

If you notice time allotments could be flexible, allowing for greater concentration by pupils in certain subject areas. Additional courses of art and music might also be added to the core.

Using the texts provided by the Department, the following course could be feasible in a non-graded system.

Level A: Math A - School Mathematics 1

Math A<sub>1</sub> - Essentials of Mathematics 1

A<sub>2</sub> - Basic Modern Mathematics - this book has a grade five reading level and many illustrations which help the child have more success. Basic mathematical principles are emphasized.

Math A and A<sub>1</sub> are arranged in such a way, as is A<sub>2</sub>, that they lend themselves to a sequential approach very well, starting with simple concepts and proceeding to more difficult concepts. Both books are part of a three-part series which have a sequential pattern to them. Familiar concepts occur in the second and third series at a higher degree of difficulty. The sequencing here is at the discretion of the teacher.

If no properly sequenced non-graded books are available, the books provided by the Department are adequate enough to start a non-graded program. Remedial programs, however, should be handled by a qualified specialist teacher to obtain the best possible results.

The work study program would consist of basic life issues which would help prepare the student for his role in later life. Some topics covered would be home and family life, social and health needs, job interviews and citizenship. When the child reaches an appropriate age, it would be to his or her advantage to take part in a work experience program in the community in which they live, preferably at the grade nine level.

The Graham Report recommends:

111/54/44 As a part of the total programme developed for students, schools should make the most of every opportunity to offer vocational guidance whenever such opportunities arise, and particularly as a part of community studies and of work experience programs.<sup>3</sup>

To enhance the concept of continuous progress, the Report also suggests that individualized or personalized timetables be introduced. This would further enable schools to meet the individual needs of students.

The Report recommends:

111/42/10 Teaching methods, school schedules, buildings, and resources should be adapted to provide for personalized programming for students within a broad framework, assuring every student of the opportunity of learning in whatever are the most appropriate learning situations, including large and small group instruction and activity, individualized instruction, and independent study either alone or in cooperation with others.

111/42/11 Professional staffs of schools should be encouraged and assisted to address themselves to the problems involved in allocating school and year time intelligently in relation to the capacities and needs of the students and to their own capacities and methods of operation. Time may be allotted differently for different students. Any schedule established, being a school's own responsibility, can and should be altered, interrupted, or cancelled when and if necessary to take the fullest advantage of available educational opportunities.<sup>4</sup>

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<sup>3</sup>Report of the Royal Commission on Education, Public Services and Provincial-Municipal Relations, ch. 54, p. 93.

<sup>4</sup>Ibid., ch. 42, pp. 78-79.



The Report also suggests that timetables be flexible. The purpose of this would be to allow students to participate in educational opportunities outside the school, work experience, or even to fit in a part-time job. It says:

111/47/38 School attendance regulations and schedules should be adjusted to provide full opportunity for periodic attendance by students with special handicaps and difficulties at institutions or agencies providing them with special professional services related to their specific handicaps.<sup>5</sup>

If this recommendation were to be adopted, it would be of great benefit to the slow learner. The slow learner could possibly spend his time more beneficially outside the school in a part-time job or some other meaningful activity. The Report also suggests:

111/42/4 Students and their parents should be encouraged to recognize that education can take place at any given time to the extent that it is beneficial and as the need becomes sufficiently apparent to them. It should be considered acceptable for a student to withdraw either from a particular school programme or from participation in school but to resume participation later if and when he or she wishes.<sup>6</sup>

Parents must also be aware that schools are not the be-all and end-all in education.

Not only should the organizational aspect of such a program be well planned, but in keeping with the philosophy of continuous progress, new promotional policies should be developed. Promotional policies which would take the place of the numerical and letter grade (A, B, C, D, F). Progress in a continuous progress system is meant to be linear in nature. Students proceed from one level to another without ever having to repeat a previous level. In order to do an adequate evaluation, tests must be

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<sup>5</sup>Ibid., ch. 47, p. 61.

<sup>6</sup>Ibid., ch. 42, p. 77.

administered regularly and the child's achievement has to be recorded, in order to gain an accurate assessment of the student's ability. I feel that letter grade "S" (Satisfactory) and "I" (Improving) would be sufficient to place on report cards. Of course, the teachers would keep their own personal record of achievement of each student. This is essential so that students who may not be benefiting from one group, in a homogeneous group within a class, may be transferred to another.

Also, there should be some form of junior high leaving certificate. This certificate should give information which would determine which program the student is qualified to continue. If some slow learners had concentrated their studies on vocational education over the junior high period, the child should be qualified to enter one of the regional vocational schools. If a student has had a mixture of modified and regular courses, leaning on the latter, this student should qualify for a general, business, or vocational high school education. At this particular point in time, guidance and counselling services are tremendously important, as they have been throughout the program, in helping to determine where the student's potentialities lie.

The writer realizes that the adoption of a province-wide continuous progress program, in the junior high, is some way off, although it would alleviate the problem of the slow learner. However, educators in Nova Scotia seem to be working toward this end. This is evident from the philosophies expressed in the 1975-1976 Program of Studies for Nova Scotia Schools. The non-graded philosophy of meeting individual needs is repeated several times throughout the program. Nova Scotia should be moving in the direction of a non-graded system of this type through the thirteen years of our present educational system.

The above program was by no means complete. It did not, for example, make any mention of enrichment programs for above average students which, I might add, could be easily achieved. For example, by including a sequential higher concept course or by enrichment exercises. The intent was to show one way in which the slow learner, with whom this thesis is mainly concerned, might get a better education, instruction geared to meet their individual needs and differences and based on the concept that slow learners are not slow in all types of activity. Finally, such a program must not be terminal but linear throughout school, whether it may lead to the high school in a general, or possibly academic course, or in a vocational school preparing for a trade.

If adjusted programs are not suitable, and facilities for the establishment of more vocational courses at the junior high level are too limited to benefit the majority of slow learners, then continuous progress is an excellent alternative. G. Orville Johnson says:

The program for slow learners would fit naturally into this type of school organization. Their program would become an integral part of the total school program. The self-contained classroom, where all activities for a group of children are provided within the confines of four walls, is a false concept.<sup>7</sup>

Slow learning programs are inadequate in Nova Scotia. The best prevailing program, the Intermediate Industrial, is not available to a large majority of the slow learning junior high school population. Adjusted programs assume, falsely, that slow learners are slow in all types of activity and thus are not meeting the individual needs of the slow learner.

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<sup>7</sup> Johnson, Education for the Slow Learners.

Slow learners in Nova Scotia do not receive enough attention from specialist services throughout the province, unless they are emotionally disturbed. In some instances, remediation services are available. Specialist services seem to be concentrated on students in the elementary grades with more severe mental and physical handicaps. Specialist services should be made more readily available to slow learners, especially with regard to diagnosis and testing. The slow learner should have access to all facilities and should have instruction available from specialists.

In the education of slow learners, there is too much emphasis being placed on the acquisition of a skill which seems to lose sight of the purpose of education, the development of the individual. A move to non-grading might also help alleviate this problem.

In addition to non-grading, to improve programs for the slow learner, there should be an expansion of vocational facilities to help the slow learner explore the possibilities of careers and occupations related to their needs. Non-grading, with sufficient opportunity for vocational education, should be the direction in which educators in Nova Scotia should be moving. It is still a too frequent occurrence that slow learners are left to compete in the regular classroom without any special assistance. They are simply left to suffer repeated failure and frustration in many of our junior high schools.

Nova Scotia has progressed from an era where there was no help for the slow learner, to an inadequate system of education in self-contained adjusted classes. True, there are scattered worthwhile programs for slow learners throughout the province, but they are not sufficient in meeting the needs of the majority of slow learners. In the writer's opinion, Nova

Scotia is just beginning to take on an educational philosophy which prescribes educational opportunities to meet individual needs and differences. It will be some time before adequate programming is available to a majority of slow learners in Nova Scotia. Educators in Nova Scotia now realize that adjusted programs are inadequate. In conversation with Department of Education people, they said that the term adjusted is no longer used by the Department. However, the "Adjusted Program" is still quite clearly outlined in the Department's Program of Studies for Nova Scotia Schools 1975-1976.

Although it will be some time before a province-wide program which will meet the needs of all Nova Scotian students, this should be the end to which education in Nova Scotia is moving.

APPENDIX A

QUESTIONNAIRE

## QUESTIONNAIRE

To aid in the completion of this questionnaire, I have included a definition of the Slow Learner.

Slow Learners are those students who, through lack of intellectual ability, are unable to profit in the regular classroom system. Such students are usually placed in modified and/or adjusted classes (known authors have utilized an I.Q. range of 75-90 to identify such students).

PLEASE CHECK THE CORRECT ANSWER.

- | 1. | Would these students be placed in:                  | Yes                      | No                       |
|----|---|--------------------------|--------------------------|
|    | (a) the regular classroom without special resources | <input type="checkbox"/> | <input type="checkbox"/> |
|    | (b) the regular classroom with special resources    | <input type="checkbox"/> | <input type="checkbox"/> |
|    | (c) a non-categorical class with special resources  | <input type="checkbox"/> | <input type="checkbox"/> |
|    | (d) a self-contained class (adjusted/modified)      | <input type="checkbox"/> | <input type="checkbox"/> |

- | 2.(A) | How are these students identified?                  | Yes                      | No                       |
|-------|---|--------------------------|--------------------------|
|       | (a) By the classroom teacher                        | <input type="checkbox"/> | <input type="checkbox"/> |
|       | (b) By a professional person other than the teacher | <input type="checkbox"/> | <input type="checkbox"/> |
|       | (c) By a professional team                          | <input type="checkbox"/> | <input type="checkbox"/> |
|       | (d) By a teacher and a professional person          | <input type="checkbox"/> | <input type="checkbox"/> |

(B) If your answer was YES to 2 (b), (c), or (d), state the qualifications of these professionals.

3. What types of testing is used to identify the "Slow Learner".  
(Please state specific tests used.)

4. If your school system has established a modified and/or adjusted program(s) for the Slow Learner, state the type of curriculum utilized:
- (a) Curriculum guide supplied by the Department of Education, published 1968  Yes  No
- (b) A Curriculum established by your school  Yes  No
- (c) Different schools have established their own Curriculum  Yes  No
- (d) If YES to (b), please briefly explain the goals and objectives.
- (e) If YES to (b) or (c), could you please send a copy of any Curriculum available?
5. When were present programs implemented? \_\_\_\_\_
6. Before your present program, what program was available?
7. Any additional information pertaining to the Slow Learner will be appreciated.



