

THE INTERRELATIONSHIPS BETWEEN
ACCELERATION, ENRICHMENT AND SEGREGATION
IN THE
EDUCATION OF SUPERIOR CHILDREN IN CANADA

Thesis written in partial
fulfillment of the requirements for
the degree of Master of Arts.

CATHERINE MARY O'NEILL
THE SCHOOL OF EDUCATION
SAINT MARY'S UNIVERSITY
MARCH 15, 1963

© Copyright

TABLE OF CONTENTS

CHAPTER I. INTRODUCTION.....1

CHAPTER II. SAMPLE OF CANADA'S PROGRAMS.....9

 Winnipeg, Manitoba
 Toronto, Ontario
 Vancouver, British Columbia
 Regina, Saskatchewan
 Halifax, Nova Scotia
 Greater Victoria, British Columbia
 Saskatoon, Saskatchewan
 Etobicoke, Ontario
 North York, Ontario
 Ottawa, Ontario
 Calgary, Alberta

CHAPTER III. EVALUATION OF ACCELERATION,
ENRICHMENT AND SEGREGATION.....28

 Research
 Educational Directors

CHAPTER IV. CONCLUSION.....46

BIBLIOGRAPHY.....49

CHAPTER I

INTRODUCTION

At different times throughout the centuries, emphasis has been placed upon different aspects of education. This has most likely been influenced by the society and times in which the proponents of this emphasis were living. It seems that each generation brings with it problems which, while probably inherent in a previous generation, remained dormant because educators did not realize their importance and thought them to have little bearing on that generation.

Today, with the Western world striving to maintain and surpass European standards, and to meet the demands of technology, which seems to be the predominant characteristic of present-day society, educators are concentrating on the child who has superior qualities. This is attested to by the prevalence of articles in both professional and non-professional journals. At times it seems that individuals are competing with each other to

present something new, a different slant. And so, one may find one educator stressing the need of motivation in gifted children, or counseling as being a pre-requisite for bringing out all latent qualities, while others stress environmental influences and social characteristics.

The seeming contradiction between any "special" education and the usual democratic ideal of equality of opportunity for all, has given rise to much verbal and written debate. Special education limited to a few has been resolved by the agreement of educators that the basic aim of society is to have each individual fulfill his potentialities. Since education is one of the chief instruments in achieving this aim, the school recognizes that each individual has different aptitudes and characteristics and that therefore each child has to be educated according to his level of achievement. With this resolved, special programs are no longer considered special privileges or a breach of the equality of opportunity for all policy, and now we find all educators agreeing that a special program is needed for the child who has superior qualities.

Whereas there is agreement that special education is to be given, there is no parallel agreement about the way it is to be attained.

The fact that there is such a thing as the gifted child has been recognized since the time of Plato when he advocated the use of a series of tests to discover the talented of his country and to train them in accordance with their superior abilities.¹

In the sixteenth century, Suleiman, the ruler of the Ottoman empire, sent emissaries throughout the whole of his empire to select gifted and superior youths who were then trained and developed as leaders in war, religion, art and science.²

Until approximately 1850 the gifted child was regarded as a rarity from whom much was expected. Any extra help for him came in the form of after-school work or more drastically, additional assignments of a stifling nature. From the mid-nineteenth century until early in this century, the problem of additional education was faced, but only by a few. The majority continued to regard these children as being abnormal and in need of psychiatric help - much the same way as the mentally retarded child was considered.³

In 1868, St. Louis, Missouri, educators made a positive attempt at a constructive program for the gifted child and they advocated the method of acceleration. In 1901, the educators of Worcester, Massachusetts, established special schools which were limited to the gifted

student. In 1921, Cleveland, Ohio, used Major Work Classes.⁴ From this we can see that this problem, that of providing special education for gifted children, was being met by some educators to the best of their ability.

In approximately 1923, Dr. Lewis Terman's program focused the eyes of the North American educators on gifted children. Perhaps his was the most significant contribution to our knowledge of these superior people. He performed a study on fifteen hundred gifted children, followed their progress at different stages of their life and found that they were well endowed in many fields - physical, social, as well as intellectual.⁵ With factual studies as a guide and the need for something to be done, educators began to think of what could be done to help the gifted in his area.

Canada, being a young nation, is especially susceptible to American influences, and it is not unusual that the recognition of the problems of gifted children and all that it entails should have come across the border into Canada. It would perhaps have been more unusual had it not, for education permits a working together towards the same objective, with a free sharing of ideas so that only the best may be utilized. There can be no refusal to ac-

cept ideas because they did not stem from one's own area or country.

Because the amount of money needed for experimentation was limited, and because Canadians, being also inclined to conservatism, felt that the money which was available should be used on approved projects, we find Canadian educators hesitating to invent any new costly method which may have worked better than a less expensive imported method. Consequently we find the majority of programs for the gifted in Canada a repetition of the ones being used, or that had already been used (and sometimes discarded) in the United States.

It seems to this writer that it is approximately within the last fifteen years that Canadian educators have been willing to try to effect some of their own ideas. It appears that Canada is now willing to construct acceptable programs of its own, and not wait until a method has been tried in some other place and found satisfactory or unsatisfactory. Ample proof of this is the fact that some provinces now have a Department of Special Education where new ideas and new means for helping all exceptional children are being utilized. Halifax School Principals, under the direction of the

Superintendent of Public Schools, have been working since the fall of 1962 to try and develop effective methods of enrichment for the teacher who has superior students in the regular classroom. The results of this study will not be available until spring, but they should prove of interest and help to all Canadian educators.

On the whole, there are three general methods used in training the gifted: acceleration, enrichment, and individual instruction. In the first two methods, that is, in acceleration and enrichment, other standards of achievement such as skipping, special classes, partial segregation, early school entry, extra-curricular activities, separate schools, honors programs, special seminars, selective placement, homogeneous grouping, and heterogeneous grouping may be used.

It is the purpose of this paper to see what types of special education for the gifted have been provided in Canada, the success or failure of these programs and why those who have had experience in using these methods feel that they have failed or succeeded. Where it is felt that a method has succeeded or failed because of regional, climatic or national differences, a similar method used in another area of Canada will be shown. If one special pro-

gram has been found successful or has failed in two distinct areas, this also will be shown. From the programs shown and their evaluations, it is hoped that each school district or locality will find what may seem worth a trial in their local circumstances.

