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A STUDY OF THE ACCELERATION PROGRAM OF THE TABER

SCHOOL DIVISION NO. 6

by

NICHOLAS W. DUBASOV

B. Ed. University of Saskatchewan, 1951

Presented in partial fulfillment of the requirements

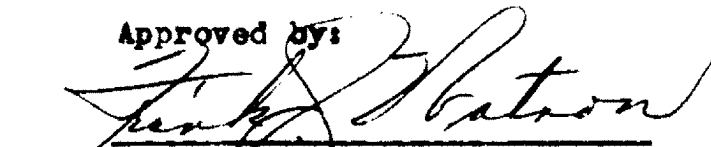
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## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND THE DEFINITIONS OF THE TERMS USED	3
II. THE TABER SCHOOL DIVISION AND THE INCEPTION OF THE PROGRAM	8
The Taber School Division	8
The inception of the program	9
III. THE LITERATURE AND THE TABER DIVISION ACCELERATION PROGRAM	12
Literature	12
The acceleration program	15
IV. SELECTION OF THE ACCELERATES	20
V. EVALUATION OF THE PROGRAM	23
Evaluation at the grade two level	23
Evaluation at the grade three level	26
VI. CONCLUSIONS AND RECOMMENDATIONS	30
Conclusions	31
Recommendations	34
BIBLIOGRAPHY	36



## CHAPTER I

### THE PROBLEM AND THE DEFINITIONS OF THE TERMS USED

There has been much interest in the education of gifted children. Educational writers and others have deplored the great loss to our society when it neglects to educate purposely those who deviate from the average segment of our population. As a result, many school systems, both large and small, have begun to initiate programs to supplement the regular curricula. In an effort to help the more intelligent children in its area realize at least a part of their potential, the Taber School Division has adopted an acceleration plan for the pupils of the primary grades.

The adoption of this acceleration program has brought to the fore several pertinent questions. These may be stated thus:

1. Is acceleration the best provision for the gifted in the Taber School Division?
2. Is the program for the identification of the gifted adequate?
3. How do the accelerates compare with the non-accelerates in the same grade?
4. Should there be a gradual extension of the

program to include grades four, five, and six?

5. Should the plan be extended to the smaller schools, and, if so, how should it be adapted and modified?
6. What is the reaction of the teachers to the acceleration program?
7. What recommendations can be suggested for the improvement of the program?

The questions indicated above point out the purpose of this study and the necessity of careful evaluation if the program is to be of any benefit to the pupils and to the teachers of the Taber School Division.

The purpose of this study may then be stated as: (1) to describe the acceleration program as instituted for the primary grades in Taber School Division No. 6, (2) to evaluate the program, and (3) to suggest recommendations for its improvement.

For the purposes of this study certain assumptions will have to be made. It must be assumed that the study will be of benefit to the teachers of the Taber School Division No. 6. It must be assumed also that the data secured in this data are accurate; it must be assumed

that the data have been used to the best advantage. Measuring devices when used as such must be assumed to be valid instruments of measurement.

This study has been delimited to the extent that the pupils under consideration are pupils in schools within the administrative unit of the Taber School Division No. 6. The study is concerned with the grade one class of the Taber School Division No. 6 in the school term of 1958. The study will attempt to trace the progress of this accelerated class to its completion of grade three in June, 1960.

It has been recognized also that conditions have limited the validity and the usefulness of the study. Variations in teaching methods, in teacher personality, and in teacher effort will have greatly affected teaching results. No provision for these variations has been made. Another aspect has been a limiting factor; no tests were administered to the two groups of pupils later used as comparison groups with the accelerates at their entry into grade one. This has precluded any comparison in valid statistical terms.

In the study, the following terms will have the meanings indicated:

Division: the Taber School Division No. 6, a



school system in the province of Alberta, Canada, comprising six urban schools and one rural consolidation, its boundaries co-terminous with the Municipal District of Taber.

**Superintendent:** the Superintendent of Schools for the Taber School Division No. 6 in charge of supervision and administration.

**Research Committee:** a committee of three teachers and the superintendent of the Taber School Division No. 6 whose work is to initiate educational policies within the Division.

**Board:** the Board of Trustees of the Taber School Division No. 6, an elected body of six members, charged with the total administration of the Division.

**Accelerates:** the pupils of the Taber School Division No. 6 who will be completing the normal three-year course of the primary grades in two years.