8. Please complete this chart:

	<u>Adjusted Classes</u>	
	<u>No. of Classes</u>	<u>No. of Students</u>
Gr. VII		
Gr. VIII		
Gr. IX		

9. COMMENTS.

APPENDIX B

JUNIOR HIGH SCHOOL  
A TEACHING GUIDE FOR ADJUSTED CLASSES  
DEPARTMENT OF EDUCATION, 1968

## ENGLISH

### Basic Objectives

1. Development to full potential of the basic skills of reading, listening, speaking and writing
2. Training and experience in practical types of language activities needed for job, community, personal and social purpose.
3. Promotion of taste and creative satisfaction in reading, listening, speaking and writing for pleasure

### Approach and Emphasis

To meet the needs, overcome the handicaps in habits and attitudes, and develop the full potential of pupils in the B<sub>2</sub> Program English, basic considerations must be:

1. An individual approach to basic reading skills, with diagnosis and remediation of specific problems and weaknesses
2. Thorough training in practical types of reading and listening required for job, community and personal purposes
3. Wide reading using high interest-low difficulty materials at graduated levels and aiming to:
  - offset bad attitudes to reading
  - promote desire to read for enjoyment
  - increase understanding and appreciation of people, problems, personal relationships
4. Careful attention to reading aloud, and to listening for both practical and personal purposes
5. Use of the trade books, magazines, newspapers, catalogues, etc. which will be the reading matter of the pupils for both instruction and practice activities
6. More stress on speaking and listening than on writing and reading
7. First and fullest attention to practical types of speaking and writing
8. Approach to skill in speech and writing through motivated activities and projects involving actual practice in announcing, defining, contradicting, reporting, etc.

9. Practice exercises and instruction on an individual and small group basis motivated by needs demonstrated in activities, and specified by diagnostic testing
10. Care not to neglect encouragement and fullest possible development of facility and enjoyment in creative self-expression - from telling jokes to writing poetry

### SPECIFIC AIMS AND CONTENT

#### Part I: Speaking and Writing

##### A Three-Part Program

1. Basic Skill Development, including remediation and correction
2. Training in Practical Speaking and Writing

Types required in jobs:

Forms and applications  
 Ads, announcements, definitions, directions, explanations  
 Records and reports, minutes, outlines, etc.  
 Asking and answering questions  
 Ordering and offering goods and services  
 Meeting and greeting people  
 Parallel requirements in home, community, social life

3. Speaking and Writing for Pleasure

Letters, news items, jokes, anecdotes, stories, descriptions, explanations, arguments, discussions, etc.

#### Aims

##### Skills:

##### Vocabulary

Basic stock of common words

Words required for usual and recurring personal, social, business and community situations

Basic words related to one or several job areas

Accurate spelling of common words and knowledge of how to spell and how to learn to spell

Acceptable idiom and adequately precise selection of words for clarity of expression

Some appreciation of value of fresh, vivid language and figurative expression

Ability to suit type of language to situation in which used

#### Word Skills

Ability to use phonetic and structural analysis in identifying and pronouncing words

Ability to write plurals and variant forms of common words

Ability to use a dictionary for spelling, meaning, usage, and check on variant forms

Functional correctness of grammatical construction and usage

Consistent, functional use of capital letters

#### Sentence

Ability to write in complete, unified sentence patterns

Ability to use the four basic sentence types for their basic purposes

Some appreciation of the value of varied sentence patterns, lengths, types

Functional use of punctuation

#### Paragraph

Understanding of purposes of paragraphing

Ability to state and develop a topic in a paragraph or short series of paragraphs

Ability to use paragraph structure - topic sentence, connectives, summary statements, etc., as aid to comprehension in reading

#### Outline

Ability to prepare a plan for writing

Ability to use parallel structure as needed

#### Structure and Format

Use of consistent, acceptable format for written and spoken material of various types - letters, invitations, stories, lists, introductions, questions, etc.

Functional knowledge of basic structure of types of writing: advertisements, letters, poems, anecdotes, stories, reports, etc.

### Writing and Printing

Legible cursive writing

Consistently patterned manuscript for ads, posters, labels, etc.

### Speaking

Ability to project, control and use flexibility of voice-tone, volume, inflection, etc.

Functional knowledge of acceptable standards and procedures in informal and simple formal speaking

### Habits and Tastes

Appreciation of the value of consistently clear, attractive handwriting, format, etc.

Satisfaction in creative self-expression, discussion, autobiographical records, letters, descriptions, opinions, etc.

Enjoyment of good talk

## Activities, With Related Instruction

### Language Activities for Job and Personal, Social and Community Purposes

- KEY:
- \* Basic Minimum
  - \*\* Minimum for Satisfying Participation
  - \*\*\* Desirable and Useful for Leadership

### Practical Types of Speaking and Writing

#### Practical Writing:

- \*1. Advertisements (Newspaper and Posters)
  - Items or Services for Sale, Rent, or Hire
  - Items or Services Wanted
- \*\*2. Announcements (Newspaper and Poster - Factual and Promotional)
  - Sports, Entertainments, Social Events
  - Results of Contests
  - Meetings

- \*\*\*3. News Items (Newspaper)
  - Group Activities
  - Social and Personal News
  - Community Events
- \*\*4. Records and Reports
  - Taking Minutes
  - Writing Up Minutes
  - Summing Up Discussions (including conversations)
  - Recording One or Several Decisions, Plans, Requirements, Requests
  - Reporting Interviews
- \*5. Business Letters
  - Applications; Responses to Ads, Exploratory Requests and Inquiries (and Responses)
  - Complaints (and Responses)
  - Offering Services or Items for Sale, Rent, Hire
- \*\*6. Telegrams, Day and Night Letters
  - Business and Personal
- \*and\*\*\*7. Personal Letters
  - \*\*\*Invitation (and Responses)
  - \*Request (and Responses)
  - \*Family and Friend
- \*8. Forms, Applications, Entries
  - Credit
  - Job
  - Contest
  - Survey
  - Tax
- \*\*9. Outlines
  - Plans, procedures, decisions, reports
- \*10. Explanations and Directions
  - How Done and How to Do (Projects, Recipes, Job Procedures)
  - How to Get There
  - Cause and Effect
  - Basis of Decision or Opinion
- \*\*11. Definition and Description
  - What Is It
  - What Does It Look Like
  - How to Identify It
  - What Is It For
  - What Can It Do

Practical Speaking

- \*1. Announcements - Factual and Promotional
  - Sport
  - Entertainment or Social Events
  - Meetings
- \*and\*\*2. Reports
  - and\*\*\* \*\*Sum-up of Discussion or Interview
  - \*Decisions
  - \*Plans
  - \*\*Procedures
  - \*\*Results
  - \*\*\*Meeting
  - \*\*\*Convention
- \*3. Interviews - Job
  - Inquiries and Requests for
  - Business
  - Personal
  - Group, and
  - Community Purposes
- and\*\* \*4. Job Procedures
  - and\*\*\* \*\*Giving directions
  - \*\*Stating and explaining procedures, cause, effect, re-  
quirements, plans
  - \*\*Introducing and greeting personnel, customers, clients,  
visitors
  - \*\*\*Stating and supporting decision, opinion, reactions
  - \*Asking and answering questions
  - \*Telephoning to give and respond to orders, inquiries,  
complaints, requests
- 5. Personal, Social and Community Procedures
  - as in 4 above with required modifications to suit  
situation
- \*and \*\*6. Meeting Procedures
  - Making, Discussing, Amending, Putting, Voting on Motions
  - Raising and Discussing Questions, Issues, etc.
- \*\*7. Definition and Description
  - Identification and Function - as in WRITING

Creative Types of Speaking and WritingCreative Writing

- \*\*1. Joke and Anecdote
- \*\*2. Incident - True and Imaginary
- \*\*3. Account of Experience - True and Imaginary
- \*\*\*4. Story



- \*\*\*5. Conversation
- \*\*\*6. Skit and Dramatization
- \*\*\*7. Poetry

### Creative Speaking

- \*1. Joke and Anecdote
- \*2. Incident - True and Imaginary
- \*3. Account of Experience - True and Imaginary
- \*\*4. Story
- \*5. Conversation
- \*\*\*6. Skit and Dramatization
- \*\*\*7. Poetry

### Materials:

1. Group Achievement and Diagnostic Skill Tests including Hand-writing Scales
2. Developmental Skill Building Workbooks and Teaching Aids - Intermediate and junior high level - for individual and small group work
3. Remedial and Self-Improvement Materials - vocabulary, spelling, mechanics, handwriting
4. A Practical Pupil Language Text and/or Workbook
5. Teacher Materials in practical and creative expression
6. Etcetera

## Part II - Reading and Listening

### A Three-Part Program

1. Basic Skill Development, including remediation and correction
2. Training in Practical Reading and Listening

Types of reading required in jobs:

Problem analysis; directions; reports; diagrams; graphs; schedules; etc.

Newspaper and magazine article reading

Reading ads, data re articles and services for sale, recipes, manuals, brochures

Parallel types of listening

3. Reading and Listening for Pleasure

Short stories, biographies, short novels, travel and project reports, plays, poetry, magazine and newspaper features

AimsSkills:

A Grade VIII recognition and meaning vocabulary and general comprehension level

Mastery of Dolch 220 Sight Words and Thorndike Top Frequency Lists

Ability to use one or several techniques required to recognize and pronounce words

Ability to check pronunciation in dictionary

Ability to relate dictionary meaning and context

Basic flexibility in work-type reading  
 to read for main idea, to read for detail  
 to skim for detail including charts, time-tables, etc.  
 to overview, preview, and review

Basic interpretive and critical reading abilities  
 Identifying purpose, bias, prejudice, fact, opinion  
 Reacting - inferring, predicting, judging

Ability to locate information  
 Encyclopedia, index, library cards, catalogues

Parallel perception, flexibility, and critical skills in listening

Ability to read aloud for practical and personal purposes  
 announcements, reports, directions, news, jokes, stories, to children and adults

Habits and Tastes:

Understanding of the functions and features of newspapers, various types of magazines and anthologies

The newspaper reading habit

Development of interest in reading for pleasure and basic criteria for selecting reading materials, involving acquaintance with many current and some classic types and some writers of fiction and non-fiction (mostly current)

Exposure to poetry and some base for enjoyment of it

Enjoyment of recreational reading aloud to children and adults and listening for enjoyment

## Activities with Related Instructions

### Reading and Listening Activities for Job and Personal, Social and Community Purposes

KEY:        \*Basic Minimum  
                  \*\*Minimum for Satisfying Participation  
                  \*\*\*Desirable and Useful for Leadership

#### Practical Types of Reading

##### Practical Oral Reading

- \*and\*\*1. Announcements - \*Factual and \*\*Persuasive
- \*\*2. Reports
  - Minutes
  - Reports of Interviews, Plans, Decisions, Meetings
- \*3. News Items
- \*and\*\*\*4. Directions, Explanations, Descriptions

##### Practical Silent Reading

- \*1. Newspaper Reading
  - \*News Items
  - \*\*Features
  - \*\*Editorials
  - \*Advertisements
- \*\*2. Magazine Article Reading
  - Information
  - Opinion
  - Argument
- \*and\*\*3. Job Reading
  - \*Directions
  - \*\*Reports and Records
  - \*Descriptions and Definitions
  - \*\*Informational Articles
  - \*Charts, Graphs, Maps, Catalogues
- \*and\*\*4. Personal Reading
  - As under job reading but for personal purposes
- \*\*5. Dictionary Reading

#### Creative and Recreational Types of Reading

- \*1. Newspaper and Magazine Articles and Features

- \*2. Short Stories
- \*\*3. Novels, Biographies, etc.
- \*\*\*4. Poetry
- \*\*\*5. Plays

#### Types of Listening

- \*1. Listening to Directions
- \*2. Listening to Questions
- \*3. Listening for Information
- \*4. Listening for Recall
- \*5. Listening for Pleasure

#### Materials

1. Group Reading Achievement and Diagnostic Skill Tests
2. Developmental Skill Building Workbooks and Teaching Aids - Intermediate and Junior High level - for small group and individual activity
3. Remedial Materials for Word Recognition and Analysis Lacks Flash-X, phonic wheels, charts, workbooks, word games, etc.
4. Newspapers - local and provincial daily; weekly such as Star, Standard, Family Herald
5. Magazines and Periodicals - sports, mechanics, science, news, farm or other interest area, and general
6. Practical and Home Job Literature - directions, recipes, descriptive items, graphs, diagrams, periodicals, catalogues, manuals, brochures
7. Travel Literature - maps, time-tables, guides, brochures
8. Trade Books - with range of interest and vocabulary level
9. Possibly an anthology
10. Etcetera

## SOCIAL STUDIES

### Foreword

This teaching guide for Social Studies in the Adjusted Program has been prepared for the Committee on Adjusted Course Social Studies by Miss Pamela J. Curry, Adjusted Course Teacher, Cornwallis Junior High School, Halifax, Nova Scotia.

