Hoskinson.

School Progress Of Gifted Children.
SCHOOL PROGRESS OF GIFTED CHILDREN

BY

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B. A. University of Illinois, 1916

THESIS

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IN EDUCATION

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THE GRADUATE SCHOOL

OF THE

UNIVERSITY OF ILLINOIS

1916
I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY Bruce Quin Hoskinson ENTITLED SCHOOL PROGRESS OF GIFTED CHILDREN BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF Master of Arts in Education

Guy M. Whipple
In Charge of Thesis

ML Bailey
Head of Department

Recommendation concurred in:*

Committee
on
Final Examination*

*Required for doctor's degree but not for master's.
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The purpose of this study is to investigate the special form of acceleration, common in the public schools of the United States, which is known as 'grade skipping:' more particularly to determine (1) whether skipping is a beneficial or a harmful educational practice, (2) if sometimes harmful and sometimes helpful, to determine under what conditions it should, and (3) under what conditions it should not be permitted.

In this investigation the term 'gifted children' is restricted to designate those, who in the course of their public-school education have, as individuals, by 'jumping' some portion of the normal curriculum, passed through the elementary or high-school work in a period of time shorter than the normal period. There have been included as cases of 'skipping' some pupils of parochial schools whose abbreviation of the normal period of school training resulted not from individual variation from the pace of their schoolmates, but from the shorter period given to the work by all the pupils of their classes. The term 'gifted,' as here used, does not, then, necessarily mean gifted in a psychological sense, i.e., possessed of superior mental ability. None of these pupils has been selected by any system of mental tests, nor by any application of special educational scales (Ayres, Thorndike, Courtis Tests, etc.); in some cases they have not even been se-
lected as showing particular ability in the classroom. All are pupils whose school progress has been at some point accelerated, and whose acceleration (with two exceptions) has not been followed by a subsequent retardation.

As far as the writer has been able to determine, there has been no other study made of gifted children with the same purpose in view with which these results may be compared. A studies similar in some respects have been made by C. H. Keyes,¹ in Teachers College, by E. E. Jones,² formerly of Indiana University, and by Clara Schmitt,³ of Chicago.

¹C. H. Keyes  Progress Through the Grades of City Schools
²E. E. Jones  Suggestions from Cases of Unusually Rapid or Irregular Progress in Public Schools. (Proceedings of the National Educational Association, 1912, pp. 640-45)
Chapter I

SUBJECTS STUDIED

The subjects studied were divided into two groups. The first group is composed of adults and the second group is composed of children. The cases studied present a wide variation in several different ways. In academic status the members of group one range from freshmen in the University to holders of the doctorate degree. In age they range from seventeen to thirty-eight years. In amount of work 'skipped' they range from a part of a grade to four grades, and in grades 'skipped' from the first grade of the elementary school to the last year of the high school. One individual 'skipped' all of the high-school work with the exception of the first six months. A few of the individuals studied came from private schools, but the majority from public schools which range in size from the one-room country school to a large city system. In the homes represented would be found a wide range of economic status, from restricted means through moderate comfort to affluence. Naturally, a corresponding range of educational advantages would be represented in these homes: in some cases the parents of the persons studied could read only with difficulty; in others the parents had received the most thorough education afforded by the best universities. Some of the members of this group were the only children in the families represented; others had as many as nine brothers and sisters; one reported even as many as thirteen. The age of entering school ranged from five to ten years.
With a few exceptions the members of this group were students in classes in Education in the University of Illinois. They were 'discovered' simply by requesting all students in a given class who had 'skipped' grades during their school career to raise their hands. It is not without interest to note that from twenty-five to forty percent of the students in the introductory class in Education reported accelerated progress prior to entrance to the University - a fact that raises a strong presumption that the university does select predominantly from the better grade of public-school pupils. It should be said, however, that Education as a University subject cannot be elected prior to the Junior year.

The second group, save for a few cases, were found in the public schools of Urbana and Champaign. The method of 'discovering' them was in this group to inquire of the superintendent, teachers, and pupils for the names of pupils who had 'skipped' grades.
Chapter II

METHOD OF INVESTIGATION

The members of the first group were interviewed personally, and information was thus obtained for filling out the following printed form:
SCHOOL PROGRESS OF GIFTED CHILDREN

I. Characteristics of Grandparents:
   a. Grandfather
   b. Grandmother

II. Training of Parents:
   a. Father
   b. Mother

III. Characteristics of Parents:
   a. Father
   b. Mother

IV. Health of Parents:
   a. Father
   b. Mother

V. Occupation of the Father

VI. Duties of the Mother

VII. Age of Parents:
   a. Father
   b. Mother

VIII. Your age

IX. How many brothers? Sisters?

X. Preschool life of child, period 1-3 yrs.
   a. Health, special care of the body
   b. Training
   c. Accomplishments

   Period 3-6 yrs.
   a. Health, special care of the body
   b. Training
   c. Accomplishments