There can be no set definition for a gifted child as each educator, school system and research writer either accepts or rejects certain traits and factors advanced by others. While the definitions are numerous, with many overlapping and others completely opposite, the term "gifted," however, implies that the child, according to Professor Kelly, is

... a being endowed not only with body, nervous system and senses, but also with a soul, intellect and will.⁶

The writer of this paper accepts this definition and feels that Paul Witty's definition of the gifted child will prove the most generally acceptable.

A child may be referred to as 'gifted' when his performance in a worthwhile type of human endeavor is consistently remarkable.⁷

It is also felt that this definition is broad enough to embrace the varieties of intelligence quotients that will be found in these children.

Because the means of special education will be

specifically and individually discussed in a following chapter, it is intended to give only a working definition here. Segregation, in terms of gifted children, is education given in specially isolated or separated classes or schools. Acceleration is rapid promotion, and enrichment is education of a constructive nature above and beyond that given to the "normal" child. This type of special education may take place in the regular classroom. Individual instruction is, as the name implies, instruction given individually.

FOOTNOTES

¹Plato as quoted by Harry J. Baker, Exceptional Children (New York: The MacMillan Company, 1957), p. 288.

²Baker, op. cit., p. 288.

³Willard Abraham, Common Sense about Gifted Children (New York: Harper & Brothers, 1958), pp. 17-20.

⁴J. Bascom St. John, Spotlight on Canadian Education (Toronto: W. J. Gage Ltd., 1959), pp. 81-84.

⁵Lewis M. Terman et al., Genetic Studies of Genius: Vol IV, The Gifted Child Grows Up (Stanford, California: Stanford University Press, 1947).

⁶William A. Kelly, Educational Psychology (Milwaukee: The Bruce Publishing Company, 1956), p. 21.

⁷Paul Witty as quoted by Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted (New Jersey: Prentice-Hall, Inc., 1958), p. 2.

CHAPTER 2

SAMPLE OF CANADA'S PROGRAMS

The programs currently in use and that are felt to be representative of Canada's efforts to provide special education for the gifted will be described in this chapter.

The centers examined are

Winnipeg, Manitoba

Toronto, Ontario

Vancouver, British Columbia

Regina, Saskatchewan

Halifax, Nova Scotia

Greater Victoria, British Columbia

Saskatoon, Saskatchewan

Etobicoke, Ontario

North York, Ontario

Ottawa, Ontario

Calgary, Alberta

In September, 1954, in the Winnipeg Public School System, three special classes for gifted children were or-

ganized. These classes were given the name of Major Work classes. In 1961, this program had expanded to forty-eight classes at the elementary and junior high level.

To identify these gifted children such factors as intelligence, school achievement, teachers' judgments, social and emotional maturity are evaluated.

The major work program begins at grade four and so an attempt is made to locate the gifted children in grade three. Each year a survey form is sent out asking principals and teachers to list students with I. Q.'s of 120 and above, and those that they think suitable for a major work program. When these forms are studied, many children who are obviously not candidates are eliminated. The remaining children are given another group test and those scoring 125 or above are selected as probables. A detailed account of each child's school achievement is collected and forwarded to the Special Education office where the final decision is made. The final selection is most likely to be composed of children with I. Q.'s of 130 or above.

The educators note that while it would be advantageous to have an individual test, this is not possible in view of the work to be accomplished by the psycholo-

gists and the time involved.

The major work classes may be drawn from several schools, and are segregated, but in no way isolated, from the rest of the school. The major work children maintain contact with the other children through physical education, music, assembly and recreation.

Enrichment is the core of this Winnipeg program for educating gifted children. They are given opportunities to go deeper, range more widely and accomplish more than the average child in intellectual, social, and cultural experiences. These opportunities include special instruction in art, intensive work in language and literature, book-reviewing, as well as many other subjects.

In the junior high school the major work program is similar. The classes are still segregated, but the work is departmentalized to some degree. The teaching of the basic subjects is limited to a group of special teachers. The time-table is arranged so that lengthy, uninterrupted periods are possible with the teachers of the basic subjects.

Because of the selection of options, it is difficult to keep all senior high pupils together and so the major work students are not kept together in Senior High.

The directors of the Winnipeg School Division also feel that it is advisable to integrate the major work students in Senior High since up to then they are limited in some degree by segregation.

Winnipeg makes provision for acceleration but only at the primary level. These accelerated classes are regarded as prime material for the major work classes, theoretically. In practice, however, such is not the case, and there are few children in the major work classes who were accelerated in the primary grades.

There is no special teaching method for these classes. Because the activities vary from year to year, the methods also vary. In these classes the teacher usually acts as an interested guide and counselor and does more directing than teaching.

Social habits such as tolerance, patience, courtesy, respect for the talents of others, and learning to work together are achieved through informal discussions. The proponents of major work classes feel that they give the child a chance to use his abilities and to make his contribution to the group. Formal group and panel discussions are used to help prepare the pupils for adult audience participation and leadership in later life.

Because the gifted child is capable of longer attention spans than the "normal" child, the work is planned in larger units. This procedure is followed in social studies, group projects and literature. Less drill is required than in the regular classroom. Tests are used frequently to measure pupils' progress. The program is kept flexible and experimental for the educators feel that if the major work classes are to accomplish what they were set up to do, that is, increase the child's ability to think, increase his love of learning, his skills in various areas, and encourage and train his talents, they must be kept this way.⁸

Toronto is probably Canada's pioneer in the field of special education for the gifted. In 1930, a special class was organized for these children and the program was that of enrichment. This experiment continued for several years, and in 1952, a Gifted Child Committee was set up to study the gifted child and his characteristics.

A new committee, whose purpose was to report on the adequacy of enrichment in the regular classroom in relation to the needs of the gifted child, was set up in 1955. In 1956, this committee recommended the continuance of enrichment in the regular classroom, and also that partial seg-

regation within the school be investigated and organized.⁹

The varieties of programs operating in Toronto at present include

1. Enrichment for one gifted child within the regular classroom.
2. In September, 1958, the brightest children in grades two and three were selected and placed together. They were to be kept together for two years, given an enriched program, and as many as possible were to be accelerated one year within the two year period.
3. Grade seven and eight gifted pupils are taken from their regular class for a set period each week and put to work on projects organized and guided by the teacher.
4. Selected gifted pupils in grades six, seven, and eight are offered enrichment through clubs such as science, drama, et cetera.
5. At the grade four and five level, enrichment through poetry is being offered. At the grade five level, gifted pupils are taught to use the typewriter.¹⁰

Enrichment has been provided within the regular classroom through panel discussions, advanced mathematics classes, social studies, health, English, science and current events.