Teachers are invited to send to the Curriculum Division, Department of Education, any suggestions which they may have for improving the quality and usefulness of the guide.

### Members of the Committee

James A. Clarkson, Cornwallis Junior High School, Halifax

Pamela J. Curry, Cornwallis Junior High School, Halifax

George Earle, Prince Arthur Junior High School, Dartmouth

Mrs. Hazel M. Evelyn, Bloomfield Junior High School, Halifax

Bill Kuhn, Bicentennial Junior High School, Dartmouth

Keith L. Perry, Inspector of Schools, Halifax

Frank Randall, John Martin Junior High School, Dartmouth

Condo J. Sarto, Caledonia Junior High School, Dartmouth

Mrs. Mary Louise Smith, Shannon School, Dartmouth

H.A.J. Wedderburn, Bloomfield Junior High School, Halifax

## SOCIAL STUDIES

### General Statement

A teaching guide or a course of study is always a means to an end and not an end in itself. Unless the content of the guide or the course is adapted and modified to meet the varying needs of all of the pupils many of the desired results will not be realized. This approach is especially important in social studies work with adjusted course pupils.

The first task of the teacher is that of developing positive attitudes in the pupils in her class. They must be accepted as they are, and this acceptance must be made known to them. In order to develop

this climate in the classroom the teacher must understand the type of pupil in the adjusted program. Above all the teacher must be honest with the class so that she can work more effectively with them, and so that the pupils may understand the purposes of the program and how they can achieve those purposes. When they have this understanding, pupils will find it easier to accept responsibilities and co-operate in tasks which are within their capacities.

It must be kept in mind always that adjusted course pupils are not children but adolescents facing normal adolescent problems with which they are trying to cope while adjusting to an adult world. They are realistic and in certain areas of human affairs they have perhaps a broader understanding of social needs than do younger children who are in junior high school.

While the emphasis must be on flexibility of content and method, there is still need for routine. Variety of method must be incorporated within the framework of classroom routine. Adjusted class pupils need direction and definite limits must be established, for disorganization and lack of purpose lead only to confusion and further pupil frustration.

With such pupils it is difficult to teach geography, history and civics effectively without some means of integration. The flexibility suggested above allows for such integration provided the teacher selects appropriate topics, materials, and activities.

One major problem with many adjusted course pupils is that of reading deficiency. Therefore every teacher to some degree should be a teacher of reading. But caution must be exercised not to use the pupil book as a reading book. Rather it should be used as a source of information and suggestions which may constitute a basis for class discussions, reports and individual and group projects.

Many such pupils will betray symptoms of emotional or disciplinary problems which stem in part from successive failures in the past. The program should therefore be conducted in such a way that complete failure does not occur but that interesting challenges within their capabilities are ever present.

In summary, the adjusted course pupil needs help in forming an accurate appraisal of himself and his abilities. The content of the course should be within his understanding and within his capabilities and must be meaningful to him.

### Aims

Generally speaking, the aims of an adjusted social studies course differ only in degree from those of any other social studies course. As in all cases, the teacher should encourage the pupils to develop positive attitudes and values and attempt to create a desire for self-development so that they can function as responsible human beings in society.

### GENERAL OUTLINE

It is suggested that the 'social' side of social studies be stressed. In this way perhaps the student will be able to find his place in society through a study of social behavior, social achievements, and social causes.

Teachers should bear in mind the fact that the pupil, upon entering the adjusted program in Grade 7, may already have been exposed to teaching about the local and provincial environment. Since the pupil will probably be at least two years over age for the grade, any continued exposure could quite readily result in boredom. However the local materials previously studied should certainly receive brief review, and new material should be continually referred back and related meaningfully to what is familiar. This is necessary in order to provide continuity.

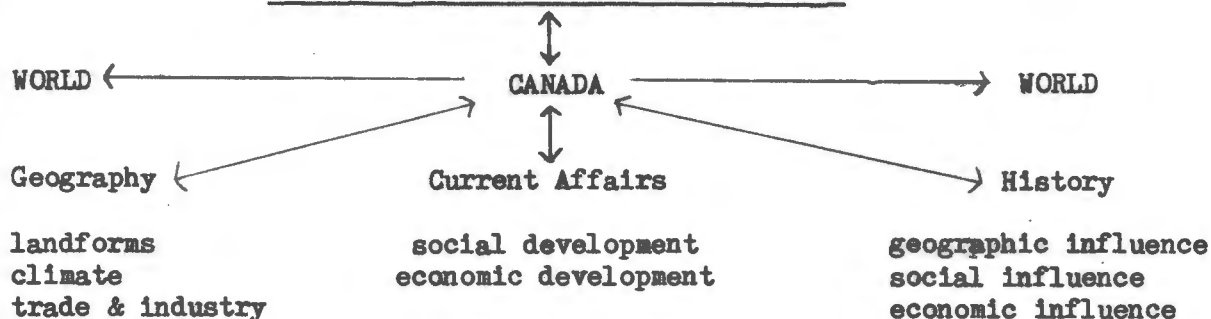
The textbook supplied has been written for use by slow learners and the vocabulary should be within their capabilities. The book can be used over a three-year period, dividing it into three chapters per year. A teacher should not feel compelled to complete a specified number of pages but rather to adjust the amount of material covered to the abilities of the particular class. Comprehension exercises conclude each chapter. The book has been written in such a way as to develop reading skills as well as those in the social studies field. Excellent sources of reference may be found at the end of each unit.

The following is only a suggested division of the material in the text, for each of the three levels. If it appears desirable to use any other order, the teachers involved with the subject should work cooperatively to plan the allocation and emphasis of the units.

- GRADE 7: Unit 1: The Earth
- Unit 2: Anglo-America
- Unit 3: Latin America
  
- GRADE 8: Unit 4: Western Europe
- Unit 5: The Soviet Union
- Unit 6: North Africa and the Middle East
  
- GRADE 9: Unit 7: Africa, South of the Sahara
- Unit 8: The Far East
- Unit 9: The Pacific World

The following diagram is an attempt to illustrate the inter-relatedness of the various units of the text:

DEVELOPMENT OF SOCIAL STUDIES SKILLS



METHOD

General

As in every program, the method which appears to work for one teacher may be ineffective for another. On the other hand, it is quite possible that one pupil will react to a certain approach while another may show little or no response. Flexibility in method is therefore all-important. Before a teacher can develop a particular approach it is necessary to know the pupils involved - their abilities and their limitations.

One of the most frequent shortcomings of this type of class is their reading disability. A lack of vocabulary adds to the educational disadvantage. This problem is the responsibility of not only the English teacher but the social studies teacher as well. The pupil often says only words and shows very little comprehension. Therefore the knowledge which he will retain generally comes from what he sees and what he hears. It follows that the emphasis in teaching must be on the concrete. With such an approach, textbooks can no longer be used in the traditional manner. Because of the structure of Exploring a Changing World, reading need not be ignored but should be supervised in the classroom. Responsibility rests with the teacher, for most of what the student learns is taught during school hours, and the amount which he retains consequently depends on the approach used in the classroom.

It must be remembered that the attention span of the pupils is limited necessitating a variety of teaching techniques.

In order that the student will continue to benefit from the social studies program after his formal schooling is over, it is necessary to teach concepts and basic skills rather than a mere memorization of facts. These pupils can reason and it is up to the teacher to encourage and develop opportunities for the exercise of these abilities. Without many and varied experiences in the use of reason, the pupils will not gain the independence and self-confidence necessary for a satisfactory life in today's society.

In order to develop a favorable rapport in the classroom the teacher must remember that, although he or she is teaching Grade 7, the



minimum age level will be 13-14. Therefore, the pupils are quick to resent any approach which 'plays down' to them or carries any flavor of elementary schooling. Their relative insecurity makes it all the more important that they be addressed on the level as persons, and they readily detect any insincerity in this respect.

### Suggestions

The following are only a few suggestions which might be used as a means of varying method.

#### 1. Films and Filmstrips:

Visual aids are an excellent source of reference in the social studies program. Filmstrips have an advantage in that they can be discussed at the time of showing. Both should be concluded with discussions, debates, projects, etc.; written reports are of little value.

#### 2. Debates and Panel Discussions:

When the pupils enter the adjusted program at the Grade 7 level, they tend to be self-conscious and this diffidence is increased by the inability to express themselves with ease in a formal debating or panel situation. Consequently it is suggested that this type of approach should be used only after the members of the class know one another and after they have regained some self-confidence. These pupils generally realize their limitations and are willing to work on their weaknesses provided that the teacher shows a practical purpose behind each lesson.

#### 3. Map Work:

Before this can be successful, the pupils will have to know a few basic principles involved in map reading, for example, legends, latitude and longitude, etc. Most of the exercises involving map work in both history and geography can be done orally or as a class project.

#### 4. Puzzles:

Crossword puzzles are an example of one way in which to review previously studied material. The teacher can develop the puzzle or preferably it can be a project for the pupils.

#### 5. Projects:

The type of social studies project can be left the discretion of the teacher, or the class can make the decisions. The project will naturally depend on the lessons given in class. Projects should not include the preparation of an essay or extensive written material. They should be related realistically to the interests of the age group: projects with a 'juvenile' flavor will only defeat their

purpose with pupils in Grades 8 or 9, and boys who tinker with their own cars are likely to regard papier mache with a certain degree of healthy cynicism.

#### 6. Tape Recorder:

This device can be used in a number of different ways and the novelty usually captures the pupil's interest. Entire lessons could be taped or the tape recorder could be used by the pupils themselves. For example, the students could record 'interviews' or 'reports' taking them to various countries studied in geography.

#### 7. Drama:

Again this will depend upon the class involved and, like debating, it should not be attempted until the students have gained some self-confidence. Dramatization is a valuable way to develop realistic concepts in history.

#### 8. Field Trips:

Field trips need not involve distant excursions, for in a great number of adjusted classes the pupils have had very few experiences of this nature and know very little about their own local city or community. For example, the class could visit near-by historical sites, factories, libraries, museums, transportation centers, etc. Such visits help to teach the pupils responsibility as citizens of the community.