### Tests

**Detroit Beginnings:** Detroit Beginning First-Grade Intelligence Test (Revised), by Anna M. Engel, and Harry J. Baker.

**Detroit Advanced:** Detroit Advanced First-Grade Intelligence Test, by Harry J. Baker.

**Calgary Arithmetic Test:** Calgary School Board

**Achievement Test in Arithmetic, Grade I.**

**Dominion Tests:** these are tests in the fields of reading, mathematics, and learning capacity, prepared and published by the Department of Educational Research, Ontario College of Education, University of Toronto.

## CHAPTER II

### THE TABER SCHOOL DIVISION AND THE INCEPTION OF THE PROGRAM

#### I. THE TABER SCHOOL DIVISION

The Taber School Division No. 6 is an educational administrative unit in the south-eastern part of the province of Alberta, Canada. The system may be called an urban-rural educational system insofar as the economy of the area is based on agriculture, and the rural students are conveyed to central schools in the urban centres. The schools, with a total enrolment of twenty-five hundred students, are located in the urban centres of Taber, Barnwell, Grassy Lake, Vauxhall, Enchant, and Travers. There is one rural school at Kinniburgh.

The largest of the urban areas is Taber, a small town of approximately three thousand population. In this town, there are three elementary schools, the L. T. Westlake, the Dr. Hamman, and the Central schools. There is one secondary school, the W. R. Myers High School. In the town of Vauxhall, about twenty-two miles north of Taber, there are two schools, the L. B. Thomson Elementary School, and the Vauxhall High School. West of Taber, in the village

of Barnwell, is the Barnwell Elementary and Junior High School. In the outlying districts north and east of Taber at distances of approximately twenty miles are the villages of Enchant, Travers, and Grassy Lake. In Enchant, a village north of Taber, the combined elementary and high school enrolls approximately one hundred students. In Travers, also north of Taber, the school is much smaller than the school at Enchant.<sup>1</sup> The Chamberlain School, elementary and secondary, is in the village of Grassy Lake, twenty miles east of Taber. The one rural consolidation is south-east of Taber, a distance of about twenty-eight miles, an area known as the Kinniburgh district. The staff of this school is composed of three teachers, teaching grades one to nine.

It was in these elementary schools in the Taber School Division that the acceleration program was to be instituted.

## II. THE INCEPTION OF THE PROGRAM

Early in the 1956 fall term, the Superintendent and the Research Committee expressed concern over the lack of opportunity given to the more brilliant pupils in the primary grades of the elementary schools. Preliminary

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<sup>1</sup>The Travers district was amalgamated with the Vulcan County in 1960 and ceased to be a part of the Taber School Division.

plans were made to send visiting teams to Billings, Montana, Creston, British Columbia, and to Calgary, Alberta, in order to study at first hand the programs which these school systems were using in making provisions for the gifted in their classrooms. The approval of the Taber School Division Board of Trustees was obtained for these visits.

The first team, composed of two principals and a Board member, observed the Billings, Montana, system for two days, and later reported its observations and recommendations to the Superintendent and the Research Committee. The second team, composed of the Board representative, a principal, and a vice-principal, observed the operation of the acceleration program in the elementary schools of Calgary, Alberta. The observations and the recommendations were duly reported to the Superintendent and the Research Committee. The last team, made up of two principals and a Board member, was sent to Creston, British Columbia. The Superintendent and the Research Committee, after fully considering all three reports of the visiting teams, prepared an institute to consider the many problems thus raised with all the teachers.

At this institute, the teachers of the elementary schools heard Mr. O. S. Geiger, Supervisor of Public Schools, Calgary, describe the three-stream system of acceleration for the primary grades as followed in the Calgary schools. At a later meeting of the Superintendent, the Research Committee, and of the principals of the elementary schools of the Taber School Division, it was agreed to adapt the Calgary three-stream program to the needs of the Taber School Division elementary schools. Preliminary steps were instituted to begin the program early in the fall term of 1958 with a Division-wide series of tests to identify those students who would be considered for acceleration.