XI. Scholastic life:

1. Age of entrance upon school life
2. Health at entrance
3. Was school graded?
4. Grade entered
5. Grades skipped
6. Age at the time of skipping
7. Why did you skip it?
8. Did others skip at the same time?
9. Was the room you skipped crowded?
10. Who suggested the idea of skipping the grade to you?
11. Was the work skipped covered in some other way?
   a. By home study?
   b. In vacation school?
   c. By private study?
   d. Individually in school?
   e. Taught in class as needed?
12. Was any branch of the course of study missed entirely?
   a. Arithmetic?
   b. Grammar?
   c. History?
   d. Geography?
   e. Physiology?
13. Was the attendance regular before skipping?
   After skipping?
14. Did skipping increase your interest or decrease it?
15. Did you finish the grade to which you were admitted?
16. Did you finish the elementary school?
17. Did you enter high school?
18. Did you finish it?
19. Did you finish the work that followed, because of skipping?
20. Have you suffered any inconveniences in doing the work that followed, because of skipping?
21. What inconveniences have you suffered from skipping?
22. Does there seem to be a break in your education where you skipped?
   a. In what subject?
   b. Where?
23. Did skipping throw you into work that was too difficult?
   a. In what subject?
   b. Where?
24. Did the work after skipping seem confusing?
   a. In what subject?
   b. After skipping?
25. Were your grades good before skipping?
   After skipping?
26. Did it impair your health to keep up after skipping?
   Which were better?
27. Do you consider being allowed to skip a favor or an injustice?
   Why?
   a. Skip a grade?
   b. What grade?
28. Did any of your brothers or sisters skip a grade?
   a. Why?
   b. Was it a hindrance or a help to them?
The information concerning the members of the second group was obtained by a personal interview with the pupils, supplemented in some cases by interviews with teachers and parents. With this group the information under Items I to X inclusive was obtained in some cases but by no means in all: stress was laid rather upon the points covered under Item XI, Questions 1 to 9, and 20 and 27.

The purpose of this investigation of the children was to supplement, and, if necessary, to correct the information gained from the adults of the first group. The method that had to be employed in studying the adults might raise a doubt as to the reliability of the data obtained in that way. Errors of memory can scarcely have been avoided, because the adults were obliged to report upon events and conditions of their past school life, and they may have forgotten important details. They may also tend as a group to minimize in retrospect the difficulties they encountered in adjusting their work after skipping. It is also possible that self-consciousness may have contributed an element of unreliability in the adults. On the whole, the attitude was that of interest and sincerity, though a few of the adults appeared not to speak entirely objectively about themselves and their families, because they feared to "sound ridiculous" or to seem "boastful," and, on the other hand, a few of them may have unintentionally somewhat overdrawn the picture. It seemed desirable, therefore, to investigate the work of the children.
who were actually engaged in the process of skipping and to ascertain the opinion of teachers and parents who were viewing at close range, the process first-hand. As the results that follow will show, the investigation of the children actually confirmed the outcome of the investigation of the adults. Thus, for example, in the adult group eight of the sixty-seven who had skipped an entire grade stated that skipping was disadvantageous, and four of the forty-four children who had skipped an entire grade made the same statement.
Chapter III

THE DATA

The data secured for the adults are given in Tables 1-24; those for the children in Tables 25-28. The arrangement of these tables follows in order of the questionary.

The first part has to do with the quality of the immediate ancestry. Ancestors were considered "gifted" when their ability was reported by such descriptive phrases as: "keen business insight," "marked degree of success," "educational expert," "exceptional memory," "accomplished in the fine arts," "exceptionally alert mentally," distinguished political leader," "mechanical skill," "unusual vitality," etc. One grandfather had amassed a fortune of one-and-one-half million dollars in mercantile business in a small village in an agricultural community; another had been a state superintendent of public instruction. A grandmother at the age of eighty-three was "only slightly gray, physically able to do all of the house work for a small family, and was very active mentally." Cases of this kind will illustrate what we have classed as "gifted ancestry." In some cases it was difficult to decide from the report whether the ancestors were gifted or not. For example, some of them were successful in business but had inherited wealth; others were holding responsible positions, but there was nothing else in the original report that would guarantee exceptional ability. In cases of this kind,
the writer made his decision after questioning the student to elicit further information. There were, of course, many ancestors who were not gifted in any sense of the term, who had not shown ability in any line of activity. We realize that our classification of ancestry as 'gifted' or 'not gifted' is subject to various sources of error, but even after due allowance for these has been made, the fact shown in Table 1 (70 per cent of our cases showing gifted ancestry) is certainly significant and striking. Further confirmation is afforded by the circumstance that

Table 1

<table>
<thead>
<tr>
<th>Number of Cases of Gifted Ancestry in 84 College Students Who Have Skipped Grades or Accelerated in the Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

all students who had two or more brothers or sisters who had also skipped grades (see Table 6) also reported gifted ancestry, and that all students who had secured honors in their college work (preliminary honors, Phi Beta Kappa, highest grades in their class, etc.) also reported gifted ancestry.

The parents who had taken as much as one year's schooling beyond the high school (in a normal school, college, or vocational institution) were arbitrarily classed as 'trained par-

Table 2

<table>
<thead>
<tr>
<th>Trained Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Children Reporting Trained Parents</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>44</td>
</tr>
</tbody>
</table>

ents.' The data show (Table 2) that 53 percent of the 84 college students had 'trained parents' in this sense of the term.

Eighty per cent of the adult group were children of healthy parents, as may be seen from Table 3.

<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>42</td>
<td>68</td>
</tr>
</tbody>
</table>

In each one of these cases the health of both parents was considered.

The occupation of the father was considered as a possible factor, because it indicates in some degree the general status of the family. Table 4 shows this distribution.

<table>
<thead>
<tr>
<th>Table 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation of the Father</td>
</tr>
</tbody>
</table>

| Farmer 21 27.2% | Physician & Surgeon 6 7.7% | Minister 3 3.9% |
| Teacher 4 5.2% | Superintendent of Construction Engineers 1 1.8% | Carpenter 2 2.6% |
| Lawyer 2 2.6% | Railroad Conductor 1 1.7% | Barber 1 1.8% |
| Business 35 45.4% |

Table 5 shows the distribution of the families in terms of the number of children in the family; Table 6 shows the dis-
tribution of the families in terms of the number of children in the family that had skipped grades. These tables are read thus: there were 9 families with one child, 16 with two children, etc.;

Table 5

<table>
<thead>
<tr>
<th>Number of Children in the Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Families</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>Number of Children</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Table 6

<table>
<thead>
<tr>
<th>Number of Children Who Skipped Grades, by Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Families</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>Number Who Skipped</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

there were 9 families in which only one child skipped a grade, 24 families in which two children skipped grades, etc.

That the good health of the children themselves has apparently been a prominent factor in grade 'skipping' is shown in Table 7.