#### 9. Guest Speakers:

People in various professions and occupations could be invited to speak about their work. These should be carefully selected persons who understand the type of children with whom they will be talking. Their information should be relevant to the course and to the interests of the class.

### CURRENT EVENTS

#### General

Special emphasis must be placed on the current events aspect of the social studies program. As previously mentioned, the basic aim is the development of a responsible citizen in society. Various aspects of citizenship may be incorporated in a study of current affairs. Students are more conscious of the present than the past and, because of this, discussion of current issues can be used as a training ground for developing basic skills and attitudes. Again, education for these pupils must have a practical foundation and in this respect current affairs play an important role. They should not be compartmentalized, however, but carefully integrated in the social studies curriculum. Current topics

of local, national and world interest may act as a motivating force in both geography and history.

In addition to news items, there are several important areas of study which are economic and social in nature. Such topics could include housing, laws, public services, etc. Topics are left to the discretion of the teacher but should be developed in light of the socio-economic background of members of the class.

### Suggestions

#### 1. Newspaper:

Newspapers offer an excellent course in the fundamental aspects of the newspaper industry. In co-operation with members of the teaching profession, a program has been developed which gives instruction in various fields such as responsibility of the newspaper; types of news and advertising; gathering and editing the news. This course can be adapted to the adjusted class. A teacher's manual is obtainable from some newspapers and as the program is divided into 12 lessons, the newspaper is sent free of charge to each pupil during this period of time. It is suggested that the class then tour the plant of the local newspaper. A teacher may then undertake to help her pupils set up a workshop in the classroom and possibly establish a 'newspaper' for the school.

#### 2. Banking:

The students willingly undertake projects for which they see an immediate use and which will benefit them after leaving the educational system. The pupil will undoubtedly be personally involved in some form of banking. Therefore an understanding of the procedures used in banking would be worthwhile. The local banks are co-operative in making available material such as pamphlets, deposit and withdrawal forms, which can be used in the classroom.

#### 3. Schedules:

It is quite probable that the students will eventually be called upon to read a schedule. Numerous train, boat and plane schedules are a sign of the important role of transportation in this generation. Once again, local travel concerns will oblige in furnishing necessary materials.

#### 4. Public Speaking:

Although public speaking may be considered one phase of an English program, it has been said that all teachers are teachers of English. Mass media have shown the necessity and importance of oral communication in today's world. Informal modes of public speaking can be made especially useful vehicles of instruction in the current events part of the program. This should not be merely

a matter of making speeches but imaginatively developed: the pupils may prepare interviews, radio announcements, or television programs involving issues of current interest.

### EVALUATION

The mark received on an examination paper has little information value in itself. It serves, however, as a 'materialistic reward'. Perhaps the best justification for formal examinations for adjusted course classes is a negative one: without such examinations they would be even more obviously 'special cases' and their confidence would be further undermined.

From the viewpoint of the student, 'success' is perhaps the most important aspect of evaluation. Therefore a teacher must avoid setting any test or examination which exceeds the capabilities of the pupil. On the other hand, it is important that such examinations are challenging.

A teacher should evaluate each individual member of the class on the basis of absolute, rather than comparative progress. In a situation such as that of the adjusted program, the teacher should encourage self-improvement rather than class competition.

There are numerous ways to evaluate progress and many variables to be measured. Since the adjusted course student's attention span is limited, better results are obtained with short tests rather than long examinations. The final result should be an accumulation of marks on tests given throughout the term, projects, class work, etc. It is also possible to allow a certain percentage for attitude and improvement. This is almost essential for the 'willing workers' who for emotional or other reasons, find it difficult to achieve on any written test or examination.

Evaluation will depend largely upon method. The recall of factual information is irrelevant and therefore examinations which attempt to measure only this type of learning are valueless. Instead, test questions should attempt to assess the pupil's understanding of concepts and relationships.

#### Suggestions

There are several types of questions which could be used as means of evaluation.

##### 1. Reading Comprehension:

Passages pertaining to social studies could be written on the paper, followed by questions which would test the student's understanding of the concepts involved. This will eliminate the emphasis on memorization.

## 2. Exercises:

Exercises similar to those written as a part of the normal classroom routine can be used on an examination paper. For example, an exercise on latitude and longitude could be completed with the aid of an atlas.

## 3. Map Work

The writing of examinations should be a learning situation. Therefore it is suggested that the pupils attempt to locate places already written on a map. This will test the skills of map reading rather than locating particular areas from memory.

## 4. Short Answer Questions:

It is apparent that those pupils having difficulties in reading will also be handicapped in written expression. Such students will be at a disadvantage in attempting to answer long essay-type questions. An attempt should be made to devise questions which require short answers, but which at the same time test conceptual learning rather than mere memorization.

## 5. Open Book Questions:

This type of questioning is especially appropriate in the area of current events. Newspapers or other current literature could be distributed among the class during the examinations. By using the materials provided, the students should be able to answer questions pertaining to this subject.

## 6. Multiple Choice:

Teachers must beware of setting questions of this type merely to test the recall of factual information. Questions should be so worded as to test reasoning ability.

### AUDIO-VISUAL AIDS

The catalogue of the Film Library lists many films which will be of value in developing many topics related to the course. Appropriate films should be booked as far in advance as possible to ensure receiving the films without undue delay.

## MATHEMATICS

### Objectives

1. To provide computational skills in the fundamental operations.
2. To provide understanding of the properties and structure of our number system.
3. To be able to use mathematics as a tool subject in various vocational and business applications.
4. To develop efficient problem-solving techniques.

### General Statement

Because of the school experience which adjusted course students have already had, their pattern of achievement in mathematics will probably show that they are performing at one or more grade levels below their expected achievement. They will arrive at the junior high school level with some disabilities and weaknesses which must be diagnosed and corrected if the minimum program is to be completed. The first task of the teacher must be to determine as carefully as possible what these disabilities are and then attempt to provide the type of remedial program necessary to effect understanding and improve performance. This presupposes that the junior high school teacher who receives these pupils for mathematics instruction understands the methodology and content of the elementary school program. It is also imperative that the teacher be familiar with diagnostic testing instruments and that she be able to use them.

When the student is able to perform and understand those parts of the program which are contained in modern elementary school mathematics, he can begin to do the work of the junior high school grades. Not all students will arrive at this point at the same time. In this respect, programs in these classes will have to be tailored for individual students; and classes, of necessity, will need to have small enrolments. Classrooms where those programs are taught should be generously supplied with mathematical teaching models, charts and manipulative materials. The classrooms should be equipped to make use of modern teaching devices including filmstrip projectors, overhead projectors, motion picture projectors, television, etc.

It is widely recognized today that the minimum level of proficiency in mathematics which will provide a young person with the skills necessary for even the service-type occupations would be at least a grade 8 level. The basic program which is offered as a foundation for all students contains these essential elements. It is proposed, therefore, that the content of the program for adjusted course students should be basically the same as that for other students but that it should be modified and that the pace of instruction should be geared to the rate of understanding of the student. Since these students will have difficulty

in those aspects of mathematics which require reasoning and problem-solving, it is suggested that teaching procedures should utilize examples derived from practical situations current in consumer mathematics or in shop and home economics situations. As an illustration, graphing may be taught not as a basis for plotting points on a parabola, but possibly to give meaning to the cost of living index.

The key to success in this program will be the teacher. In such measure as she is able to discover the weaknesses of the students and to correct them and to the degree with which she is able to use a resourceful approach which will provide insight and understanding; this program will succeed. She will have to recognize in those pupils their worth as individuals, members of the community, and future citizens. She will need to know the causes of their frustrations and cultural deprivation; and the degree in which she will be able to communicate mathematical skills will depend, in part, on her own personality and a host of other factors which have nothing to do with mathematics at all. These factors arise out of the home and community environment and will be forces over which the school may not be able to exert an all-embracing influence.

### Curriculum Content

After a careful examination has been made of emerging modern elementary and junior high school programs, the core materials for the modified course have been selected. Some aspects of the content will not require the depth of treatment that will be required for students who will go on to further mathematics courses.

#### Grade Seven

Place Value  
Addition and Subtraction  
Adding and Subtracting  
Multiplication  
Division  
Measurement  
Basic Principles  
Multiplying  
Dividing  
Number Theory  
Fractions  
Rational Numbers

#### Grade Eight

Place Value and Number Bases  
Addition and Subtraction  
Multiplication and Division  
Measurement  
Special Products and Quotients  
Estimation  
Multiplying



Dividing  
 Number Theory  
 Fractions  
 Rational Numbers  
 Addition and Subtraction of Rational Numbers  
 Multiplication and Division of Rational Numbers  
 Decimals and Per Cents

### Grade Nine

Place Value and Number Bases  
 Equations and Operations  
 Basic Principles for Whole Numbers  
 Estimation  
 Computing  
 Geometry  
 Number Theory  
 Fractions and Rational Numbers  
 Addition and Subtraction of Rational Numbers  
 Multiplication and Division of Rational Numbers  
 Ratio  
 Decimals  
 Per Cent  
 Integers  
 Graphing

### SCIENCE

The kind of world we live in demands that every citizen have at least a working understanding of the basic concepts of fundamental science. Certain well defined content areas form the basis of programs of science education. These are:

1. Plants
2. Animals
3. The Human Body, Health, Safety
4. Conservation
5. The Earth
6. Weather and Climate
7. Energy and Physical Changes
8. Chemical Changes
9. Machines
10. Science in Industry
11. Electricity and Magnetism
12. The Solar System and Space

The content areas having been well defined, the program for these students is organized in such a way that students will have an opportunity to extend learning experiences in these areas. The approach for these students will be different in the methods of teaching and evaluation. The teacher should use the content of the program to correlate with experiences in the shop and home economics departments and



the never-ending kaleidoscope of changing events from the world of science reported by the news media. The teacher may turn on the television set and watch with students the launching of Gemini 6 and 7. Questions will arise which will require reading and explanation by the class. The textbook becomes a resource book where teachers and pupils turn for new information.

Because many of these students will have reading disabilities, part of the teacher's problem is to find text material which will be written at a vocabulary level that the students can read and enjoy. Since the students will be familiar with the style and vocabulary of the science program currently in use in the elementary grades\*, the use of these materials has been extended as basic texts for pupils in this course. The two books, 7 and 8, will provide sufficient content in the three grades - 7, 8 and 9.

Teachers should adjust the depth of treatment to the understanding and ability of the students and should proceed through the content only as fast as the students are able to assimilate and understand. No rigid grade standards should be expected, and it is suggested that imaginative testing procedures could be employed which would permit students to use texts as resource materials to discuss problems in oral compositions and quizzes. Minimum emphasis should be placed on memorization of isolated facts for recall. The same familiar objectives that are set forth for science in the elementary grades hold for students in the adjusted course, and teachers are referred to the teaching guide, Science - Primary to Six, for background information.

The suggested list of content topics outlined below is not intended to be restrictive or inclusive but is given as a guideline.