## CHAPTER III

### THE LITERATURE AND THE TABER DIVISION ACCELERATION PROGRAM

Much concern has been shown in regard to the education of that part of our population which we call the gifted. We have concentrated so greatly on providing a good education to the greatest number that we have often neglected the education of those who could learn most readily. The emphasis has been on quantity rather than on quality. Recently, however, partly as a result of the tremendous advances of Russian science and technology, the emphasis has shifted to the education of those who would theoretically make the greatest contribution to our civilization. Hence, there has arisen a great interest in accelerated classes and in enrichment programs.

#### I. LITERATURE

Authorities in the field of education have agreed, to a point, on the need for salvaging the apparently great losses which we are incurring in an educational system adapted to the education of the average in ability. The point of contention has remained as to the best means of retaining these abilities and potentialities. Much has been written in this regard; much has been done; and many things

remain to be done before the problem can be effectively attacked. Cutts and Moseley state:

In our democracy all children are equally worthy of our care and concern, and all should have equality of opportunity. But, as the Rockefeller Report on Education says, equality of opportunity recognizes differences in endowment and motivation, and therefore each child, according to his ability, should have "the freedom to excel which counts for so much in terms of individual aspirations, and has produced so much of mankind's greatness."<sup>1</sup>

The authors go on to say that the basic problem of individual differences is one of learning. The teacher and the school system are only to facilitate the learning.

Harry A. Passow reiterates his belief that democracy's concern should be for the fullest realization of all youth. Our society loses potential in not educating to the fullest degree. He makes this statement:

Planning for the talented should be concerned with three goals: (1) self-realization of the individual, (2) increased productivity of talent in school and in adult life, and (3) increase in the national reservoir of talent.<sup>2</sup>

Havighurst, Stivers, and DeHaan indicate the great interest there has been in the education of the gifted, and

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<sup>1</sup>Norma E. Cutts, and Nicholas Moseley, Providing for Individual Differences in the Elementary School (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960), p. 10.

<sup>2</sup>Harry A. Passow and others, Planning for Talented Youth (New York: Bureau of Publications, Teachers' College, Columbia Press, 1955), p. 34.



regret the difficulty of getting a perspective on the variety of things that are happening and of keeping abreast of the march of events.<sup>3</sup>

DeHaan and Havighurst, in Educating Gifted Children, show their dissatisfaction with the education of gifted children in these words:

How many gifted children will realize their potentialities and become distinguished persons, contributing in an outstanding way to the welfare of their society and gaining for themselves the satisfactions of excellence performance? Under present<sup>4</sup> conditions, probably less than half of them will do so.

The writers in the section on gifted children in the Encyclopedia of Educational Research maintain the stand that the typical school curriculum does not offer sufficient challenge to the mentally superior child. In their opinion:

The first and most common attempt to meet the needs of gifted children is that of rapid advancement or acceleration. At the elementary level acceleration is accomplished by extra promotion or by sectioning to form rapidly moving classes.<sup>5</sup>

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<sup>3</sup>Robert J. Havighurst, Eugene Stivers, and Robert F. DeHaan, A Survey of the Education of Gifted Children (Chicago: University of Chicago Press, 1955), preface.

<sup>4</sup>Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children (Chicago: The University of Chicago Press, 1955), p. 19.

<sup>5</sup>Dorothy E. Norris, Mary Hayslip, and Norma I. Noonan, "Gifted Children," Encyclopedia of Educational Research (New York: The Macmillan Company, 1956), pp. 505-10.

These quotations and observations are but a few signs which underline the importance attached to the education of the gifted or the mentally superior children.

With this common concern in mind, the Taber School Division No. 6 inaugurated its acceleration program.

## II. THE ACCELERATION PROGRAM

The acceleration program as initiated in the Taber School Division for its primary grade pupils was essentially a selection of students in the upper ten per cent of the first grade and the subsequent enrolment of this ten per cent of the pupils in rapidly moving classes. Thus, pupils who were selected for acceleration could be expected to complete the regular program of grade one by April 30 of the following year. This accelerated class would then complete the work prescribed for grade two by December 31 of the same year. The pupils in the accelerated class would spend the time between January 1 and June 30 of the following year doing the course work prescribed for grade three. These accelerated students, therefore, would spend eight months in grade one, six months in grade two, and six months in grade three, or a total of twenty months, two school years, in the primary grades.

These, then, were the essential features of the acceleration program. However, the selection procedure

must be described in detail.