Table 7

<table>
<thead>
<tr>
<th>Number in Adult Group Reporting 'Good Health'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
</tr>
</tbody>
</table>
All of the cases that won honors in the elementary school (except three), and all with the exception of two who won honors in the high school and college are included in this group.

Several members of this group had had some training (e.g., in singing, speaking, reading, and writing) before they entered upon school life. The divisions of their pre-scholastic life and the number of persons of this group trained in each period are shown in Table 8.

<table>
<thead>
<tr>
<th></th>
<th>Special Training During First Three Years of Life</th>
<th>Special Training During Second Three Years of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Women</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>25, or 30 per cent</td>
<td>39, or 47 per cent</td>
</tr>
</tbody>
</table>

In the absence of exact information it is impossible to say whether, or to what extent, this pre-scholastic training differs from the amount that would be found in the general school population, but the author's impression is decidedly that these students who have skipped grades received earlier and more home training than would fall to the lot of the average school child.

<table>
<thead>
<tr>
<th></th>
<th>Number Reporting Special Ability Prior to School Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>6</td>
</tr>
<tr>
<td>Women</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>16, or 22 per cent</td>
</tr>
</tbody>
</table>
Special ability referred to in Table 9 includes what may perhaps be spoken of as rather unusual gifts in memory, imagination, imitation, and expression.

The age at which the members of our adult group began their training in school is shown in Table 10.

<table>
<thead>
<tr>
<th>Age of Entering</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Cases</td>
<td>8</td>
<td>44</td>
<td>20</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

The extreme departure from the normal distribution on the part of the few entering at 8, 9, and 10 is due to the fact that in every case they were taught at home until the time they entered school. Those who were five years old went to school with an older brother or sister, or were six years old before the close of the school year, or were 'favorites' of the teacher in very small schools.

Table 11, which shows the grades that were skipped and the number of cases for each grade, is of particular interest. It will be noted that grades 2, 4, and 7 are the ones most commonly

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>9</td>
<td>13</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
skipped. Keyes reports, however, that 3, 4, and 5, in the order named, are most productive of gains.

The question of relative ease of skipping different grades will be considered later.

Inspection of Table 12 shows that the ages from seven to eleven are those in which most children skip grades. The distribution here shows somewhat less correspondence than might be

<table>
<thead>
<tr>
<th>Age</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>7</td>
<td>20</td>
<td>13</td>
<td>18</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

\[\text{Progress Through the Grades of City Schools.}\]

\[\text{The one case of distinct grade-skipping in the high-}\]
school is quite unusual in character. This young man attended the high school for six months only, when sixteen years of age. He then took a business course of some six months, and later at the age of 22 entered the University as a special student. Here he pursued a variety of courses (Rhetoric 1 and 2, Physics 7a and 8a, 15 hours of Chemistry, etc.) with uncommon success, and at the beginning of his senior year, by a special dispensation of the faculty, he was allowed to matriculate as a candidate for a degree. This case demonstrates that the taking of high-school work is not actually imperative for successful college work. It is but fair to add, however, that the lack of high-school preparation caused distinct inconvenience, according to the student's own testimony.
expected with the distribution by 'grade skipped' (Table 11). The discrepancy is due mainly to inequalities in the age of entrance to school (See Table 10).

From Table 13 it appears that with few exceptions the skipping was done because the student had displayed superior ability: in only six instances was the 'skipping' attributed to such factors as crowded rooms, changing schools, 'the fashion to skip,' etc.

<table>
<thead>
<tr>
<th>Table 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons Reported for Skipping</td>
</tr>
<tr>
<td>Superior Ability</td>
</tr>
<tr>
<td>Men 30</td>
</tr>
<tr>
<td>Women 48</td>
</tr>
<tr>
<td>Total 78, or 92 per cent</td>
</tr>
<tr>
<td>Other Reasons</td>
</tr>
<tr>
<td>Men 3</td>
</tr>
<tr>
<td>Women 3</td>
</tr>
<tr>
<td>Total 6, or 7 per cent</td>
</tr>
</tbody>
</table>

The question of whether the student skipped alone or with others revealed the results shown in Table 14. These have probably little significance.

<table>
<thead>
<tr>
<th>Table 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Skipping Alone 27, or 45 per cent</td>
</tr>
<tr>
<td>Number Skipping with Others 46, or 55 per cent</td>
</tr>
</tbody>
</table>

A few schools seemingly have attempted to prohibit grade skipping because so many parents have wished the privilege extended to children who were not intellectually able to do so.
It may be readily seen from Table 15 that the members of this group did not skip on account of the prestige of parents, since

Table 15

<table>
<thead>
<tr>
<th>Home</th>
<th>School</th>
<th>Home and School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>76, or 90 per cent.</td>
<td>6</td>
</tr>
</tbody>
</table>

in 90 per cent of the cases the suggestion to 'skip' came from the school officials. The six cases listed as "home and school" are cases in which the suggestion arose from conferences between parents and teachers, so that it is impossible to ascribe the suggestion primarily to either party.

Only a small portion of the work 'skipped' was explicitly 'made up,' as Table 16 shows. The work mentioned in this table was 'made up' by home study, or by doing double work in the subject.

Table 16

| Cases in Which the Work Skipped was Done in Some Other Way |
|-------------|----------------|
| In full     | 1              |
| In part     | 8              |
| Total       | 9, or 10 per cent |

The fact, very familiar to every school-man, that reg-

Table 17

<table>
<thead>
<tr>
<th>Attendance at School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Poor</td>
</tr>
</tbody>
</table>
ular attendance is one of the essentials in the education of children, is emphasized by the data in Table 17.

Tables 18 and 19 are submitted without comment.