The enrichment given by Toronto usually takes place in the gifted pupils' regular school or a school near their own school area. Because it is felt that pupils below 130 I. Q. may be sufficiently near to the gifted to profit from an enrichment program, these pupils below 130 I. Q. are also included. Educators feel that keeping gifted in or near their own schools will raise the morale among teachers and other pupils. There is no specific enrichment curriculum. What is done depends on the principal who is working under the guidance of the Consultant for the education of the gifted.¹¹

The program for superior pupils in School District No. 39 in Vancouver is a combination of enrichment with acceleration and began in 1957. The emphasis is on enrichment, but provision is made for the acceleration of the truly gifted child. This acceleration takes place only if the child is ready physically and emotionally. Superior and gifted students are grouped either by segregation or by special grouping within regular classes.

In the elementary schools the gifted pupils do the work of grades three, four, five, and six in three years. If a gifted child is attending a school where there is no accelerated program, he may, with the approval of his

parents, transfer to a school with an accelerated program.

It is usual for acceleration to be limited to one year. The Board feels that the further needs of the child should be met by enrichment. In this way the gifted child is accelerated and has already followed an enriched program. Where there are enough gifted children to warrant it, the brightest are grouped in one class. If this is not possible, grouping for instruction in reading, arithmetic, spelling and language is encouraged, or acceleration and enrichment is applied on an individual basis.

In the secondary schools, the gifted follow a system of acceleration by subjects and where feasible, these accelerated classes are established in certain subjects at the grade nine level. This acceleration program is also enriched, and gifted students who are not accelerated are grouped into homogeneous classes for academic subjects and provided with an enriched program.

Before a child is accelerated he is considered by his teachers to be outstanding in achievement, test performance, social adjustment, and mental capacity. An individual intelligence test confirms the child's intellectual ability. Where individual mental tests have not been given

and where placement is made on the basis of group test results, there are three general principles followed:

1. If physical and social development, emotional maturity and school achievement are satisfactory, and if the group test indicates an I. Q. of 130 or better, it is recommended by the principal that the child be placed in an accelerated class.
2. If all other factors are satisfactory, and if the group test indicates an I. Q. between 120-129, the placement of the child in an accelerated class is carefully considered. If the child is accelerated, his adjustment and progress is watched carefully.
3. If the child's I. Q. is below 120, or if the child appears not to be ready because of other factors, then acceleration is generally not recommended.

Current enrichment activities in English include: use of supplementary books provided through School Board grant; setting of more demanding subjects for composition and higher standards for written work; study of more difficult poems and stories; increased oral participation; debates, dramatization, large number of library assignments; more intensive study of writer's personality and biography; literary research; play writing and public speaking.

The enrichment of social studies includes: oral reports; group projects; debates; mock elections; forums; frequent essays and discussions of current world affairs.

In mathematics, enrichment provides the study of Modern Mathematics as outlined by the School Mathematics Study Committee, Yale University. Many classes in Junior High School grades progress beyond the decimal system. Others are studying problems in basic geometry, percents, and the mathematics of business.

Special classes in oral French have been organized for grades seven and eight in several schools. The pupils' knowledge of French geography, history, and customs is enlarged by research and discussion. Dialogues and skits are produced to increase fluency in spoken French.

As for science, in addition to the regular program of demonstrations and experiments, students perform and write up supplementary experiments. At the Senior High level there are the additional activities of science clubs, field trips, talks by outstanding scientists, preparation of displays for science shows, care and maintenance of school science equipment, and participation in science seminars.

There is a special class in Latin for students in

grade eight in one school. Here the history and life of the Romans is studied, as are the broader aspects of Classical civilization, the contributions made by Latin to English and other Western European languages, philology, palaeography, archaeology, mythology, anthropology, linguistics, and semantics.

In the first year of the program, there were 119 special classes for superior students in the elementary schools. Of these, 71 were following enrichment programs without any provision for acceleration. The other 48 were provided with acceleration through the intermediate grades.

In the secondary schools in the first year of the program, there were 103 classes following enriched courses of study and 41 classes for whom acceleration was the plan.

In the 1959-1960 school year, grades nine to twelve had 99 special classes studying enriched courses and 70 classes being accelerated. The students in grades seven and eight were following enriched courses of study. Schools that were too small for homogeneous grouping provided enrichment and acceleration on an individual basis.

Before any child is accelerated, the parents are consulted so that approval, understanding and cooperation

are obtained. Special care is exercised in selecting suitable teachers and in keeping records of the progress made by accelerated classes.¹²

In 1959, in Regina, Saskatchewan, a series of special interest classes for selected students in grades seven and eight was inaugurated. Most of these students already enjoyed the benefits of ability grouping, acceleration and enrichment. The special interest classes were used to provide further learning experiences for the gifted student.

These classes aimed to direct and develop the many and varied interests that these children displayed. Space, time, and teachers with special abilities were provided so that children whose interests were the same were brought together, challenged and stimulated.

The pupils are selected carefully by teacher and principal who make use of standardized and teacher-made tests. Once eligible, the pupil and his parents have the final say as to whether he will enter, and if so, the class that he will undertake.

The special interest classes for these children are art, creative writing, drama, French, group leadership, music, mathematics, science, and world affairs. Before the

children register for the classes, they are given brochures describing the courses and explaining what will be expected of students registered in them.

The Halifax program for the gifted began in 1959 with three special classes for grade seven students. These students were given both group and individual tests and those with I. Q.'s of 130 and above were admitted. This year the first group of Major Work students are in grade ten. The pupils who began this program at Cornwallis and Chebucto Schools are still together at Queen Elizabeth High School, while the pupils who began at Saint Thomas Aquinas are divided into two classes at Saint Patrick's High School. Because segregation of boys and girls is school policy at Saint Patrick's, when divided in this manner neither group was sufficient to make up a class. Additional pupils were added to both the boys' and girls' classes.