The World of Water and Soil  
Water for the World  
Life and Death in the Soil

Scientists at Your Service  
Fire Science  
Science and Streets and Roads

Science and You  
Dinner Around the World  
Growing Up  
From Head to Toe

Exploring Space  
Space Travel  
The Earth in Space

Chemistry at Your Service  
The Science of Chemistry  
New Materials for New Uses

Electrical Energy  
Electrons at Work  
Using Electricity

Explorers on Earth  
Exploring our Country  
Exploring Beneath the Earth

Explorers in the Sky  
Among the Planets  
Among the Stars

\*Science in the Space Age, Book 7 and Science and Your Future, Book 8,  
Herman and Nina Schneider - D.C. Heath and Company

**World Weather and Climate****The World of Weather****Climate and People****The World of Animals and Plants****Animal World****Plant World****Science and Air Travel****Up in the Air with Air****Machines at the Airport****Keeping Well****You and Your Health****You and Your Development****You and Your Nervous System****Using Resources Wisely****Resources for More People****Scientists in our Future**

APPENDIX C

THE ADJUSTED COURSE PROGRAM  
DEPARTMENT OF EDUCATION, 1975

## THE ADJUSTED COURSE PROGRAM

Schools that have received permission to offer the adjusted courses may requisition from the School Book Bureau the materials listed below:

Teaching Guide: Adjusted Program, Junior High School

TITLE	Grade
<u>Exploring a Changing World</u>	7,8,9
<u>Exploring a Changing World, Teachers' Edition</u>	7,8,9
<u>First Course Chemistry</u>	7
<u>First Course Chemistry, Teachers' Edition</u>	7
<u>First Course Physics</u>	7
<u>First Course Physics, Teachers' Edition</u>	7
<u>First Course Biology</u>	7
<u>First Course Biology, Teachers' Edition</u>	7
<u>First Course Earth Science</u>	7
<u>First Course Earth Science, Teachers' Edition</u>	7
<u>Second Course Chemistry</u>	8
<u>Second Course Chemistry, Teachers' Edition</u>	8
<u>Second Course Physics</u>	8
<u>Second Course Physics, Teachers' Edition</u>	8
<u>Second Course Biology</u>	8
<u>Second Course Biology, Teachers' Edition</u>	8
<u>Second Course Earth Science</u>	8
<u>Second Course Earth Science, Teachers' Edition</u>	8
<u>Third Course Chemistry</u>	9
<u>Third Course Chemistry, Teachers' Edition</u>	9
<u>Third Course Physics</u>	9
<u>Third Course Physics, Teachers' Edition</u>	9
<u>Third Course Biology</u>	9
<u>Third Course Biology, Teachers' Edition</u>	9
<u>Third Course Earth Science</u>	9
<u>Third Course Earth Science, Teachers' Edition</u>	9
<u>Essentials of Mathematics I</u>	7
<u>Essentials of Mathematics II</u>	8
<u>Essentials of Mathematics III</u>	9
<u>Computational Skills Development Kit (1 per school)</u>	7,8,9
<u>Modern English in Action 7, Teachers' Edition</u>	7,8,9
<u>Modern English in Action 8, Teachers' Edition</u>	7,8,9
<u>Modern English in Action 9, Teachers' Edition</u>	7,8,9
<u>The Macmillan English Series, Teachers' Annotated Edition 7</u>	7,8,9
<u>The Macmillan English Series, Teachers' Annotated Edition 8</u>	7,8,9
<u>The Macmillan English Series, Teachers' Annotated Edition 9</u>	7,8,9
<u>Patterns in Spelling and Writing, Book e</u>	7
<u>Patterns in Spelling and Writing, Book e, Teachers' Edition</u>	7
<u>Patterns in Spelling and Writing, Book f</u>	8
<u>Patterns in Spelling and Writing, Book f, Teachers' Edition</u>	8

## GATEWAY ENGLISH SERIES

<u>A Family is a Way of Feeling</u>	7-9
<u>Stories in Song and Verse</u>	7-9
<u>Who Am I?</u>	7-9
<u>Coping</u>	7-9
Teachers' Manual, <u>Level 1</u>	7-9
<u>Striving</u>	7-9
<u>A Western Sampler</u>	7-9
<u>Creatures in Verse</u>	7-9
<u>Two Roads to Greatness</u>	7-9
Teachers' Manual, <u>Level 2</u>	7-9
<u>Rebels and Regulars</u>	7-9
<u>People in Poetry</u>	7-9
<u>Something Strange</u>	7-9
<u>Ways of Justice</u>	7-9
Teachers' Manual, <u>Level 3</u>	7-9

## PATHWAYS TO THE WORLD OF ENGLISH

<u>Searching for Identity</u>	7-9
<u>Searching for Values</u>	7-9
Teachers' Guide, <u>Level 1</u>	7-9
<u>Knowing Ourselves and Others</u>	7-9
<u>Gaining Insights - Past and Present</u>	7-9
Teachers' Guide, <u>Level 2</u>	7-9

## PASSPORT TO READING SERIES

<u>Anchors Aweigh</u>	7
Teachers' Manual for <u>Anchors Aweigh</u>	7
<u>Over the Horizon</u>	7,8
Teachers' Manual for <u>Over the Horizon</u>	7,8
<u>Outward Bound</u>	7,8
Teachers' Manual for <u>Outward Bound</u>	7,8
<u>Into Orbit</u>	9
Teachers' Manual for <u>Into Orbit</u>	9
<u>Full Flight</u>	9
Teachers' Manual for <u>Full Flight</u>	9

## CHECKERED FLAG SERIES

<u>Wheels</u>	7-9
<u>Riddles</u>	7-9
<u>Bearcat</u>	7-9
<u>Smashup</u>	7-9
<u>Scramble</u>	7-9
<u>Flea</u>	7-9
<u>Grand Prix</u>	7-9

<u>500</u>	7-9
<u>Teachers' Manual for Checkered Flag Series</u>	7-9
<u>Checkered Flag Audio-Visual Kit A or</u>	
<u>Checkered Flag Audio-Visual Kit B</u>	
in limited supply to systems offering the Adjusted Course.	

## MORGAN BAY MYSTERY SERIES

<u>Mystery of the Midnight Visitor</u>	7-9
<u>Mystery of the Missing Marlin</u>	7-9
<u>Mystery of the Musical Ghost</u>	7-9
<u>Mystery of Monk's Island</u>	7-9
<u>Mystery of the Marauder's Gold</u>	7-9
<u>Mystery of the Myrmidon's Journey</u>	7-9
<u>Teachers' Manual for Morgan Bay Mystery Series</u>	7-9

## READERS DIGEST READING SKILL BUILDERS

<u>Grade 4 level, Part 1</u>	4
<u>Teachers' Edition, Grade 4 level, Part 1</u>	4
<u>Grade 4 level, Part 2</u>	4
<u>Teachers' Edition, Grade 4 level, Part 2</u>	4
<u>Grade 5 level, Part 1</u>	5
<u>Teachers' Edition, Grade 5 level, Part 1</u>	5
<u>Grade 5 level, Part 2</u>	5
<u>Teachers' Edition, Grade 5 level, Part 2</u>	5
<u>Grade 6 level, Part 1</u>	6
<u>Teachers' Edition, Grade 6 level, Part 1</u>	6
<u>Grade 6 level, Part 2</u>	6
<u>Teachers' Edition, Grade 6 level, Part 2</u>	6
<u>Grade 7 level, Part 1</u>	7
<u>Teachers' Edition, Grade 7 level, Part 1</u>	7
<u>Grade 7 level, Part 2</u>	7
<u>Teachers' Edition, Grade 7 level, Part 2</u>	7
<u>Grade 8 level, Part 1</u>	8
<u>Teachers' Edition, Grade 8 level, Part 1</u>	8
<u>Grade 8 level, Part 2</u>	8
<u>Teachers' Edition, Grade 8 level, Part 2</u>	8

Readers Digest Audio Lessons for the above levels with an expected maximum of one set (levels 4-6) per school offering the Adjusted Course.

<u>Learning Your Language, Book 1, Courage and Conflict</u>	7,8
<u>Learning Your Language, Book 3, Folk Tales and Folk Songs</u>	7,8
<u>Learning Your Language, Book 4, Victory and Defeat</u>	7,8
<u>Teachers' Edition, Learning Your Language Series</u>	7,8
<u>Success in Language and Literature A Unit 2, Let's Talk it Over</u>	8
<u>Teachers' Edition, Unit 2, Success in Language and Literature Series</u>	8
<u>Success in Language and Literature Unit 4, The Sound Around Us</u>	8
<u>Teachers' Edition, Unit 4, The Sound Around Us</u>	8

## HOCKEY ACTION SERIES

<u>Puck Hog</u>	7-9
<u>The Championship</u>	7-9
<u>Training Camp</u>	7-9
<u>Rookie Under Fire</u>	7-9
<u>Hockey Powerhouse</u>	7-9
<u>Battle for the Cup</u>	7-9
<u>Brodie Turns Pro</u>	7-9
<u>Playoff Pressure</u>	7-9
Teachers' Guide to <u>Hockey Action Series</u>	7-9

## PINE MOUNTAIN ADVENTURE SERIES+

<u>Skiing Sabotage+</u>	7-9
<u>Mountain Mishap+</u>	7-9
<u>Devil's Shute+</u>	7-9

**APPENDIX D**

**OCCUPATIONAL ENTRANCE PROGRAM**

**NEW WATERFORD**



## OCCUPATIONAL ENTRANCE PROGRAM

### AIMS AND OBJECTIVES:

The educational aim of this program is to inculcate in students the attitudes, desires, skills, and knowledge necessary for entry into the occupational and general life of the community.

The administrative aim is to provide an improved educational service for those students whose record of academic achievement, emotional characteristic, and environmental background indicate that they will profit little from the regular school program.

General objectives for the course are as follows:

- (1) To develop the basic computation and communication skills to the full potential of the individual student.
- (2) To develop an understanding and appreciation of basic tools and materials found in the home and community through courses in Industrial Arts and Home Economics.
- (3) To develop in the students attitudes and characteristics which are considered acceptable in society.
- (4) To orient school learning towards occupational entrance in such a way that studies are meaningful to the student.
- (5) To develop confidence in the student in regard to:
  - a. his ability to deal comfortably and courteously with the employer and fellow workers.
  - b. his ability to successfully perform various jobs for the purpose of earning his own living.
  - c. appreciating the value of promptness and dependability as essential to holding a job.
  - d. developing meaningful vocabulary, skills, and accuracy required for various jobs.
  - e. developing a sense of security and a feeling of worth as a contributing member of a community.

The student in this course is seldom going to enter a vocation where his ability to achieve success is dependent solely upon academic skills. The student will be, however, proficient enough in the academic areas as they apply to daily living.

Inasmuch as these skills will be used as tools to gain information, communicate ideas, follow directions, and generally perform the tasks of daily life, it is essential that they be developed to the full extent of each student's potential. It is in this light that the teaching of academic knowledge and skills should be approached.

It should be noted that one of the most important objectives is that which refers to the development of desirable attitudes and characteristics. For students entering the service occupations, the acquisition of a desirable attitude is of more importance than general academic skills. Experiences in the classroom, in work experience, and on the job training should be evaluated both in regard to attitudes developed as well as the academic vocational skills acquired.