<table>
<thead>
<tr>
<th>Table 18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution According to Number of Grades Skipped</strong></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
</tr>
<tr>
<td><strong>Men</strong></td>
</tr>
<tr>
<td><strong>Women</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Gained by Acceleration</strong></td>
</tr>
<tr>
<td><strong>Time in Years</strong></td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Repeating a Grade After Skipping</strong></td>
</tr>
<tr>
<td><strong>Men</strong></td>
</tr>
</tbody>
</table>
It was the testimony of one of these persons who repeated a grade that it was lack of application and not lack of ability or preparation that made the repetition necessary. He said that he was just at an age when he did not wish to work and that the teacher did not demand it. The other one had skipped two grades and had attended a country school. (See second case, Chapter IV.)

Table 21 does not seem to contain any information that is necessary in the solution of this problem and is, therefore, given without comment.

The term "good grades" may probably mean nothing because a great number of teachers with varying standards for grading have had a part in making the ratings from which these reports were given. It is noticeable that all of them made good grades before skipping and all but one after skipping. The one whose

<table>
<thead>
<tr>
<th>Table 22</th>
<th>Number Who Made Good Grades Before and After Skipping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Skipping</td>
<td>69</td>
</tr>
</tbody>
</table>

grades were poor after skipping is reported as the second case.
of Chapter IV (page 40). There was another student who repeated a grade (see Table 20 and comment), but he skipped the fourth grade and repeated the fifth. Repeating the fifth grade seems to have been a stimulus, because his grades from that time to the close of the elementary school were good.

As may be seen from Table 23, 56, or 63 per cent of the adults received the same marks after skipping that they had received before they skipped.

In some schools it is the practice to rank the pupils according to the grades they make in daily recitations, tests, and examinations.

Table 23

<table>
<thead>
<tr>
<th>Comparison of Grades Before and After Skipping</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Before Skipping</td>
<td>Better After Skipping</td>
</tr>
<tr>
<td>3.</td>
<td>8.</td>
</tr>
</tbody>
</table>

Table 24

<table>
<thead>
<tr>
<th>Number Who Won Honors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Elementary School</td>
<td>33.</td>
</tr>
<tr>
<td>In High School</td>
<td></td>
</tr>
<tr>
<td>In College</td>
<td>8.</td>
</tr>
<tr>
<td>Total Who Won Honors</td>
<td>74.</td>
</tr>
</tbody>
</table>

The thirty-three pupils who had won honors in the grades were either in the "first rank" in marks or had the "highest grades" in the class. In the high school some of them were valedictorians.
and others would have been if it had been the fashion in the school to have one. The honors won in college were largely preliminary honors.

The work done outside of school will be mentioned in the reports and discussions of "special cases." A number of our subjects read a great deal of outside material while they were in the elementary school. These do not appear in Table 25. The outside work here reported was done for pay and consisted of work in offices and stores, janitor service, etc.

The students from private schools, and all except three who had been accelerated by parts of grades, said that acceleration had been advantageous to them. Two men and three women said that acceleration had been disadvantageous to them socially, because they were too young for their group.

Table 25
Number Who Did Outside Work
In the High School  9.  In College  5.  Total  14

Table 26
Decisions With Regard to Results of Grade Skipping
Advantageous  Men  25  Women  35  Total  60, or 87 per cent
Disadvantageous  Men  5  Women  6  Total  9, or 13 per cent
The number in the public school who skipped a whole grade is shown in Table 27, and the number who accelerated by skipping parts of grades in Table 28.

### Table 27

<table>
<thead>
<tr>
<th></th>
<th>Number of Public-School Pupils Who Skipped a Whole Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>17</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

The reader will observe (Table 29) that the per cent of children who say that 'grade skipping' has been advantageous to them is perceptibly higher than that of the adults - a fact that strengthens the reliability of the report of the adults.

### Table 28

<table>
<thead>
<tr>
<th></th>
<th>Number Who Accelerated by Skipping Parts of Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>16</td>
</tr>
<tr>
<td>Girls</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>

### Table 29

<table>
<thead>
<tr>
<th></th>
<th>Number Who Have Been Helped by Skipping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Grade</td>
<td>Boys 15</td>
</tr>
<tr>
<td>Parts of Grades</td>
<td>Boys 16</td>
</tr>
</tbody>
</table>

The two boys reported in Table 30 say they are handicapped socially. They are too young for their group.
Table 30

Number Who Have Been Hindered by Skipping

<table>
<thead>
<tr>
<th>Whole Grades</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Parts of Grades</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The statements of the teachers and those of the parents, as far as interviewed, corroborate the decision of the children. Some of the parents say that the work has not been easy for the children, and others state that in certain subjects the work has been more difficult because of 'skipping', and in a few subjects e.g., music, drawing, etc., the child may never do so well, perhaps, because he 'skipped.' The parents of the 38 children (Table 29) who were helped by 'skipping' are agreed that the careless habits of study, the waning interest, and idleness which follow when the child is not working up to his normal rate are results far more injurious than the handicaps which occur because of 'skipping' grades.
Chapter IV

DESCRIPTION OF SPECIAL CASES WHEREIN SKIPPING WAS REPORTED DISADVANTAGEOUS

Of the sixty-nine who had skipped at least a whole grade, there were eight who maintained that for them grade skipping had worked an injustice. In all the cases in which the adults interviewed had 'skipped' more than one grade, no difficulty was reported concerning the skipping of the lower one. "Lower" means here grades from one to five, inclusive.

We shall now proceed to describe in more detail the circumstances attendant upon these instances of undesirable skipping.