In September, 1962, Halifax began three more Major Work classes in grade seven. The classes are at Saint Andrew's, Gorsebrook, and Oxford Schools. There were no new classes begun in the intervening years because the School Board wished to follow the progress of the first experimental group. This group having proved successful, the

Board intends to continue them and this year, September, 1963, will add three more classes of grade seven students.

There was no specific curriculum for the experimental group beyond that of the basic curriculum. Each teacher was responsible for devising his own methods. The teachers of the second group, however, meet once every week with the Director of Instruction to share ideas and methods. In this way it is hoped to maintain the same standards of teaching in the three classes. By the time this group has reached grade ten, it is hoped that a uniform curriculum can be followed in each Major Work Class.

In the special classes in Halifax, intensive work is done on the basic curriculum with additional material added when teachers deem it necessary. There is no acceleration, and before students are admitted to these classes, parents are interviewed and give their consent for the children to follow this program.¹⁴

Several localities have implemented these single or combined factors of enrichment, acceleration, and segregation but have limited themselves to the usual application.

In School District 61 in Greater Victoria the program is one of acceleration and enrichment. Gifted pupils

are given the chance to complete the work of the first three grades in two years. Thirty month's work is completed in a period of twenty months. These children do not skip a grade but move along faster than the normal pupils.

In the Junior High School there is the chance to cover the work of grades seven, eight, and nine in two years. In the Senior High Schools top students are given recognition for scholarship. Through different clubs, optional work, extra reading and research, they are challenged and encouraged to excel.¹⁵

The Saskatoon Public School Board has had over thirty years' experience with segregated classes for the gifted and have found them to be invaluable. In Saskatoon they now have eight classes of gifted children. Pupils were chosen on the basis of at least two group tests, and if any discrepancies resulted between the two, an individual test was administered. Always there was a recommendation from the teacher or principal.

These classes begin in grade five and continue until the pupils leave at the end of grade eight. During those years they accomplish more work than the average child and undertake such activities as: wide reading on topics

being discussed; group projects; creative work in literature, drama, art and music; and study in the fields of geology, astronomy, and foreign languages.¹⁶

In Etobicoke, classes similar to the Major Work Classes in Winnipeg are conducted for the gifted. In Etobicoke, however, they have been given the name of Advancement Classes and admit students of approximately 145 I. Q. and above. Classes for other superior students are also conducted where possible within the classrooms of large schools.¹⁷

Because North York, Ontario, educators feel that all good teachers should be using enrichment in their classrooms, they have adopted the method of acceleration to train their gifted children. Their acceleration is confined within the school and there is no acceleration with segregation. Before the end of grade five all acceleration is usually accomplished, and it may take place in the grades two, three, and four groups, or in the grades three, four, and five groups. During the last three months of grade two an attempt at acceleration may be tried. In the high schools, thirty-four students, in 1959, were given the chance of completing grades ten, eleven and twelve in two years. Any enrichment is left to the classroom teacher or

principal and there is no large scale enrichment program.¹⁸

In September, 1954, a Committee was set up by the Ottawa Public Schools to discuss identifying gifted children and to provide for their fullest development. Among the more important recommendations were: setting up two classes for gifted children; teachers specially trained for educating the gifted; and that classes being organized group children homogeneously according to mental age, achievement, interests, and social and emotional maturity. As a result of these recommendations two classes for gifted children were established at the grade five level in 1956, two in 1957, and two in 1958. In these classes enrichment is carried on, and every child in grades three and four is given the chance to complete the work of both grades in one year. At the grade nine level, provision has been made for one gifted group, and one school has made provision for grades nine to thirteen being completed in four years.¹⁹

In Calgary, in 1954, an acceleration program was begun whereby gifted students were enabled to cover the work of grades one, two and three in two years. The teachers of these grades follow a uniform schedule devised by a committee of principals. Pupils who follow this accelerated

program must have a minimum I. Q. of 110-115 as well as proficient development in emotional and social maturity.²⁰ At the present time the School Board is working on an advanced experimental program for the top two or three per cent of the gifted children in the junior and senior high schools.²¹

FOOTNOTES

⁸Nadine Chidley, "Development and Growth of the Program for Gifted Children in the Winnipeg School Division," Winnipeg School Division No. 1, Winnipeg, 1962. (Mimeographed.)

⁹Toronto Board of Education, Programmes for the Gifted, 1957-58 (Toronto: The Board, 1958), p. 11

¹⁰Maurice E. Keating, "Report on Programmes for Gifted Children," Submitted to the Superintendent of Halifax Public Schools, May, 1959, p. 2. (Mimeographed.)

¹¹Ibid., p. 2.

¹²E. N. Ellis, "Recommendations for the Extension of the Programme for Superior and Gifted Pupils in Vancouver Schools," A Report to Special Committee No. 6 (Vancouver: Board of School Trustees of School District No. 39, March 28, 1958). (Mimeographed.)

¹³R. B. Chisholm, "Special Interest Classes- A Challenge to the High Achiever in Grades VII and VIII," Regina Public School Board, Regina, 1962. (Typewritten.)

¹⁴Interview with Maurice E. Keating, Superintendent of Halifax Public Schools, January 28, 1963

¹⁵Report of Greater Victoria Department of Tests and Measurements based on a local survey showing that brighter students were being challenged in School District 61, Greater Victoria, February 25, 1959. (Mimeographed.)

¹⁶Special Classes for the Academically Talented in Saskatoon Public Schools (Saskatoon: The Board, n.d.).

¹⁷Maurice E. Keating, "Reports on Programmes for Gifted Children," p. 3.

¹⁸Ibid., p. 5.

¹⁹City of Ottawa Public School Board, Study on Gifted Children (Ottawa: The Board, 1956).

²⁰Frank Pearson Legrow, "Canadian Programmes for Gifted Children" (unpublished Master's thesis, School of Education, Saint Mary's University, 1960).

²¹Letter from C. Safran, Supervisor of Guidance and Special Education, Calgary School Board, Calgary, January 30, 1963.

CHAPTER 3

EVALUATION OF ACCELERATION, ENRICHMENT AND SEGREGATION

The programs that we have seen have consisted of

1. Special classes in regular schools using enrichment.
2. Enrichment in regular classes.
3. Enrichment by withdrawing superior children from the regular classroom for part-time instruction.
4. Acceleration.
5. Acceleration and enrichment.
6. Special interest classes, clubs, and seminars

The key factor in each of these programs is enrichment. This enrichment may be employed with acceleration, with special classes, or it may consist of enrichment alone.