#### CHARACTERISTICS OF THE OCCUPATIONAL ENTRANCE COURSE STUDENT

In most areas of the province the high schools have had little contact with slow learners because of the tendency of such students to leave school during the junior high school years or as soon as the law allowed. One of the main purposes of the grade VII-X Occupational Entrance Course was to retain the children in the school system by offering a program suited to their needs and abilities.

A number of these students will, at the end of grade IX decide to transfer to a Vocational School for training in a specific area. Numerous other students will discover that their aptitudes, interests, and abilities are not centered around the areas of study offered in Vocational Schools and will elect to remain in a school for study in grade X of the Occupational Entrance Course. It is of this group, as yet unaware of its vocational choice, that the following remarks pertain.

The average student entering grade X of this program will be in the 16+ - 17+ age group. As a result of their late entry into grade X, they have generally achieved their highest intellectual development. They should be at their maximum growth in the academic skills. Despite the foregoing it should be noted that there will be students who, through the psycho-social stimulation of the junior high program, have developed intellectually and now obviously have a greater potential than was apparent originally. Schools should make every effort to offer further motivation to these students and allow them to develop to their full potential.

Teachers and administrators should make every effort to be in sympathy with the problems faced by Occupational Entrance Course students. They should sympathize with, but not necessarily condone, the behavior and thinking processes of the students. "Of the slow learners who were also non-achievers, Liddle found that almost one out of five had been in trouble with the law, and this at an age younger than the peak delinquency period. In school, the majority of the severe behavior problems come from this group of less than 20 percent of the school population. Many factors such as a broken home, lack of religious affiliation or failure

to place importance upon religious teachings and a general feeling of inadequacy and frustration generated by their meager general environmental conditions undoubtedly contribute to the characteristics of slow learners. Added to this are their health and hygiene problems and the problems faced by all adolescents in the attempt to establish their independence. It becomes apparent that special programs are essential if these youngsters are ever going to approach their potential and become an asset rather than a liability to both themselves and society. Education cannot change their environmental conditions directly. Education can, however, help them learn necessary skills and appropriate attitudes, provide them with tools to solve their problems, and help them change their value systems so that they, in turn, will help change their environment - to some degree now, but to a much greater degree when they establish their own homes in the future."

It has been stated that the students have come close to reaching their potential in academic achievement. Instruction in the academic skills does not cease, however. The character of the instruction changes. The stress is now on the application of skills learned to a practical and meaningful situation. This will reinforce skills previously learned and extend them in areas where a need is made apparent as a result of the work experience projects.

This does not exclude the fact that there will be students who have not, for various reasons, realized their full potential. Remedial work may well be necessary with those students who have transferred into the program at a level above grade VII or VIII.

Some students entering grade X may be extremely restless and even eager to leave school. It is hoped that the work experience will provide a fresh motivation and stimulation. It will allow the student to develop an appreciation and understanding of the necessity for academic skills and to see a relationship between such skills and success at work. In addition, the work experience and on the job training in grades IX and X should do much to modify and improve many of the behavioral and attitudinal characteristics of the students. It cannot be stressed too much that most workers in the service industries gain and retain jobs, not through academic learning, but because of suitable attitudes towards work, fellow workers, employers, and the public with which they may deal.

For this reason, the teacher of the Occupational Entrance Course must evaluate academic and occupational achievement not in the light of factual material memorized, but rather in view of how the work has modified and improved the attitude and behavior of a student.

#### ENTRANCE REQUIREMENTS

Entrance requirements have been kept flexible in order that local needs may be met. Normally students entering the O.E.P. will have been closely studied for several years by the administrators and teachers within a school district. If this long-term observation indicated that O.E.P.

placement is warranted, the child should ideally be referred to the Guidance Personnel. The Guidance Personnel should assess the child's intellectual and emotional development. On the basis of such an assessment and with due consideration to other factors, the person in charge of O.E.P. placement should formulate a decision.

There follows a list of general requirements to be used as a criterion:

1. The child should be 14 plus by October 1 of the year he enters grade seven.\* Add one year to this age for each succeeding level.
2. The student should have a record of poor achievement in the elementary school. The record likely indicates progressive difficulty as the work has become more abstract. If a retention policy has been practiced, the child has likely spent five years completing the work from primary to 3 and four years in the intermediate grades (4-6). The achievement record in the intermediate grades will be in the "E" range (50's - 60's) which in most areas would place the child in the lowest 15% - 20% of a heterogeneous class. A standardized achievement test should be administered to all candidates.
3. The reading level of a student will usually be 2-3 grade levels below that of his grade peers.
4. The child would be unable to benefit greatly from continuing on in his studies even in a slow grade seven class.
5. The I.Q. of the student should be between 75-90. When an individual assessment is not possible nor feasible, administrators should base their judgement on the results of group I.Q. tests. Doubtful cases should always have an individual assessment before placement is recommended to parents. This score should be only one of the criteria used and should be interpreted carefully in the light of the student's health, cultural background, general academic ability, attitude, interests and aptitudes.
6. Before being placed in the O.E.P., written parental consent is required and before asking for this consent, parents should be informed of the nature of the course and of its limitations as a prerequisite to higher education.

Parents should be made aware that the O.E.P. is a course designed to meet the needs of a specific group of students. It is not a course designed to rehabilitate students in preparation for transfer to the regular course. Such transfer is possible, but would be recommended in exceptional cases only.

Information on possible O.E.P. placements should be forwarded to Breton Education Centre in March so that decisions on placement can be made before scheduling begins. This information would be sent on standard forms supplied to feeder schools by Breton Education Centre. In cases where more information is required, personal contact will be made by the director of O.E.P. in consultation with a committee of O.E.P. teachers.

### ENTRANCE AND TRANSFER

The Occupational Entrance Course is in itself a complete program. Its purpose is not to salvage and restore students to regular course. It is to be thought of as basically developmental rather than remedial.

The course may be offered by schools at any level up to and including grade nine, although the program has been designed to offer maximum benefit to those students entering from grade six.

In exceptional cases, transfer to another course is possible.

APPENDIX E

MUNICIPALITY OF RICHMOND COUNTY SCHOOL BOARD  
PRESENT CURRICULUM USED IN THE OCCUPATIONAL CLASSES

## Present Curriculum Used in the Occupational Classes

Math - 10 periods per seven day cycle. Emphasis in on the practical application of addition, subtraction, multiplication, division, fractions, decimals and percentage. This is begun in the 1st year and carried through. Ideally the third year consists of applying what has been learned to everyday living.

### Reading

- Done individually, 14 periods per cycle. Grade 11 and 12 tutors are used. We attempt to diagnose difficulties and establish a programme and materials suitable to each student. While one student is receiving reading instruction, the remainder are with tutors or doing exercises related to writing letters or job skills. An individual approach in all three years is made possible by a) standardized testing, b) getting a wide selection of materials which include different methods, c) aiming toward a minimum 6.0 reading level, and d) regularly meeting to adopt and refine those procedures and methods suitable to each student.

### Occupational Skills

- This falls into 3 sections - A. Determining aptitudes and abilities, B. How to get and hold a job, and C. Consumer Education. Next year we hope to co-ordinate the activities among the three years. Thus we intend to spend more time on diagnosis in the first year so as to better prescribe a programme for the student which will be consistent over the three year programme.

### Writing

- "Volumn" writing in all three years. Emphasis on handwriting skills, dictionary skills, grammar where possible, personal letters and business letters.

### Spelling

- 300 words per year plus extras from the student's writing and reading. We will pre-test the 300 words in September, divide the # of weeks into the # of errors. Tutors for this.

### Social Studies

- 1st two years - 1. Canadian Geography  
2. Law  
3. Government - 3 levels.

### Science

- Sex education. The Family Planning Bureau in Halifax used.

Mini Courses

- Involving people in the community.
- a) Clothing - quality, color, styles, etc.
- b) Buying a Car
- c) Child Care
- d) Insurance
- e) Contracts.



APPENDIX F

INTERMEDIATE INDUSTRIAL PROGRAM  
KINGS REGIONAL VOCATIONAL SCHOOL

## OUT TO LUNCH

Fay P. Lee, Supervisor, Education Reference Service

For 16 students of 'Kingstec' - Kings Regional Vocational School - the regulation lunch period allows scarcely a moment for relaxation - let alone a bite to eat. These young men and women, who are enrolled in the school's dining room services program, have the daily responsibility of serving lunch to their instructors and visitors, under circumstances that are as realistic and as demanding as any they will find when they join the work-force at the end of the one-year training period.

When I had lunch in the staff dining room of the KRVS on a recent visit to the school, I might, to judge from the decor and 'ambience', have been in one of my usual cosy eateries in downtown Halifax - except that the speed and efficiency of the service was actually greater.

We made our selection from the daily menu (it's so handy to have a student printing shop on the premises), and looked forward to enjoying a three-course meal that is always the same as that served to the students downstairs in the school cafeteria. As an invited guest, I was not presented with a bill, but the instructors lined up at the cash register to pay for their meal. I saw one or two checking the addition - but that's always a wise principle in even the best restaurants.

Later I had an opportunity to discuss the Dining Room Services Program - now in its third year of operation - with class instructor Donna Higgins. When she told me that, in her opinion, a great deal of the credit for the success of the program should go to the 'continuous progress' concept being piloted this year, I felt that further explanation was needed. After all, doesn't continuous progress involve individualized instruction, everyone working at his or her own pace, inevitable computerized timetabling, possibly open-plan facilities and a de-emphasis of neatness, order and strict punctuality - the very attributes that her students required and displayed in their chosen working environment?

It appeared that Geoffrey Wright, Principal of KRVS, who is solidly behind the idea of continuous progress in occupational programs, had already given thought to these matters: 'In devising a concept of continuous progress,' he says, 'we have attempted to produce a method that is not too complex to administer and operate. Most of the case studies of systems employing continuous progress indicate that they had a computer either on the premises or readily available. We decided that using a computer off the premises was not an ideal solution; therefore some other means of scheduling had to be designed. The problem, then, was to discover a way to make a continuous progress program operable by implementing individualized instruction.'

Mr. Wright is quick to point out that students in vocational - as in other educational - programs have their strengths and weaknesses and different learning abilities. Why, therefore, do we in education

insist that every student must learn the basic skills of, for example, plumbing, in two years, regardless of ability and background. It would seem far more realistic, he maintains, to try and fit programs to meet the needs of the individual.

'Easier said than done', one might think - and probably correctly. But Mrs. Higgins has risen to the challenge - and enjoys, she says, the job (her first after graduation from Acadia with degrees in Home Economics and Education), the students themselves, and even the additional work load in terms of careful planning and constant attention to individual problems and progress.

#### CONFIDENCE

'My main objective', she says, 'is to give students confidence in themselves by placing my confidence in them and allowing them to do something useful and responsible. The course content must be covered, but it is, in many ways, of less importance than teaching students and skills and attitudes that will enable them to get, and hold, the jobs they want. Since I have them most of the day, I get to know them well and we can discuss typical situations that arise and feelings that they may have. After all, their entrance qualifications can range from Grade 7 to Grade 11, which means that their level of maturity, and experience in dealing with the public, varies enormously. And even an aware adult could lose his cool if subjected to abuse or reproach by a client for a shortage of food in the kitchen or for an accident.'