Case I. This is a young woman now twenty-four years of age. Some of her immediate ancestors were endowed with good business insight and some of them were social leaders and were prominent in educational work. Her father had attended college and her mother had spent one year in an academy. She was reared on a farm, and her mother spent a great deal of time teaching her while she was attending the elementary school. Her health and that of her parents was good. She began school in the first grade at the age of six years. The school she attended was a country school, but was "graded" in the sense that most country schools are, that is, the pupils were grouped according to age and attainment. She 'skipped' the greater part of the first grade when she moved to another school. At the age of eleven
she 'skipped' the seventh grade because her teacher thought she was able to do the work of the eighth grade. A very small part of the seventh-grade work was made up by doing work at home, but this home-work was by no means equivalent to the work of that grade at school; in reality, it was scarcely worth mentioning. She now complains that skipping the seventh grade was an injustice to her because she was not so thoroughly grounded in the fundamentals of the elementary school as to be able to do the high-school work well. She complains further that when she entered the high school she was not mature enough to do the work there satisfactorily to herself. She says that there "seems to be a break" in her education where she missed the arithmetic, geography, and history of the seventh year, but she says also that the break seems to be closing now. Her work has not been without recognition both in the grades and in the high school. In the grades she won a prize offered to the 'best speller' in the eighth grade. In the high school there was a class of forty-five in the beginning, but at the time of graduation all of them but six had been eliminated, according to her account, because of poor scholarship. In this class of six she ranked second. She had written a play that had been accepted by the school officials as the senior class play.

Case II. This woman has said that it was an injustice to her to be allowed to skip the sixth grade. She entered a private kindergarten at the age of five. And at seven she 'skipped' the first grade and entered the second of a country school. Her health was only fair, and she had no help in her school work at
home except that given by her cousins. Over-dependence upon this assistance in arithmetic may be the cause of her subsequent difficulty in that subject. Her complaint is that she missed the drill and the written problems of the sixth grade; that she "most certainly" suffered inconveniences in doing the work that followed it; that there is "a break in her education" where she "missed decimals" and the written problems of the sixth year; that she does "not know how to read a written problem" and that as a result even now she "cannot make a good beginning in the solution of one." She had to repeat the eighth grade, and this confirms her conviction that being permitted to skip the sixth grade was a decided injustice. According to her own report she has won no honors in the grades, in the high school, or in college. Her marks, she says, were good in the elementary school before she skipped the sixth grade, but were poor afterwards, and she declares that the work in the seventh and eighth grades was confusing to her.

Case III. A Senior in the University, who is now twenty-three years old, skipped the first four years of the elementary school on account of work done at home. She asserts that it was an injustice to her to skip the first four grades.

Her grandparents were competent in money-making and gifted in music and painting. Her father was a "good mathematician" and her mother was an art supervisor. Her father was a clergyman, and he and his wife gave a great deal of time to the instruction of their child while she was in the elementary school. The child's
health was poor until she was seven years old. At six she could read a primer. At nine she entered school and was placed in the fifth grade by the teacher on account of the work she had done at home with her parents. The school was a one-room country school, very imperfectly graded. Her health was good and her attendance at this school was regular after the age of nine. She received good marks throughout the elementary grades, although she says the work, especially in grammar, was too difficult for her and confusing during the first year. She feels quite sure that she did better work at home than she would have done in the primary grades of that particular school, but she is reasonably certain that the work would have been done to a much greater advantage if she had attended a first-class school. Many people who have been kept at home during these first school years complain that it has been difficult for them to adjust themselves socially. This young woman's complaint, however, is that the quality of the work that she did was poor. One of her brothers skipped the first grade and she declares that he was hindered in a similar way.

Case IV. This woman was reared on a farm. There were eight children in the family, and neither parent had any time to devote to the education of the children. When this woman (now thirty-one) was a child, her health was poor, and up to the age of nine, when she skipped the fourth grade, her attendance was irregular.

She entered school at the age of six and skipped the fourth grade because the teacher thought she was able to do the
work offered in the fifth. Skipping the fourth grade increased her interest in the work. Her grades were good before skipping and practically just as good afterward. Her health was not affected; nevertheless, she maintains that skipping was an injustice. No branch of the course of study was missed entirely, but the work in fractions that is given in grade four was missed, and that is the particular basis of her complaint. The work in arithmetic seemed confusing in the sixth, seventh, and eighth years, and she says she "never knew fractions" until she learned them in algebra in the high school. This report suggests, of course, that a little help from parents or teachers would probably have relieved the difficulty that 'skipping' produced.

Case V. This woman skipped both the first and fifth grade. Her ancestors were able in business management. One grandfather wrote magazine articles. Her father was trained in medical school, and her mother had reached junior standing in college. There were four children in the family, and no great amount of time was given by the parents to the education of this child. Both parents and the child were healthy.

She had only a little training in school work at home, and that in an incidental way; nevertheless, when she began her schooling, at the age of seven, she entered the second grade because the work of that grade was unusually easy and she seemed to be able to do it readily. The parents appear to have been opposed to sending their children to school at the age of six, or at least did not want this one to start at that age, but as soon
as they discovered that she was a year behind the others of her age, they became very anxious to have her 'catch up.' The parents then suggested the idea of 'skipping' the first grade, and the teacher suggested it in the fifth grade on account of the child's ability. She attended school regularly throughout the elementary school, and received high marks both before and after she had skipped grades. In neither case was trouble experienced in doing the work that followed the 'skipping:' in fact, she states that the work of the second grade was better suited to her ability than that of the first grade. Her real complaint is that she has always been too young for the group into which the 'skipping' of grades threw her, and she says that, if she were back in the fourth again under like conditions, she would not skip the fifth grade.

Case VI. This case is that of a woman now twenty-one years old, who skipped the eighth grade. Her ancestors were gifted in music, in designing and in architectural accomplishments. Her father, an importer of horses, was a college graduate and her mother had completed three years of a college course. She began her school life in a one-room country school at the age of five, and was transferred to a town school when she had finished the fourth grade. Her health was good and attendance regular until she was twelve years old, when she had scarlet fever and was sick for an entire year. When she came to school in the following year, the principal told her there was no reason why she should not 'skip' the eighth grade and begin the work of
the high school. She followed this suggestion and made no attempt to 'make up' the work she had skipped.