Before seeing how the educators using the programs evaluate them, it will be shown how research has confirmed or denied the method used.

Acceleration allows a child to complete specific work in a shorter time than that required by the average child. This method must not be confused with skipping a

grade but rather with finishing the work of one grade in a shorter period, and moving on to the work of another grade. In a period of two years the pupil will have completed the work of three years. There is no gap left in the child's learning because the fundamental principles of each course are covered.

Research has indicated that, contrary to popular notions, acceleration poses no injurious effect on the over-all growth of the child.

The weight of experimental evidence tends to support the position of academic gains through acceleration of the gifted student at all levels. Research into the effects of acceleration on social and emotional adjustment has generally demonstrated no serious detrimental results.... On the basis of available research, there appears to be no issue as to whether or not some forms of acceleration should be used in school programs to provide needed flexibility.²²

From tradition, all of us have become familiar with the idea that if a child is ten years old he should be in grade five; if eleven, in grade six. Child development studies and child psychology have shown us, however, that each individual grows and learns at a different rate. Through acceleration, each child is allowed to develop at the rate that is natural to him.

Moving ahead at a pace commensurate with his ability, provides incentive and motivation, and motivation has been found to be one of the basic requirements in all

learning. Knowing that he is able to move ahead as rapidly as he wishes, the gifted child stays mentally alert instead of sliding passively into poor work habits that hold him back to the average. Probably the real reason for the use of acceleration by so many educators is the fact that it is the most economical way to provide special education for the gifted. The basic curriculum of the school does not have to be disrupted, classes and classrooms do not have to be changed, and there is no extra cost to the school system.

High intelligence cannot be the only requirement for acceleration. The child must also be well-adjusted physically, emotionally, and socially. The group to which he is moving, as well as the child himself, needs to be prepared for the advancement.

Among the methods of acceleration that may be used are: the work of three grades compressed into two years; early admission to school; early admission to college; fewer school vacations; and acceleration by subjects.

From the systems that we have seen in the preceding chapter, the most common method of acceleration is completing the work of three grades in two years.

Very few educators use acceleration without some

form of enrichment, and some use enrichment without acceleration.

Enrichment may take place in the heterogeneous classroom and this means that a teacher must provide enrichment for probably five or six pupils out of a possible thirty-two in her class. Propounders of this method of educating the gifted say that it enables the gifted child to learn to get along with all kinds of children; it stimulates the average and slow children to do better work; it can be used in schools of all sizes and in every community and often it involves no extra cost to the school system.²³

The arguments against heterogeneous classroom grouping are as impressive as those favoring it.

1. Good teachers should be using enrichment regardless of intelligence range of class.
2. The teacher is usually unable to cope with the extra burden.
3. A heterogeneous class already has many divisions based on sex lines, socio-economic reasons.
4. The fact that there are bright and dull students in the same room does not necessarily insure that the duller ones will be challenged by the brighter.²⁴

5. Duller students in a regular class usually receive more of the teacher's attention than the bright ones do.

In research done by Washburne²⁵ and Dransfield²⁶ it is clear that gifted students suffered no losses when working in a heterogeneous classroom.

Besides being used in heterogeneous classes, enrichment can also be used in special classes or in homogeneous grouping.

The grouping or segregation of gifted children can be arranged on the basis of ability, interests, or special aptitudes. This may be done in the heterogeneous classroom by withdrawing superior students for subjects such as reading, arithmetic, spelling, or by holding special interest classes in areas such as drama, art, creative writing, et cetera.

The gifted can be grouped in one special class for the school year. This is probably the method that has caused the most controversy. This can most likely be accounted for by the fact that when first this method was advocated, the educators made the mistake of calling them segregated classes. Although now generally known as grouping, special classes, or major work classes, the broad innuendoes formerly attached to the term "segregated" are be-

gimming to abate, but only slowly. That it is a means of educating the gifted child is certain, however, and there are as many pros and cons for this method as there are for the other two methods.

Most of the educators and authorities in the field of educating the gifted, as well as the textbooks, agree upon the usual advantages and disadvantages of segregation.

Dissenters to this method say that children who are placed in a special class will become smug and superior; will have had no practice for later life when getting along with all kinds of people will be mandatory; there will be no one in the regular classroom to stimulate the "normal" students; there will be a tendency to make these special class students into little adults and to expect too much of them; the devices used in selecting these students are not accurate enough to say that certain must go and certain can stay; homogeneous grouping is impossible as all children will differ in personality and other factors; and, the cost of setting up special classes is too great to be borne by many school systems, especially the smaller ones.

The reasons favoring special classes, although probably obvious are: that the standards are higher and each child is motivated and challenged to work close to his

capacity; that the child is given the chance to be both a leader and a follower, instead of always a leader; that the child is capable of meeting and making friends on his own intellectual level; that drill is not as necessary as in the regular classroom and more time can be spent on creative work; that the special class child is able to see himself more realistically- neither as a freak nor as one who is far above the rest of his classmates; and finally, that the other two methods - enrichment and acceleration - may be employed together with this third method.

Research findings on this subject have not been satisfactory because of difference of content and teaching methods; because time spent in the studies was too short; because school data was used instead of specially collected data; and because tests of general ability rather than tests of specific ability were used.

Passow has stated, however, that

considerable research has been reported under the general heading of 'homogeneous versus heterogeneous grouping,' with no significant unanimity of findings. However, comparative studies of gifted students in regular and special classes on all educational levels tends to be more uniform in denoting beneficial effects of the special classes on academic, personal and social growth.²⁷

After a four months' study of an experimental and control group, Schwartz found that the gifted group ex-

celled consistently in all grades and concluded that

the real purpose of the special class seems to lie in the assignment of tasks which challenge the child's interests and capacity, the enrichment of the curriculum to include a wide variety of experiences which are not possible in a regular class, the opportunity to think and to discuss with other children of equal ability the problems of life within their grasp, the development of initiative and independence of thought, and last, but not least, the realization of responsibility to the community, looking toward the use of their powers for the benefit of mankind.²⁸

We have seen that the key concept in educating the gifted is enrichment. In subjects such as arithmetic, reading, and science, acceleration or movement to an advanced group may be used, as well as completing required work in a shorter period of time. This practice is most acceptable at the elementary level.