Admitting that no waiter or waitress looks forward to the accidental spill over a patron's best suit, I was curious to know what advice an instructor would give for dealing with a potentially explosive situation.

Mrs. Higgins replied that students learn the importance of courtesy and correct behavior in all dealings with customers. Behind the scenes, they may well give vent to some of their personal feelings, but that is a different situation.

Apart from that kind of incident, Mrs. Higgins realizes that many of her students must have the opportunity to let off steam on occasion - sometimes at her expense. 'But my philosophy is that they've been taken to the office too many times already - obviously without effect,' she says. 'So we usually express our feelings, and try to work things out. That seems to work in most cases.'

#### LEARNING PACKAGES

As a first step towards continuous progress this year, the dining room services students are using a student-program guide that is linked to the specially designed teacher's book and that allows them to progress to a great extent at their own rate. Although that is in itself a great step forward, Mrs. Higgins and Mr. Wright recognize the need to individualize instruction even further, since the needs of the students are extremely varied.

'With such a wide entrance range, and the fact that attention span ranges from under five to over 40 minutes, it would be impossible to reach every student with the regular "lecture" format that I once employed when this program was first introduced three years ago. But we would like to go beyond the student and teacher's guide that we are using this year. We are now planning a system of learning packages that will allow even more flexibility. Students will cover the ground with their help, coming to me, or consulting each other about difficulties. Already they help each other a great deal.

'At present, the normal length of the program is one year. Previously, if a student "failed", there was no remedy - unless to take the whole course over. Now slower students can come back just long enough to complete the unfinished part of the program. Then they will receive their diploma like the others.

'You see, a student may be slow because he or she is very meticulous. I have a case like that this year. Why should they be penalized for such a trait, that might be very valuable to their future employer?'

Mrs. Higgins then showed me where the carpentry students would be constructing the components to hold the learning packages - possibly when her students were out on 'work experience' in March or April.

How do students come into the program, I wondered. And where do they go when they leave 'Kingstec'? Some students enrol because they want to work in the field. For some with lower entrance qualifications, the year is used for upgrading purposes to allow them entry into another program. Some just want to get out of regular school. Others have no motivation before or after entry and usually constitute the three or four who drop out early in the program. And a few may have become interested when they took part in an exploratory session in their junior high school days - as part of the Career Awareness Program that the Kings Regional Vocational School is piloting, with the support of the Amalgamated School Board and a number of local feeder schools and their guidance counsellors.

APPENDIX G

INTERMEDIATE INDUSTRIAL PROGRAMS  
COLCHESTER REGIONAL VOCATIONAL SCHOOL  
DIGBY REGIONAL HIGH SCHOOL

### INTERMEDIATE INDUSTRIAL PROGRAM

The Intermediate Industrial Program will be offered at Colchester Regional Vocational School paralleling and working directly with the Junior High Feeder Schools in the area. The program will be offered on a one to three year basis. Three objectives will be followed:

- (1) To prepare students for an equivalent grade level to enter the regular vocational program.
- (2) To prepare students for job opportunities and eventual career.
- (3) Some students may find that they would rather go back to a regular academic program.

### ADMISSION REQUIREMENTS

- (1) 14 years of age or older (shop safety factor)
- (2) Preferably one year at Junior High School.
- (3) Parental consent.
- (4) Consultation and acceptance by school Guidance Counsellors.

### BASICS OF PROGRAM

Each student will attend shop classes for one-half day. The other half-day will be spent in the academic classroom.

The following shops will be available:

- (1) Carpentry
- (2) General Mechanics
- (3) Sheet Metal
- (4) Small Gas Engines
- (5) Welding

All students, hopefully, will attend the shop of their choice. Note that there will be no more than 12 students at any one time in any shop.

The following academic program will be followed:

- (1) Communications - English Skills - Emphasis placed on Reading, Writing, Speaking and Listening.

- (2) Science - General Science Concepts
- (3) Mathematics - General Math basically related to trade areas.
- (4) Consumer Education - Includes family living and life skills.
- (5) Physical Education - Recreational.

The school operates on a 6 day cycle, 6 period per day. Therefore, three consecutive periods will be spent in shop and three in the academic area.

A 10 week semester system is offered to facilitate moving students to different shop areas. This again depends on numbers but hopefully each student may reach the shop of his choice.

#### WORK EXPERIENCE

An on-the-job training program will be offered to some students entering the program. Employers in the Truro area are offering jobs in order to give prospective employees an idea what is required for particular occupations. If a proper attitude is shown by the students, it is possible they may spend one 10 week semester working.

#### NOTE

- (1) Each student will be paid
- (2) Attendance and evaluation will be given by employer.
- (3) After the 10 weeks of work the student will return to school to complete other areas of his program.
- (4) Students who will be offered work training will be required to be 16 years of age or at least in the latter part of their 15th year.

#### GENERAL

- (1) Attendance at all times will be stressed.
- (2) Regular reports will be kept on all students. Parents will be made aware of this.
- (3) Goals will be set out that must be attained to move up ladder.

## DIGBY REGIONAL HIGH SCHOOL

## INTERMEDIATE INDUSTRIAL SHOP PROGRAM

STUDENTS NAME . . . . .

PROGRESS TO DECEMBER

## PERSONALITY TRAITS

## PERSONAL ASSESSMENTS

Co-operation; Willingness to work with others in a helpful way; to do teamwork, to carry out assignments of superiors

- A Highly co-operative
- B Co-operative
- C Follower
- D Occasionally
- E None

Application and Industry; Persistency and constancy of effort, manner of meeting and overcoming difficulties; advantageous use of time

- A Very energetic
- B Works Independently
- C Group worker
- D Easily discouraged
- E Wastes time

Neatness and Orderliness; care student takes of material and surroundings; also personal grooming

- A Immaculate
- B Tidy
- C Average
- D Careless
- E Slovenly untidy

Reliability; Punctuality and regularity of attendance; manner of handling responsible matters, honesty, degree to which student finishes what he begins

- A Highly dependable
- B Trustworthy
- C Fairly dependable
- D Changeable
- E Not dependable

Initiative; Extent to which student goes ahead without direction and works without supervision

- A Promoter of new ideas
- B Leader
- C Does what he is told
- D Requires supervision
- E Requires constant urging

Aptitude; Ease with which student acquires new skills, learns new methods and interprets directions

- A Exceptional
- B Capable
- C Makes some mistakes
- D Makes many mistakes
- E Dull

Workmanship; Skill of student in use of tools, uniformity of quality or work

- A Exceptional
- B Good
- C Some mistakes
- D Many mistakes
- E Sloppy



INTERMEDIATE INDUSTRIAL EDUCATION PROGRAM  
DIGBY REGIONAL HIGH SCHOOL

PROGRESS REPORT

1974-1975

JUNE, 1975

STUDENT'S NAME: \_\_\_\_\_

WORK COMPLETED

EVALUATION

<u>Mathematics</u>	<u>Code:</u>
	1. Not covered this year
	2. able to do with assistance
	3. able to do with few mistakes
	4. able to do independently
	5. able to do with ease
(A) Operations with whole numbers	
1. Addition      a. 2 col.	_____
b. more than 2 c.	_____
2. Subtraction a. 1 col.	_____
b. more than 2 c.	_____
3. Multiplication	_____
4. Division     a. short	_____
b. long	_____
c. with remainder	_____
(B) Operations with decimals	
1. Addition	_____
2. Subtraction	_____
3. Multiplication	_____
4. Division	_____
(C) Problems with Money	_____
(D) Operations with fractions	
1. Addition     a. simple frac.	_____
b. mixed denom.	_____
c. mixed numbers	_____
2. Subtraction a. simple frac.	_____
b. mixed denom.	_____
c. mixed numbers	_____
3. Multiplication	_____
a. simple frac.	_____
b. mixed numbers	_____
4. Division    a. simple frac.	_____
b. mixed numbers	_____
(E) Changing common fractions to decimal fractions	_____
(F) Changing decimal fractions to common fractions	_____
(G) Percentage	_____
(H) Graphs	
a. number line	_____
b. bar and line	_____

STUDENT'S NAME: \_\_\_\_\_

WORK COMPLETEDEVALUATION

(I) Introduction to Algebra 1. Negative and Positive Numbers a. addition b. subtraction c. multiplication d. division 2. Simple Equations (J) Measurement	_____ _____ _____ _____ _____ _____
<u>Communications (English)</u>  (A) Oral Discussion and Presentation (B) Development of Listening Skills (C) Following Directions (D) Writing Sentences (E) Writing Paragraphs (F) Letters of Application (G) Friendly Letter (H) Correct Punctuation  (I) Other Areas Covered 1. Reading Short Stories 2. Reading short novels 3. Use of Reading Games, 4. Quizzes and Puzzles	<u>Code: As for Mathematics</u>  _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
<u>Science</u>  Light Sound Mechanical Energy Basic Electricity	_____ _____ _____ _____
<u>Industrial Workshop</u>	see enclosed report
<u>Home Economics</u>	_____ _____ _____
<u>Physical Education</u>	_____ _____ _____
<u>Clerical Practice</u>	_____ _____ _____

STUDENT'S NAME: \_\_\_\_\_

WORK COMPLETED

EVALUATION

<u>Typing</u>	_____ _____
<u>Other:</u> _____	_____ _____

June 28, 1975

\_\_\_\_\_  
Teacher

STUDENT'S NAME \_\_\_\_\_

GOOD O.K. POOR

WELDING

- Interest
- Care of Equipment
- Safety Precautions
- Pride in welding test


BODY WORK

- Interest
- Care of other people's property
- Safety precautions
- Work completed


AUTO MECHANICS

- Interest
- Care of wrenches and tools
- Safety precautions
- Work completed
- Pride in job well done


GENERAL MAINTENANCE AND REPAIRS AROUND THE SCHOOL

- Interest
- Care of school property
- Working with Janitors
- Repairs to school desks
- Other projects


SHOP PROJECTS

- Interest
- Use of teacher's ideas
- Use of own ideas
- Marks on projects
- Pride in job well done


DRIVER EDUCATION

- Interest
- Working on projects
- Studying rules of the road
- Writing tests


COMMENTS:

The following is a list of 30-minute lessons used in the shop to help familiarize the students with certain segments of the course. The students' participation in this part is restricted to participating in a discussion on the topic, or following the instructor through the steps of a demonstration.

Identification of engine parts.

Instruction on assembling school desks, and the use of the electric drill when using wood screws in hard wood.

Instruction on the four stroke cycle, as applied to the auto engine.

Instruction on the principles of welding.

Instruction on the use of the jack, and the principles as applied to hydraulic fluid.

Safety precautions when welding.

Instruction on cubic inch displacement, and horse power in relation to the auto engine.

Identification of gears in the transmission.

Instruction on work habits in and around the shop.

Instruction on different types of nuts and bolts, their size and threads per inch.

Instruction on different types and sizes of wrenches.

Instruction on the use of wrenches and tools, and safety precautions when using, and care and appreciation of these tools.

Cutaway of an ignition coil and condenser, and their use in a car.