No branch of the curriculum was missed entirely, but certain topics were missed, such as mensuration, certain topics in physiology, and very essential facts in United States history. She declares that skipping the arithmetic of the eighth grade left her unprepared for geometry, and that arithmetic "seems very vague;" in fact, she believes that she was entirely unprepared for the work of the high school and that it impaired her health to do the work there under conditions so unfavorable. Nevertheless, she secured good marks in every high-school subject but geometry, and was valedictorian of her class. If she were back again in the elementary school and had the power to choose, she would not 'skip' the eighth grade.

In considering this case, the question may be raised whether the scholastic difficulties and the alleged impairment of her health may not have been due in large measure to the siege with scarlet fever. It would doubtless have been better for her on account of this illness not to 'skip' the eighth grade. It was a mistaken kindness to encourage her to graduate with her classmates.

Case VII. The first case in the investigation of two men who say that skipping grades was an injustice to them is that of a graduate student now in this University. His paternal grandfather was a shipbuilder and displayed a great deal of mechanical skill. His paternal grandmother was of the strictly Puritan type
and attended church five times each Sunday. The grandparents were both of English descent and trace their ancestry back to the Mayflower. The maternal grandfather was of Scotch-Irish descent, a cabinet-maker by trade, and gave evidence of mechanical ability. This student's father had an early training in shipbuilding, and he, like the grandfather, showed mechanical ability. He afterward engaged in mercantile business. This student's mother, besides being a home-maker, had developed a keen business insight. She was very deeply interested in the education of her children and spent much time in teaching them.

She had trained this boy so well that at the age of three he recited simple selections successfully before large audiences. At this age he also manifested great imitative power and possessed a lively imagination. At four he entered the kindergarten, where he remained until he was six, when he entered the first grade of a large city school. His health, like that of both of his parents, was good, so that his attendance at school was always regular. At the age of ten he skipped the fifth grade because the teacher thought he could do the work offered in the following grade, and at eleven he skipped the seventh grade for the same reason. A few other pupils skipped at the same time, but the rooms were not crowded, and, as far as facts can be determined, all of them skipped on account of ability to do the work of the following grade. The work was not 'made up' in any explicit way. The only course skipped was English history and
the topics missed occurred in mensuration, tenses, biography, and the geography of Europe and Asia; the manual training of the fifth and seventh grades, and the geography of the fifth grade were also missed.

He secured good marks both before and after skipping. The marks made before skipping were better than those made afterward, but outside interests, he states, then took more of his time than formerly. The work that followed was not too hard to do in either case and did not impair his health. The work in each case seemed slightly confusing for a few days, but he says the new environment was really the source of this confusion.

The injustice lies in the fact, he says, that he was not prepared to do the first-year work of the high school. He maintains that it would be better for him had he spent more time in the grades, because he would have come into the high school with a better grasp of the fundamentals. His comment on the grammar teaching is amusing and perhaps explains in part why he came into the high school unprepared for the study of Latin. "Grammar was poorly taught," he says; "we often missed that lesson because it was an unpopular subject with the pupils and with the teacher too." He deeply regrets now that the subject was so often neglected.

The work that he did was good enough to gain some recognition by the various schools that he attended. In the elementary school he was always first or second; in the high school he ranked fourth in scholarship; at college he received honors every
year for high grades, and ranked fourth or fifth in a class of seventy-five students.

The outside interests, mentioned above, that claimed his attention were the following: in the grades, participation in special exercises; in the high school, athletics and the editorship of the high-school paper; in college, football, baseball, basketball, and track, and the office of class poet. In addition to what has been said in regard to outside work, it is well to state that he earned the money to pay his expenses while he was attending high school and college, although assisted by a scholarship at college.

All of the children in this family skipped grades. One brother skipped the sixth and eighth, one sister skipped the same grades, and the other sister skipped the fifth and seventh.

This student says that his brother and sister advanced rapidly and without inconvenience in the work that followed, and that, while grade skipping has been an inconvenience and an injustice to him, he is certain that it has been a great help to his brother and sisters.

The brother and one of the sisters are older than our student. Apparently he was, so to speak, "between two fires" because the two older children had set the educational pace for the family, and the younger sister showed evidence of her power to maintain the family record. It was encumbent upon him to do his share. The family and their friends, the teachers, and all of the children in the room who knew the record of the older child-
ren would expect him to skip grades (two at least) and keep in the front ranks of the class.

It is not at all certain that social suggestion "stretched this power too far or spun it out too fine," because the quality of teaching may have been poorer in his case than that which his brother and sisters received, and he may have engaged in more outside interests than they did. The statement given above in regard to the teaching of grammar indicates that the quality of teaching may have had something to do with his difficulties.

Case VIII. This is a young man now twenty-one years old, and until recently a freshman in the University.

His immediate ancestors were not specially gifted and his parents had had no unusual training beyond the elementary school. He knew the alphabet and could count some (probably to ten) at the age of three. He received no further training at home and was not assisted there in the work of the grades.

At six he entered the first grade of a country school, and at sixteen 'skipped' the seventh and the latter half of the eighth grade, and entered a township high school. Although he was given all of the assistance that he could reasonably expect and was instructed by good teachers, he says that he was not prepared for high school and that skipping was an injustice to him.

There were fifteen persons in this investigation who had progressed by doing the work more rapidly or by skipping parts of grades. Of these two complained that this so-called 'privilege' was really an 'injustice'.
Case IX. This case is that of a woman twenty-one years old, who skipped the last quarter of the second grade, the first and last quarter of the third grade, the first and last quarter of the fourth grade, and the first quarter of the fifth grade. The rooms were not crowded at all except in the last case. She skipped the first and the second time through the influence of her father, the third and the fourth time at the suggestion of the teacher. No branch of the course was missed entirely and no topic was left out completely. The work that followed was not too difficult, and no complaint was made by the student that she had missed anything. She won second honors in a high school class of sixty members.