Classroom enrichment consists of broadening the experiences and concepts of the child. It is most readily achievable in subjects such as language arts, social studies and science, as well as other creative subjects. It is a method that may be used in every grade.

If special classes are to be used, the ideal time for them to begin is junior high school. At this time children are more prepared to leave their own school area, departmentalized instruction is usually used anyway, and

prior to this time, the teacher is usually capable of handling the diversified interests of the children.

It is interesting to note that while individual instruction has been advanced as a method of educating the gifted, in practice it presents many obvious difficulties. Complete individual instruction is impossible unless a child is to be an only pupil. Individual instruction within a classroom will depend on the capabilities of the teacher, as well as on school facilities and materials with which he must work.

Special education in Canada is so comparatively new that we are too close to it to be able to evaluate the various methods objectively. However, most of the programs shown in this paper have been in effect for several years and from what has been accomplished in that time, the educators connected with these programs have been able to make a certain assessment of their value.

For Ontario's evaluation, the writer intends to rely on Dr. Maurice E. Keating who visited and observed, in 1959, the methods described in this paper.

Speaking of Toronto, Dr. Keating notes that there are no special classes because the educators there felt that keeping gifted students in their own schools would have a

stimulating effect on both teachers and pupils.

From observation of the classes being taught and the clubs in session, it appears that these programmes are making very effective contributions to the teaching of the children. An examination of some of the projects completed indicated a high degree of resourcefulness and initiative on the part of the student, as well as their capacity for careful study of their work and sustained interest in it. This was particularly true of the work done in the field of science....Pupils were being taught to handle reference books successfully; to summarize information satisfactorily; and to organize and express their thoughts adequately.... Although the appointment of a Consultant gives direction to these programmes for gifted children and ensures energetic and careful organization of their activities yet, the ultimate success of these programmes depends on the abilities and the qualities of the teacher. The standard of work and interest of a group varied widely under different teachers and it appeared obvious that at the higher grade levels no one teacher would likely provide all the variety of interests, stimulus and enthusiasm for subject matter that a class of gifted children would require.²⁹

Through enrichment in the regular classroom it was found that every pupil participated according to his ability, both slow learner and gifted; shy, retiring pupils were encouraged and did participate; and pupils learned to value the contributions of other members of the group.³⁰

The advantages of working with the withdrawn group, that is, the group of superior pupils who were withdrawn from their regular classrooms for a set period each day, were found to be: (1) a course in which pupil interest is high can be arranged, (2) pupil responsibility is developed, (3) self-

expression and self-thinking are achievable, (4) democratic group learning is accomplished, (5) pupils are being constantly challenged, (6) social skills and skills in oral and written expression are being developed and improved, and (7) pupils are being developed as future leaders and organizers.³¹

In his observations on Etobicoke's methods of educating the gifted, Dr. Keating notes that

classes for the gifted children as organized in Etobicoke seem to be achieving very satisfactory results. At the Grade VIII level, the pupils seem to have secured a very high degree of mature self-discipline. They show evidence of ability to carry responsibility for the proper use of their time and to accept the duties of maintaining satisfactory classroom routine. They prepare their work carefully without being held to a rigid time-table. They are developing the ability to do individual research, and at the same time they are learning to pool their knowledge and skills in a co-operative effort. The role of the teacher is less obvious here than in the ordinary classroom. Planning is a procedure shared in by pupil and teacher. It is not teacher dominated although it is teacher guided. Her task seems to be that of assisting, stimulating and encouraging. In addition, she must do a great deal of subtle planning and preparation in order that the pupils may develop their abilities in some organized way.... It should be observed that there seems to be a weakness in having one teacher handle the major subjects of science, English and social studies. It is not likely that any one teacher could have the necessary knowledge and interest in all these fields to stimulate the imagination of these pupils. In fact the difference in quality of the lessons taught in two different subjects by the same teacher was noted in one of the classes observed.³²

In speaking of Ottawa, Dr. Keating observed that the pilot classes of gifted children appeared to be very rigid with little or no flexibility and that he had seen classes of less gifted children which were conducted with less rigidity.³³

Of North York, Dr. Keating remarked that while the common practice was acceleration, there was some classroom enrichment which was not organized but dependent on the teachers and principals concerned.³⁴ Mr. D. A. Bristow, Head of Guidance in North York, notes that the accelerated program was undertaken in their center to find out how parents would react to a method which represented a saving to the taxpayer, and how the pupils would react to a program offering a shortened period of formal education leading to earlier admission to university; a financial saving for those students planning on a long university course; the challenging competition offered by similar minds; and the relief from the problems that a gifted child may have in the ordinary classroom through boredom. He is cognizant of the fact that his center, with its large enrollment, possesses the advantage of having a large number from whom to select classes for acceleration.³⁵

As a result of a recent survey conducted in Greater

Victoria, the educators there felt that their program of acceleration and enrichment has been successful and is the answer

to much of the irresponsible criticism levelled at education today. It would demonstrate also that able students are being challenged adequately, and are meeting that challenge successfully.³⁶

The Director of Special Education in Winnipeg feels that enrichment in the regular classes is fine in theory but difficult in practice. Her statement is supported by the Winnipeg School Board who commented, as early as 1955,

It is our experience that enrichment for gifted children in the regular class is much talked about but, upon analysis, very little is revealed. Unless the teacher is superior, it usually amounts to more of the same kind of work, or free reading.³⁷

With the advent of Major Work Classes the School Board found that the children enjoyed many advantages in associating with classmates of similar mental and social interests while participating in all school activities.

When these classes were evaluated during 1958-1959, the test results showed: (1) that the children in these classes were of superior ability and were using this ability, (2) that the grade six major work pupils scored better than the grade nine standard pupils in social concepts. The

majority of the parents of the children in the major work classes strongly favored the program; and the pupils themselves professed to find enjoyment in the program, although they rated the benefits received higher than the enjoyment.

Considering the pupils from the first three classes in grade twelve or first year university, the directors of the program reached the conclusion that the program has proven helpful to the participants. Very few of the pupils have withdrawn from the classes, and many have been stimulated beyond anything that was previously thought possible. Pupils of superior abilities who were working far below their capacities have been re-motivated. The atmosphere in the major work classes is one of enthusiasm, a thirst for knowledge and a desire to achieve.³⁸

The program of enrichment with provision for acceleration in Vancouver was rated highly by Principals in whose schools this program was operating.