Selection of the accelerates was to be based on the results of two intelligence tests, one achievement test in reading, and one achievement test in arithmetic. These results were to be supplemented by teacher judgment and finally by teacher and parent approval. The two intelligence tests chosen were the Detroit Beginning and the Detroit Advanced. The Detroit Beginning test was to be given to the grade one pupils early in the new term, in September. In February of the new year, the Detroit Advanced test was to be administered to the same grade one group. At this time also, the Dominion Achievement Tests in Reading Skills were also administered; these results showed the achievement of the pupils in vocabulary, in paragraph reading, and in sentence reading, in terms of grade equivalents. The Calgary Arithmetic Test, consisting of test I--Understanding Numbers, and test II--Computation and Problem Solving, was administered at the same time. A minimum raw score of fifty in the two tests in arithmetic, equivalent to a grade score of two was to be regarded as the minimum score in arithmetic for the purpose of acceleration.

Teacher and parental approval, with a final assent of the principal, completed the selection process.

Scores obtained from the Detroit Beginning test varied considerably from scores obtained in the Detroit Advanced test. However, it was felt that, in spite of the divergence of scores, the intelligence quotients thus secured did give some indication of the relative position of the pupils insofar as their intelligence scores on these two tests and at this time were concerned. There was no definite score agreed upon as the deciding point for acceleration. In fact, the principals of the schools concerned considered the intelligence scores too high in general. In this they concurred with the statement made by Frederick Powell:

Two additional conclusions have been arrived at which require further research and substantiation. First, the test is too easy for the age group to which it is being administered in Alberta; second, the I. Q.'s computed from the test are too high.

With this conclusion in mind, it was decided to use the scores obtained from the Detroit Beginning and Advanced Tests in selecting the upper ten per cent of the class to be considered for acceleration. The intelligence quotients from the two Detroit tests were not to be used in the rigid sense that an intelligence quotient of one hundred and twenty-five or more was to be the passport to acceleration. The scores were to indicate to the teachers and the principals concerned

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<sup>6</sup>Frederick Powell, "A Critical Evaluation of the Detroit Beginning First Grade Intelligence Test," The Alberta Journal of Educational Research, 2:30-40, March, 1956.

the students who would be considered for acceleration.

The Dominion Reading Tests consisted of three types: (1) Vocabulary, (2) Phrase and Sentence Reading, and (3) Paragraph Reading. Pupils who made a total grade score of six in the three parts of the Dominion Test and a grade score of one-seven, at least, in each of the three parts of the Dominion Test, were to be considered for acceleration. The total grade score of six in the three parts of the Dominion Test was, of course, to be the minimum score for the purposes of acceleration.

As has been mentioned previously, a minimum score of fifty in the Calgary Arithmetic Test, this score being equivalent to a grade score of two, was to be the point of minimum achievement for acceleration.

The teacher's judgment for the purpose of acceleration was a purely subjective estimate of the pupil's social and emotional maturity; it was based on no objective criterion.

Finally, it was agreed that this program would be implemented in the larger school centres of Taber and Vauxhall. In the smaller centres, the principal and his staff were to decide on the feasibility of the acceleration program.

## CHAPTER IV

### SELECTION OF THE ACCELERATES

The administration of the tests for the purpose of selecting the accelerates was a relatively easy task in contrast to the actual selection. The knowledge that this selection was based on subjective data gave this part of the task a more difficult aspect than usual.

Tests were administered in the grade one classrooms in Taber, Barnwell, Enchant, Travers, Vauxhall, Kinniburgh, and Grassy Lake. Table I, page twenty, shows the names of the schools, the number of pupils in grade one, the medians for the tests administered, and the totals for the Division.

In Table I, reading scores are shown as total scores for the three parts of the test, and are expressed as grade equivalents. The median scores were found after adding these three parts of the reading test. In arithmetic, the median scores were calculated after adding the two parts of the test. It will be noted that the medians for the arithmetic test are below the fifty mark required for acceleration in the three schools of Enchant, Kinniburgh, and Travers.