Her only objection to skipping grades is a social one. She complains that she is too young for the group in which acceleration has placed her, and that personal adjustment to this group is difficult and attended with much inconvenience.

Case X. Case ten is that of a man who is twenty-five years old and a student of this University. This man did the work of the third and the fourth grade in one year. He did the first half of the work of the fifth grade in the public school and was then transferred to a private school. He remained in the private school one-and-a-half years and did the work of the fifth, sixth, and seventh years. He then went back to the public school and did the work of the seventh and eighth years. He says that he should have entered the eighth grade when he returned to the public school, because he had no interest in the work of the seventh year. He says that school work seemed to be a joke to
him because he accelerated. It is his opinion that if he had spent a year in each grade and had been required to do the work with more thoroughness, he would have placed a higher value upon elementary school work.

In the second division of this study, that dealing with the school progress of sixty-five children of the public school, the chief complaint was made by two boys who are now in the high school. They both say that their difficulty is that they feel "too young" for the group in which they find themselves. One of them laments the fact that he was too small to join successfully in the athletic sports of the high school. He thinks that he would have had a more pleasant outlook upon life if he had even held back a year, instead of advancing a year in comparison with the normal rate of progress. The mother of one of these boys was interviewed and she seemed to think that skipping a grade was disadvantageous to them educationally and socially.
Chapter V

DESCRIPTION OF SPECIAL CASES WHEREIN SKIPPING WAS REPORTED AS ADVANTAGEOUS

In the group of adults interviewed in this study, there were fifty-nine persons who maintained that the privilege of skipping a grade was a positive advantage to them educationally, and that they had suffered no inconvenience on account of skipping. An account of a number of selected cases from this group will be found interesting.

Case XI. The first case is that of a woman whose age is now twenty-four years, and who is carrying sixteen hours of undergraduate work in this University and working twenty-two hours a week for the University on a salary.

Her immediate ancestors were endowed with strong physique, good business ability, mechanical ingenuity, and exceptional memory. Her father was a practical farmer, but had had no special training in agriculture. Her mother was "strong in mathematics, excellent in memory work, and skillful in handwork."

This student is the third child of a family of five children, four of whom have skipped grades. She had no special training until she started to school and did not manifest any special precocity. She entered school when she was scarcely five years old and attended this two-room village school until she had completed the elementary course. She skipped the fourth and fifth
grades and graduated from the elementary school at the age of eleven.

She missed practically all of the work in these fourth and fifth grades and missed the subject known as home geography completely. She was advised by her teacher to skip these grades because he thought she was able to do the work of the following grades. She says she experienced no difficulty in doing the work that followed, that it increased her interest to skip the two grades, that the work was better suited to her ability after she skipped, that her marks were always good, and that her health was in no way impaired by thus skipping two grades at once.

This school and all others not in incorporated towns, were under the direction of the county superintendent, and the pupils were required to take a final examination given by him. All the pupils who passed this examination were considered graduates of the elementary school. This girl obtained rank two in this examination and rank two also in an examination similar to this that was held in an adjoining county. ¹ This is rather good evidence that a competent pupil may, under certain conditions, skip two grades at once and still graduate with a creditable record.

¹It was fashionable then for students who lived near the boundary line to take the examination in both counties. It was a very great honor indeed for a pupil in one county to be in rank one or two in another county.
There was no high school near and she was unable to attend one for two years after she finished the elementary school. When she did enter the high school, she made seven credits in one year (normal number four) and at graduation had the highest grade in her class.

Her sister, who is one year older than she is, and who is also a student of this University, has a record exactly like the one given above, except that she had had some instruction at home in singing and speaking. She entered school at the age of six, graduated from the elementary school at the age of twelve, and won second honors in the high school. These two sisters were, it will be understood, in the same class throughout their school career.

Another sister skipped the second grade and has finished the high school. A brother skipped the third grade. He has completed an engineering course in this University. All four of these persons say that skipping grades has been very beneficial to them.

All in all, this case is striking when one considers that this village school was in session only seven months each year, that two grades were skipped at once, that rank two was won in a competitive examination, that the student was valedictorian in the high school, that her grades are excellent in the University, and that four children in this family skipped grades successfully.
The writer is personally acquainted with this family, and the teachers who taught the pupils, knows the school conditions of the village, and considers these data reliable.

Case XII. The next account is that of a woman aged twenty years, a graduate of an accredited high school.

Her immediate ancestors, except her father, were not well educated. In fact, most of them did not complete the elementary school. All of them were physically strong except her maternal grandmother and nearly all of them gave evidence of ability along some line. Some of them displayed business ability, others were skillful in art and construction work, and her father is "strong in mathematics."

There was nothing extraordinary about this woman's childhood. At six she entered the first grade of a well-graded school where she made so excellent a record that her teacher advised her to skip the second grade. She had access to numerous readers in which she delighted to read, and from which she perhaps secured almost as much information as if she had taken the second year's work.

She missed home geography, small-number combinations, elementary language, and 'Greek Heroes' on account of skipping the second grade.

The skipping increased her interest. The work that followed was not difficult, but was more nearly suited to her capacity and, as she says, kept her working hard. She, therefore,
considers the privilege of skipping the second grade a real favor. This woman's report is especially interesting on account of her specific explanation as to why she was able to skip the second grade without difficulty. She says: "I have always had excellent teachers. I have always been a rapid reader. I easily understand what I read and commit readily. I have read during my seventh and eighth school year as many as five books of fiction a week, by Annie Fellows, Louisa M. Alcott, and others. I carried full work in a strong preparatory school and took two music lessons a week which required three hours a day practice. Besides this, I was a member of a strong literary society which met once a week and I took also an hour of work a day in the gymnasium. I have never received a grade less than ninety percent in any subject in any year of my school work."