On the whole I feel the experiment has been successful in that

- a) it has challenged the brighter students
- b) it has not, apparently, affected the participation of these students in other activities about the school
- c) it has aroused the enthusiastic support of the majority of the parents involved.³⁹

and

The fine academic and extra-curricular record of the

members of this class is certainly to be commended and it is proof of the over-all success of the programme.⁴⁰

The Assistant in Research and Testing in Vancouver, Mr. E. N. Ellis, notes that while a teacher-consultant was assisting with the program, it was particularly successful. However,

I believe that it is fair to say that since June, 1961, in the absence of this leadership, there has been some waning of interest in this programme. Certainly there are fewer recommendations of pupils for acceleration. In the secondary schools, because of time-tabling difficulties, there are fewer classes on the accelerated programme.⁴¹

Probably the greatest recommendation for Halifax's proof of success is the fact that with the first experimental group now at the grade ten level, three new classes were begun last year, and it is planned to begin three more in September of this year.

When Regina authorities sent out questionnaires to the children in the special interest classes, out of one hundred and five replies, forty-three pupils indicated that their interest in going to school was greater; seventy-five felt that the opportunity to do new or original work was greater; and ninety-one felt that they were learning more. These answers support, to some extent, the theory that the special interest classes in Regina are doing what they were

set up to do, that is, to foster and maintain increased interest in learning.⁴²

Saskatoon's continuing with segregated classes for over thirty years is indicative of the authorities estimation of its benefits. It should be noted, however, that in this period there has been no follow-up study of the graduates of these classes.⁴³

When Calgary evaluated its acceleration program in 1956, 1957, and 1959, it was found that there was no significant difference between the accelerated and the unaccelerated groups. The test used in this evaluation was the Stanford Achievement Battery Test and it was administered to the accelerated group in grades three, four, five and six. The same results were apparent when a test of social maturity was given.⁴⁴

FOOTNOTES

²²A. Harry Passow, "Enrichment of Education for the Gifted," Education of the Gifted, p. 214, cited by Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children (Chicago: University of Chicago Press, 1961), p. 99.

²³Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children (Chicago: University of Chicago Press, 1961), p. 92.

²⁴Ibid., p. 93.

²⁵Carleton W. Washburne, "The Attainments of Gifted Children under Individual Instruction," The Education of Gifted Children, pp. 247-61, cited by DeHaan and Havighurst, op. cit., p. 95.

²⁶J. Edgar Dransfield, Administration of Enrichment to Superior Children in the Typical Classroom, cited by DeHaan and Havighurst, op. cit., p. 95.

²⁷Passow, op. cit., p. 207, cited by DeHaan and Havighurst, op. cit., p. 95.

²⁸William P. Schwartz, "The Effect of Homogeneous Classification on the Scholastic Achievement and Personality Development of Gifted Pupils in the Elementary and Junior High Schools." Doctoral dissertation, New York University, 1943, cited by Paul Witty et al., "Nature and Extent of Educational Provisions for the Gifted Pupil," The Gifted Child (Boston: D. C. Heath and Company, 1951), p. 189.

²⁹Keating, "Report on Programmes for Gifted Children," p. 3.

³⁰Toronto Board of Education, Programmes for the Gifted, 1957-58, p. 11.

³¹Ibid., pp. 12-72.

³²Keating, op. cit., p. 4.

³³Interview with Maurice E. Keating, Superintendent of Halifax Public Schools, January 28, 1963.

³⁴Keating, "Report on Programmes for Gifted Children," p. 6.

³⁵D. A. Bristow, "Acceleration as an Experiment at Northview Heights C. I., North York," Education of the Gifted, Fourteenth Yearbook of the Ontario School Inspectors' Association, 1958 (Toronto: Copp Clark Publishing Company, 1958), pp. 160-61.

³⁶Report of Greater Victoria Department of Tests and Measurements based on a local survey, District 61, p. 18.

³⁷The Canadian Education Association News Letter (Toronto: Canadian Education Association Information Service, May-June, 1955).

³⁸Chidley, "Development and Growth of the Program for Gifted Children in the Winnipeg School Division," pp. 6-8.

³⁹Anonymous Principal as cited by H. B. Smith, "Report to Committee No. 6 on Provisions for Superior and Gifted Students in Secondary Schools." (Vancouver: Vancouver Public School Board, May 31, 1960), p. 2. (Mimeographed.)

⁴⁰Ibid., p. 2.

⁴¹Letter from E. N. Ellis, Assistant in Research and Testing, Vancouver School District No. 39, November 23, 1962.

⁴²R. B. Chisholm, "Special Interest Classes- A Challenge to the High Achiever in Grades VII and VIII," p. 3.

⁴³Letter from F. J. Gathercole, Superintendent of Public Schools, Saskatoon, February 9, 1963.

⁴⁴Calgary School Board, "Division 1 Accelerated Program," (Calgary: The Board, 1959), pp. 10-13. (Mimeographed.)

CHAPTER 4

CONCLUSION

The fact that there are so many diversified methods being used in educating the gifted does not signify that each one cannot enjoy success. Such an opinion could not be confirmed by examining the programs described in this paper and the comments offered by the educators who are using them. Even when a method has been condemned by one educator, it can prove to be just what another educator has been looking for. An example of this is provided by Winnipeg's lack of sympathy with enrichment in the regular classroom, while Toronto has enjoyed apparent success with it.

Since there is no likelihood that one method can be employed with equal success in each center offering special education for the gifted, it seems as if each school system must seek for and effect a method which will prove beneficial to its nature, and consistent with funds, space and the number of gifted students available.

If all things could be equal, the investigator feels that the program to be employed is special classes in regular schools. This method would seem to combine all the advantages of segregated classes while still not isolating the children in these classes in separate buildings. They maintain contact through extra-curricular activities such as assemblies, recreation, school concerts, physical training, domestic science and industrial arts classes, with "normal" children.

Such classes would have to be organized properly so that the recipients of this type of education would not develop feelings of smugness, superiority, and egotism, and the excluded children would not feel deprived or have the tendency to attach detrimental names to the other pupils.