TABLE I  
RESULTS OF TESTS FOR SELECTION OF ACCELERATES

Schools	Detroit Tests				Grade I Achievement Tests			
	Beginning		Advanced		Reading		Arithmetic	
	No.	Md.	No.	Md.	No.	Md.	No.	Md.
Barnwell	31	112	31	115	31	6.0	31	55
Central	41	115	41	122	41	5.1	41	58
Chamberlain	20	109	19	114	19	6.3	19	60
Dr. Hamman	52	125	52	128	52	6.0	52	73
Enchant	11	115	11	125	11	4.2	11	46
Kinniburgh	13	115	13	118	13	4.8	13	45
Travers	5	111	5	113	5	3.9	5	44
Vauxhall	73	125	73	125	73	6.6	73	59
Westlake	27	112	27	116	27	5.1	27	58
Totals	273	115	272	118	272	5.1	272	58

Note: In Table I the L. T. Westlake School is indicated as Westlake.

The principals and the teachers of the schools concerned in the program studied the data from the cumulative records of the tests administered, and made tentative selection of pupils for acceleration. At a meeting with the Research Committee, with the principals, and with the Superintendent, it was decided to establish two accelerated classes in the Division. One class was to be at the Dr. Hamman School at Taber and the other class was to be at the Vauxhall School at Vauxhall. The smaller schools in the Division found it not feasible to embark upon an accelerated program for grade one because of administrative difficulties. Pupils in the Taber area who were recommended for the acceleration program would attend the Dr. Hamman School where a special class of accelerates would be established. Table II shows the distribution by schools of the accelerates. The pupils recommended for acceleration from the Central and the L. T. Westlake schools were to attend the special class in the Dr. Hamman School. The six pupils recommended for acceleration from the Vauxhall School were to form a special accelerated class within a regular primary classroom, but were to advance at a faster rate.



**TABLE II**  
**DISTRIBUTION OF ACCELERATES**

School	Detroit Tests				Achievement Tests				Total
	Beginning		Advanced		Reading		Arith.		
	No.	Md.	No.	Md.	No.	Md.	No.	Md.	
Central	3	128	3	130	3	6.2	3	62	3
Dr. Hamman	15	127	15	130	15	6.5	15	72	15
Vauxhall	6	123	6	123	6	6.5	6	63	6
Westlake	1	116	1	122	1	6.4	1	51	1
Totals	25	125	25	128	25	6.5	25	69	25

## CHAPTER V

### EVALUATION OF THE PROGRAM

The attempt to evaluate the progress of the accelerates was undertaken in two phases; in December, 1959, a series of tests designed for grade two was given to the accelerated class when it had completed six months of schooling. At the end of June, 1960, the class of accelerates was given a series of tests designed for grade three; the same series of tests was given to two other groups in grade three for the purpose of comparing results. The evaluation procedures are described in more detail in the following pages.

#### I. EVALUATION AT THE GRADE TWO LEVEL

The accelerated class was given tests in the areas of reading, spelling, and arithmetic. For reading, the test administered was the Dominion Achievement Test in Silent Reading, Type I-Vocabulary, and also the Dominion Achievement Test in Silent Reading, Type II-Diagnostic Test in Paragraph Reading. The form administered was Form A.

The arithmetic test used was the Dominion Diagnostic Test in Arithmetic Fundamentals; in this test the raw score

can be easily converted to a more meaningful percentile score.

The Morrison-McCall Spelling Scale was used to test the accelerates in spelling competence. The raw scores from this test were also converted to grade equivalent scores.

Table III shows the results of these tests. It indicates the number of pupils writing the tests; it indicates the range of the scores and the median scores. In the Dominion Achievement Tests in Silent Reading, the range of scores and the median scores have been shown in grade equivalents. The range of scores and the median score in the Morrison-McCall spelling test have been also indicated as grade equivalents. In the Dominion Diagnostic Test in Arithmetic Fundamentals, the range and the median score have been shown as percentiles.

TABLE III  
RESULTS OF EVALUATIVE TESTS  
DECEMBER, 1959

<u>Dominton Achievement Tests in Silent Reading</u>									
<u>Type I-Vocabulary</u>			:	<u>Type II-Paragraph Reading</u>					
<u>No.</u>	<u>Range</u>	<u>Median</u>	:	<u>No.</u>	<u>Range</u>	<u>Median</u>			
25	2.8-4.7	3.8	:	25	3.3-4.4	4.1			
<u>Dominton Diagnostic Test</u>						:	<u>Morrison-McCall Spelling</u>		
<u>No.</u>	<u>Range</u>	<u>Median</u>	:	<u>No.</u>	<u>Range</u>	<u>Median</u>			
25	18-87	65	:	25	3.4-4.9	4.1			

## II. EVALUATION AT THE GRADE THREE LEVEL

In the evaluation at the grade three level, in June, 1960, an attempt was made to compare the achievement of the accelerated class with the achievements of the two other groups in the same grade. The testing was in the areas of reading, arithmetic, and spelling.