Instruction on carburetors and fuel pumps, their use and importance.

Instruction on cutting gaskets, and the types of gaskets, and the different types of gasket material.

Instruction in Driver Training

Operation of a motor vehicle

Natures laws that govern the operation of a motor vehicle

Man made laws that govern the operation of a motor vehicle

Right of way rules

Stopping distances, and no parking places

Types of tests for beginners licences

Driving habits

Buying, insuring, and operating a car

Instruction on the types of insurance used for automobiles

**APPENDIX H**

**PROGRAM DEVELOPMENT ASSISTANCE FUND**

**Award Winning Projects  
1973-1974  
NSTU**

Project Director

Mr. Victor Charles Gouthro  
Rankin Street  
Bras d'Or  
Cape Breton, Nova Scotia

#109 - Special Education: Woodworking and Handiwork

This program was designed to accommodate over-aged students who were assessed as being incapable of handling the straight academic program offered in our elementary school.

In order that these students learn how to better work with their hands while developing skills in woodworking and handiwork, we have instituted a program in these crafts geared to their level of instruction. The funds provided are being used to purchase materials, equipment, etc., necessary to establish and conduct woodworking and handiwork.

Our objective is to promote the growth of a healthier attitude towards learning as well as to life in general. The key to the project lies within the word "success." If these students display a feeling of accomplishment, then the project has been worthwhile.

Project Director

Carol M. Reeves  
Ardmore School  
2790 Oxford Street, Halifax, N.S.

#401 - The Ardmore Project

The Ardmore School Project was developed to provide an alternate education program for students who had not responded to traditional teaching approaches. All of the students have at least an average intelligence, however, they are unable to attend a regular junior high because of their disruptive behaviour or low academic skills or a combination of both. Through individualized instruction in academic areas and social skill development, we propose to equip the students with the skills needed to be successful in a regular school setting and return them to a junior high school in their area.

Project Director

Marlene Donaldson & Molly Ware  
 Board of School Commissioners  
 1649 Brunswick Street  
 P.O. Box 370, Halifax, N.S.

#607 - Activity Centre Classroom

The Activity Centre Classroom presents a method and an environment for working with young children whose developmental skills lag behind those of the majority of children of the same age. The classroom presents a learning skills laboratory experience, with emphasis on educational, socialization, and cultural development. The classroom is used by specialists and by classroom teachers, either through referral, or by direct work in the activity areas with one child or with small groups of children. A rating scale covering the children's progress in developmental skills has been developed for use with the program.

Project Director

Mrs. Sadie Wood  
 32 Hayward Court  
 Truro, N.S.

#502 - Production of Three-Legged Stools and Boats

The object of the project is to provide the Work-Training students, boys and girls, an opportunity to become involved in the World of Work and the World of Manufacturing through the assembly line production of a three-legged stool of colonial design.

Sales will be made to local residents, gift-shops and the sales will be used to promote a similar program the following year and also to supply equipment for the shop.

The initial amount will be used for all the materials, jigs and fixtures necessary to launch this project.

Project Director

Edith Johnson  
 Three Mile Plains District School  
 R.R.#2, Windsor, N.S.

#235 - Workshop Activities

The following is a list of activities carried out by the students of the Special Education Class at Three Mile Plains District School:



- made wooden broom holders
- bird houses
- wooden book ends with shells glued on them
- a large cardboard fireplace for the auditorium at Christmas
- a large decorated cardboard Christmas tree which interlocked and stood by itself
- toothpick tree for a centerpiece
- winter village with popsicle houses
- picture frames with popsicle sticks
- made cookies and prepared different foods
- embroidered table centers and put lace around them
- knitted a hat
- corking with yarn
- started a hooked mat
- made necklaces from mactac and paper clips.
- a large room divider 4 x 8 with shelves on it

Our most interesting project was making placemats from phentex yarn. The pupils made their own frames using plywood and nails.

#### Project Director

Nancy Nicol  
Eastmount School  
Henry St., Sydney, N.S.

#### #743 - Pre-Vocational Training of Educable Mentally Retarded Students

This project, which will be carried out in two schools, over a two year period is for the future job training of intermediate and Senior Educable Mentally Retarded students. The organization of the project is such that while mornings are devoted to academic vocational skills, all afternoons are to be structured to the development of these specific skills required for entrance into Industrial Arts and Home Economics Programs. Such skills include the use of measuring cups, tapes, spoons, pattern reading and cutting, the use of hand tools and the making of simple objects both on an individual basis and on assembly lines. The long range goal of the project is to enable the pupils to become well adjusted, self-supporting members of society.

#### Project Director

#### #200 - Development of a Manipulative Learning Centre

The "Manipulative Learning Center" for which we received a grant is presently in the stage of planning, construction and development. We are striving for a center that will have a manually orientated approach to math and language skill development. This center will have the appearance of an Industrial Arts area in that such items as the following are visible on approach: work bench, bench saw, wood vice, drills, sander, jig saw, planes, protractors, compass, saws, hammers, etc.

The "Manipulative Learning Center" will actually consist of more than one area; one area will be that previously mentioned, while a type of home economics program and certain handicraft work will be carried out in the school kitchen as well as other areas of the school. It is planned that instructors will include teachers, teacher aides, parents, and other community people.

Initially only a small percentage of the school's population will be involved in the program. The above mentioned will consist of students from the special education classes and perhaps a handful of students from various intermediate department classes.

#### Project Director

Percy A. Millett  
Box 14, Newport  
Hants County, Nova Scotia

#### #227 - Remedial Math

Program to be used: "The Sullivan Basal Mathematics Program."

Basically this is a Math Course without words. The program consists of 37 programmed texts that covers addition, subtraction, multiplication, division, fractions and decimals. It is designed to lead students to a higher level of overall achievement in a shorter time than any traditional program, while insuring greater retention. All of this is accomplished without a single written word. This program will be given to selective pupils who are having problems coping with the Elementary School Mathematics Program prescribed by the Department of Education because of limited reading ability. This program is designed to help pupils who just can't handle the complicated words, descriptions, and instructions found in traditional math textbooks.

#### Project Director

Archie MacLellan  
Boylston School, Boylston  
Guysborough Co., Nova Scotia

#### #223 - Development of Sequential Remedial Reading Program

The Grant will be used for the following:

- 1) To purchase Remedial Reading materials for the sixteen (16) Elementary schools in Guysborough Municipality.
- 2) To set up a Reading Centre where various kinds of reusable printed remedial materials will be available to the teachers in the Municipality.

- 3) To purchase additional materials for use in the regular reading program in the schools, to act as a supplement to the texts provided by the Department of Education.
- 4) To provide enrichment materials for the above average children in the Elementary schools.

#### Project Director

Mary-Ellen Fenwick  
Ponderosa Drive, Lake Echo  
Halifax County, Nova Scotia

#### #219 - Special Remedial Project for Reading and Math

At Lakeview Consolidated School, a Remedial Reading program and a modified Math program have been introduced.

The new Math program is aimed at those students who find the regular math too difficult. It covers mainly the basic principles needed in everyday Math. The NSTU grant was used to purchase only audio-visual aids to help the children.

Approximately seventy children in grades three, four, five and six are benefiting from the remedial reading program now being carried on in the school. Many of these children have shown a renewed interest in reading. Much of this is due to the fact that such a large and varied number of audio-visual materials, filmstrips, tapes, books and games are now available for their use.

#### Project Director

Mrs. Marie M. Casey  
S.S. 2, Site 3, Comp. 2  
Lower Sackville, Nova Scotia

#### #419 - Remedial Reading Centre

Our aim is to improve the reading skills of children who are reading below their potential. Diagnostic tests and informal Reading Inventories are given to find their present level of achievement. Three main areas of concern are comprehension skills, basic sight word, knowledge and word attack skills. These skills are to be presented in a variety of ways; through color, sound, visual, listening, speaking and writing. By working from the known to the unknown, we hope to develop in each child a better self image and a positive feeling for reading.

Project Director

Sister Marie Crispo  
 P.O. Box 1806  
 Antigonish, Nova Scotia

#533 - Antigonish County Mobile Reading Centre Corrective Reading Programs

In September 1973 a new Mobile Reading Centre began operation in the Antigonish County Schools. This Centre is a converted school bus with a completely reconstructed interior and serves as a classroom for eight elementary schools. The purpose of this Centre is to provide the children who have reading problems with daily corrective reading instruction. An award from the Program Development Assistance Fund will provide programs that are visual, auditory, kinesthetic and perception orientated. High interest low vocabulary books for intermediate students will be made available. Testing materials for continuous evaluation after each period of instruction will help us assess the educational value of this project.

Project Director

Mrs. E. Beatrice Nichols  
 Goshen  
 Guysborough Co., Nova Scotia

#526 - Independent Remedial Reading

A reading unit will be established which will contain materials designed to develop auditory and visual discrimination as well as provide for the particular method of learning best suited to each child.

There will be in use a set of skill development texts, part of which is accompanied by listening tapes with training in phonics and comprehension.

An adequate supply of duplicating material giving practice designed to reinforce and promote comprehension skills will be included in the reading unit.

A set of three tachistoscopes will be made available for use by students who will also use their responsive techniques to reinforce and refine their vocabulary while developing retention of word images.

Programs will be outlined for children's use with scoring sheets supplied that will enable children to check results of their own work and chart their own progress.

To encourage outside reading there will be about forty high-interest; low-vocabulary books, including seven which are adapted to easy reading by Warren Haliburton.

Project Director

Mrs. Phyllis Mullen  
R.R.#2, Weymouth  
Digby County, Nova Scotia

#214 - Reading and Language Development

It is my aim to aid the slow-learner to achieve independence in Reading. Through the use of a cassette or record player and head-phones individual teaching will be provided in Reading Skills. It is hoped to create an enriched environment which will stimulate the interest and encourage the use of the printed language. This will increase their vocabulary and Reading Comprehension giving them a feeling of achievement when they are able to read a book or story on their own.

Project Director

Mrs. Mary Taylor  
Newport, R.R.#2  
Hants Co., Nova Scotia

#236 - Remedial Reading - The Initiation of a Remedial Reading Program

Twenty students who were having specific reading problems came to my reading classroom at a set time each day and received individual or small-group instruction with two main objectives in mind: (1) to help remedy the problem through reteaching skills and giving practice in correct methods and skills; (2) to provide a setting where the reluctant or disturbed reader was given work at his own level and rate so that he could achieve with a feeling of satisfaction.

Project Director

Mr. Harold J. Uhlman  
Box 850  
Lunenburg, Nova Scotia

#741 - Diagnostic & Remedial Reading Centre

The centre is to be located in a trailer that is available and presently used by the school. The trailer is 12' x 40' and the plans are to build it in on the model of the Department of Education Mobile Reading Centre. There is to be an administration area, a small group area and a general corrective areas as well as a storage area.

The equipment to be used includes the keystone telebinocular, tach-x equipment, controlled readers, Flask X equipment, listening station equipment, high interest low vocabulary readers, etc.

The primary objective of the project is to construct the centre so it will be equipped to make better diagnoses of reading problems and develop remedial approaches in a more individualized manner. The other objective is to make it available to all the schools in the municipality.

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