Teachers with a high degree of sympathy, understanding and resourcefulness will be needed - teachers who will not forget that these special class children are children and not miniature adults; who will not be irritable when they display childish mannerisms and enjoy children's play things; who will be tolerant when they get into mischief and realize that "these children get into mischief as well as "normal" children and probably more, because they can think of more things to do."⁴⁵

The children who enter these classes will need to be selected carefully with particular emphasis, not only on I. Q., but also on motivation, will to succeed, physical and social maturity.

The two methods advanced for educating the gifted are acceleration and enrichment. Probably the greatest recommendation for special classes is that in them all the benefits accruing to the other two methods can be gainfully employed.

FOOTNOTE

⁴⁵Interview with Maurice E. Keating, January 28, 1963.

BIBLIOGRAPHY

BOOKS

- Abraham, Willard. Common Sense About Gifted Children. New York: Harper & Brothers, 1958.
- Baker, Harry J. Introduction to Exceptional Children. New York: The Macmillan Company, 1957.
- Brambaugh, Florence N., and Rosier, Bernard. Your Gifted Child. New York: Henry Holt & Company, 1957.
- Craickshank, William M. (ed.). Education of Exceptional Children and Youth. New Jersey: Prentice-Hall, 1957.
- Cutts, Norma E., and Massey, Nicholas. Teaching the Bright and Gifted. New Jersey: Prentice-Hall, 1957.
- DeHaan, Robert F., and Havighurst, Robert J. Educating Gifted Children. Chicago: University of Chicago Press, 1961.
- Education of the Gifted. Fourteenth Yearbook of the Ontario School Inspectors' Association. Toronto: Copp Clark Publishing Company, 1958.
- Freehill, Maurice. Gifted Children: Their Psychology and Education. New York: The Macmillan Company, 1961.

- Goodenough, Florence L. Exceptional Children. New York: Appleton-Century Crofts, Inc., 1960.
- Hollingworth, Leta S. Gifted Children: Their Nature and Nurture. New York: The MacMillan Company, 1926.
- Kelly, William. Educational Psychology. Milwaukee: The Bruce Publishing Company, 1956.
- Laycock, Samuel. Gifted Children. Toronto: Copp Clark Publishing Company, 1957.
- Ottawa Public School Board. Study on Gifted Children. Ottawa: The Board, 1956.
- Programmes for the Gifted. A Case Study in Secondary Education. Fifteenth Yearbook of the John Dewey Society. New York: Harper & Brothers, 1961.
- St. John, J. Bascom. Spotlight on Canadian Education. Toronto: W. J. Gage Limited, 1958.
- Strang, Ruth. Helping Your Gifted Child. New York: E. P. Dutton and Company, 1960.
- Terman, Lewis et al. The Gifted Child Grows Up. Vol. IV: Genetic Studies of Genius. Stanford, California: Stanford University Press, 1947.
- Witty, Paul (ed.). The Gifted Child. Boston: D. C. Heath, 1951.

ARTICLES, PAMPHLETS, REPORTS AND STUDIES

- Calgary School Board. "Division I Accelerated Program."
Calgary: The Board, April, 1959. (Mimeographed.)
- Canadian Education Newsletters. 1955-1962.
- Chidley, Nadine. "Development and Growth of the Program
for Gifted Children in the Winnipeg School
Division. Winnipeg: The Board, 1962. (Mimeographed.)
- Chisholm, R. B. "Special Interest Classes- A Challenge to
the High Achiever in Grades VII and VIII." Regina:
The Board, February, 1962. (Typewritten.)
- Education of the Academically Talented. Summary of dis-
cussions by the Trustees of the Carnegie Foundation
for the Advancement of Teaching. 1958-1959.
- Ellis, E. N. "Recommendations for the Extension of the Pro-
gramme for Superior and Gifted Pupils in Vancouver
Schools." A Report to Special Committee No. 6.
This committee was appointed to receive the infor-
mation collected on the education of the gifted
child, and to study the matter. Vancouver: Board
of School Trustees of School District No. 39,
March 28, 1958. (Mimeographed.)
- Gowan, J. C. "Starting a Program for Gifted Children,"
Education, LXXX(February, 1960), 337-340.
- Greater Victoria Department of Tests and Measurements. A
Report based on a survey showing brighter students
being challenged in School District 61. Greater
Victoria: The Board of School Trustees of School
District No. 61, February 25, 1959. (Mimeographed.)
- Havighurst, Robert J. "Conditions Productive of Superior
Children," Teachers College Record, LXII, No. 7
(April, 1961), 533-37.
- Johnson, Enid E. "Report on Programmes for Gifted Children."
Submitted to the Superintendent of Halifax Public
Schools. Halifax, March 21, 1958. (Mimeographed.)

- Keating, Maurice E. "Report on Programmes for Gifted Children." Submitted to the Superintendent of Halifax Public Schools. Halifax, May, 1959. (Mimeographed.)
- Newland, T. Ernest. "Programs for the Superior: Happenstansical or Conceptual," Teachers College Record, LXII, No. 7 (April, 1961), 513-17.
- Saskatoon Public School Board. Special Classes for the Academically Talented in Saskatoon Public Schools. Saskatoon: The Board, n.d.
- Smith, H. B. "provisions for Superior and Gifted Students in Secondary Schools." A Report to Committee No. 6. Vancouver: Board of School Trustees of School District No. 39, May 31, 1960. (Mimeographed.)
- Toronto Board of Education. Programmes for the Gifted, 1957-58. Toronto: The Board, 1958.
- Toronto Board of Education. The Gifted Child in Toronto Public Schools. Fifth Annual Report of the Programmes for the Gifted. Toronto: The Board, 1959.
- Ward, Virgil S. "The Function of Theory in Programs for the Gifted," Teachers College Record, LXII, No. 7 (April, 1961).

UNPUBLISHED MATERIALS AND OTHER SOURCES

- Calgary. Letter from C. Safran. Supervisor of Guidance and Special Education. January 30, 1963.
- Halifax. Interview with Arthur Conrad. Director of Instruction. February 1, 1963.
- Halifax. Interview with Maurice E. Keating. Superintendent of Halifax Public Schools. January 28, 1963.
- Legrow, Frank Pearson. "Canadian Programmes for Gifted Children." Unpublished Master's thesis, School of Education, Saint Mary's University, 1960.

Saskatoon. Letter from F. J. Gathercole. Superintendent
of Public Schools. February 9, 1963.

Vancouver. Letter from E. N. Ellis. Assistant in Research
and Testing, Department of Research and Special
Services. November 23, 1962.