For purposes of this comparison, the accelerates have been designated as group one. Group two consisted of twenty-five pupils in the regular grade three program, with an I. Q. level comparable to the I. Q. level of group one in a general way but by no means matched. Group three was made up of the regular program grade three pupils whose general achievement level, and I. Q. level, was generally below the achievement and the I. Q. level of the accelerates.

An attempt was also made to uncover any serious maladjustments in the accelerated group. Sociometric Testing, A Guide for Teachers<sup>1</sup> was used as a general reference for these observations. In this effort, much reliance had to be placed on the teacher in charge of the accelerated class; the teacher's personal

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<sup>1</sup>Mary L. Northway, and Lindsay Weld, Sociometric Testing, A Guide for Teachers (Toronto: The University of Toronto Press, 1957), 72 pages.

observations, therefore, had to suffice in place of a more objective measuring instrument.

The tests used in this evaluation at the grade three level were the Dominion Test in Silent Reading, Grade 3, Type II-Diagnostic Tests in Paragraph Reading; the Dominion Survey Test of Arithmetic Fundamentals; and the Morrison-McCall Spelling Scale.

Table IV shows the results of these tests with comparisons of the accelerated group with the other two groups. The scores for reading and for spelling have been expressed in grade equivalents. Scores for arithmetic have been indicated in percentiles. Similarly, the differences of the mean scores in reading and in spelling have been expressed in grade scores; the differences in the mean scores in the arithmetic test have been expressed in percentiles.

TABLE IV  
RESULTS OF EVALUATIVE TESTS AND COMPARISON OF ACCELERATES  
WITH GROUP TWO AND GROUP THREE,  
IN GRADE THREE

Test	Group	Number in group	Range	Mean score	Difference
Reading	1	25	3.1-6.3	5.1	
	2	25	4.4-6.3	5.7	0.6
	3	20	2.2-5.9	3.6	2.1
	1	25	3.1-6.3	5.1	1.5
Arithmetic	1	25	13-97	69.5	
	2	25	74-99	93.3	23.9
	3	20	2-90	47.2	46.1
	1	25	13-97	69.5	20.2
Spelling	1	25	3.7-6.6	5.7	
	2	25	3.5-6.0	5.8	0.1
	3	23	2.6-5.1	3.8	2.0
	1	25	3.7-6.6	5.7	1.9

In the teacher observations for possible maladjustments, there were no reports of unusual cases of acceptance or rejection of the members of the accelerated class by their classmates. From all reports, the accelerates appeared to be as well adjusted or better than the students who had progressed in the regular program of the school. In fact, some of the accelerates showed definite qualities of leadership. None seemed to be withdrawn, unhappy, or overly studious. All this, of course, could not be attributed to the acceleration program as such; but it appeared quite forcibly that the accelerates were, as a group, very much like any class of grade three youngsters, in their work, in their play, and in their everyday activities.



## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

The conclusions from this study cannot be of far-reaching importance, if the scope of the study be considered. It was undertaken in the Taber School Division, and the results, therefore, would be greatly limited by the nature of the Division itself and by other factors as well; the results, too, would be more meaningful and applicable to the schools of the Taber School Division than they would be to any other school system. Results of this study were limited because of the non-participation of several schools of the Division in the acceleration program. Factors of distance, the small sampling, the lack of data for a statistical comparison, and factors of human effort and human quality, did in themselves combine to exert a constraining influence on the study.

There will not be many recommendations. It was indicated by several teachers in the Division during the period of the study that a serious review of both acceleration and enrichment be undertaken by the staffs of

the Division. This must be the imperative recommendation.

### I. CONCLUSIONS

A general conclusion resulting from this study is that the accelerates enjoyed the program and seemed to have lost nothing from their school life in covering three academic years in two. The two teachers who were most actively engaged in the program, Mrs. Grace Sandvik, and Mrs. Lillian Terriff, enjoyed the challenge offered by the accelerates, and personally delighted in the opportunity to explore new fields in education.

Specifically, referring to Table IV, page twenty-eight, and comparing the accelerates with groups two and three, there appears very little difference in the achievement levels of the accelerates and group two in the Dominion Test in Silent Reading. Group two, the regular grade three class, is actually six months ahead of the accelerates at this time and in this test; there is no predictive value in this. Group three, the "slow" group of grade three pupils, has scored lower than either group two or the accelerates. The only general conclusion which may be supported on studying the results in Table IV, page twenty-eight, is that the accelerates, group two, and group three have all achieved above the norm for their grade, and, in two cases, considerably above the norm,

as shown by the Dominion Test in Silent Reading, Type II.

In the area of arithmetic, the accelerates did not achieve as well as group two, as shown by the results of the Dominion Survey Test of Arithmetic Fundamentals. Again referring to Table IV, page twenty-eight, it is clearly seen that a great difference existed between the mean scores of group one and group two. The range of the percentile scores in group two was comparatively narrow; in group one the range of these scores is wide. According to this data, it must be concluded that the regular stream class of pupils of this study, group two, did attain considerably higher scores than the accelerated group of this study, as shown by the results of the Dominion Survey Test of Arithmetic Fundamentals. In comparison to group three, the accelerates, as tested by the Dominion Survey Test of Arithmetic Fundamentals, did show a superiority as indicated by the mean scores and also by the range of scores. All in all, it must be admitted that the accelerated class showed weakness in arithmetic as tested by the Dominion Survey Test of Arithmetic Fundamentals.

In the area of spelling as tested by the Morrison-McCall Spelling Scale, both group one and group two attained grade scores well above their respective grade. The mean

scores of the two groups, as shown by Table IV, page twenty-eight, are almost identical. The range of grade scores for both groups is also close, but the range for group one shows a higher attainment than does the range for group two. On this basis, one could make the assumption that group one and group two as used in this study have demonstrated equal ability in spelling as tested by the Morrison-McCall Spelling Scale. From Table IV also, it may be concluded that group one has demonstrated a noticeable superiority over group three in spelling as tested by the Morrison-McCall Spelling Scale.

In general terms therefore, according to the Dominion Test in Silent Reading, the Dominion Survey Test of Arithmetic Fundamentals, and the Morrison-McCall Spelling Scale, the accelerated group attained results well above the norms for its grade. In comparison with group two, a class of grade three youngsters generally one year older than the pupils in the accelerated group, group one did as well in spelling as tested by the spelling test used, but in arithmetic, the accelerates failed to attain the high percentiles attained by group two, as tested by the Dominion Survey Test in Arithmetic Fundamentals. In reading also, the accelerated group fell slightly behind group two in the grade scores attained. By comparison with

group three, the "slow" class of grade three pupils, the accelerates showed marked superiority in all three areas of reading, arithmetic, and spelling, as tested by the instruments used.

## II. RECOMMENDATIONS

An acceleration program has great ramifications on the educational scene, even on a local level. The mere existence of a program is a reason for lively discussions. It generates interest in areas and in topics wherein interest had been lacking.

One result of this study is the renewed interest in the gifted student as a part of our schools. The recommendation is made that this interest in the gifted generally and in the acceleration program particularly be supported and intensified by the teachers and extended to the point where this interest will encompass the future of those who find it very difficult to make any progress in school. The interest should not be on the gifted alone; the slow learners of our school population must be provided for. The beginning class in the Taber School Division No. 6 in any one fall term would amount to approximately three hundred youngsters. Out of these three hundred youngsters, about twenty-five would belong in the category of the gifted. At the other extreme, would be an equal number of pupils who

need special help if they are to succeed in the school program. Clearly, then, it is imperative that the teachers and the principals of the Taber School Division study the needs of the pupils in the two categories mentioned. It is not enough to cater educationally to the many and to forget the few who are gifted and the unfortunate few who are our intellectual paupers.

A recommendation is therefore directed to the Research Committee of the Division that an effective attempt be made to study both enrichment and acceleration as means of providing for individual differences of our pupils. At the same time, a thorough investigation of retardation should also be undertaken. There must be some provision for the slow-learners so that they might be able to circumvent the evils of retardation.

To be truly effective, any program of acceleration has to be modified to fit the needs of the local school and the community. It is recommended that any plan of acceleration as set out in the broad outline by the Superintendent and the Research Committee be adapted by the local school staff to its local community. Only in this way, and after a thorough study, will any acceleration plan be successful.

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