This woman's younger sister skipped the third grade. This sister is in rank one or two in a class of nine, and although she is the youngest member in the class, she has no difficulty, except occasionally in arithmetic, and even in that branch she is meeting the requirements satisfactorily. She thinks it was an advantage to her sister to skip the third grade. Of especial interest is the fact that in this home there is a son who, unlike his sisters, has not shown a determination to excel in school work but has repeated a grade.

Case XIII. The following report is that of a woman whose immediate ancestors were leaders educationally and socially and who were trained in the best schools. The paternal grandfather
was once superintendent of public instruction in a western state. His wife enjoyed reading and had a wide range of interests, and was endowed with an excellent memory. The father was a physician, trained in Washington University, University of Pennsylvania, Heidelberg, and Berlin.

The girl we are describing sang and recited in public at the age of three. She could read primers, first readers, and children's story-books at the age of five, when she entered the first grade of a carefully graded school. At six she skipped the second grade at the suggestion of the teacher. She says that the third grade was better suited to her ability than the second grade, that she had no difficulty in doing the work of the elementary school, and that she missed nothing of importance by skipping the second grade.

She has a brother who skipped the fifth (or sixth) grade and believes that for him, too, skipping was a favor. He became an honor student in the School of Medicine in the University of Pennsylvania, where he stood second in grades in his class.

Case XIV. The next case is that of a woman now twenty-three years old and a student in this University. She comes from a gifted and trained immediate ancestry, but she showed no evidence of special ability until after she entered the grades, except that she did some singing and speaking at the age of three. She entered school at six, at seven skipped the second grade, and at eleven she skipped the seventh grade. In both cases the outcome, in her opinion, was entirely satisfactory.
When fifteen this girl wished to study Latin, but there was no time or opportunity for it in the private school she was attending, whereupon she studied it alone during the second semester and finished about one-half the book. With the assistance of another pupil, she finished the first-year book in this unsatisfactory way. In the following fall she enrolled in another school and by some means was admitted to the second-year Latin class. Here she experienced some difficulty for a time on account of having practically missed the first year of Latin. She admits, however, that the difficulty did not last long and that she had no further trouble in Latin. If any special attention was given this student by the teacher of second-year Latin, it is unknown to the writer.

Case XV. The following case, that of a woman, now twenty years old and a student at the University, is interesting because one of her classmates could have skipped the same grades, but did not, so that we have an opportunity to compare two persons of similar ability, one of whom skipped a grade that the other one took. The testimony of each is given in regard to this point.

The immediate ancestors of the former student were leaders, economically, politically, and educationally. Her father and mother were reared on adjoining plantations and educated in the same private college. The daughter had no special accomplishments and showed no special ability when she was a child. She entered the first grade of school at the age of seven and skipped
the fourth grade at the age of ten. The fourth grade was badly crowded and the teacher sent to grade five the pupils that she thought were most able. (Her classmate referred to, skipped this grade also.) She found the fifth-grade work better suited to her ability, and was in rank one through the elementary school. The point of comparison between the cases lies in the experience of these two students in the high school. The first student finished the high school in three years, by taking work under a private instructor and getting credit by examination; her classmate, now a senior in the University from which our student graduated last year, was not accelerated in the high school and now regrets that she was not.

Case XVI. The next record, that of a woman now twenty-two years old and a senior in college, is of interest because she skipped the eighth grade and yet succeeded in the work that followed. She entered a country school at the age of seven and at the age of fourteen, with ten others, skipped the eighth grade. She says that she can see now that the work was done too hurriedly, but she contends that skipping was advantageous to her because of the gain in time. An interesting contrast is afforded by her brother who skipped the same grade and who declares that the courses he has taken in college have demonstrated the fact that he was weakened in the fundamentals of arithmetic by skipping the eighth grade.

Case XVII. Another woman, now twenty years old, sprang from ancestry represented in the Swedish nobility. Her father
and mother were well trained. She attended a kindergarten from the age of six to eight when she entered the second grade of the elementary school. At the age of ten, at the teacher's suggestion, she skipped the fifth grade. She has experienced some inconveniences on account of skipping the fifth grade: spelling has always been difficult, especially diacritical markings, and the transitive verb in grammar has been a source of annoyance and confusion. Nevertheless, her work has received special recognition: she won the scholarship prize in the junior and senior years in college and was honored for all-around scholarship throughout the course. On the whole, she considers skipping a favor, because she gained time and was placed in a congenial class. Her sister also skipped the fifth grade without inconveniences and won first honors in the high school.

These cases are interesting because it appears that at one time the practice of skipping the fifth grade was very prevalent in the city in question. The custom was discontinued because so many parents sought the privilege for their children.

Case XVIII. The next case, that of a student now twenty-six years old, is important because she attempts to explain why she now makes a grade of seventy-five, whereas she formerly made excellent marks. Her immediate ancestors, of English and Irish descent, were endowed in a few instances with an exceptional memory and were social and religious leaders. She was taught to speak and tell stories, and at the age of three often recited publicly poems containing as many as thirty-two lines. At this
age also she learned to crochet. She entered the first grade at the age of six, and at seven, on the teacher's suggestion, skipped the second grade. With her mother's help in the grades, she made good marks; in fact, the highest in her class, and in the high school was the valedictorian, with a grade of ninety-eight.

Besides the school work she did church work, club work, played in an orchestra, "took music lessons," and on Saturday assisted her father in the office.

After completing the high school, she attended a normal school, where for two years she held the scholarship honors. She then began to teach, and after two years received a diploma for successful work.

She states that her health is now very poor; her physician declares her very nervous condition, known as 'brain fog,' to be caused, not by the amount of work she has done, but by the work done in early infancy.

Grade skipping was very fashionable in the school that she attended, but a new superintendent revised the curriculum and the practice was discontinued.

We have encountered a number of instances in which grade skipping seems to have been discontinued and which might be construed to indicate, contrary to the results of this investigation, that it is a undesirable practice. The writer, however, investigated one school where grade-skipping is reported to have been "discontinued," and found that it had only been greatly diminished. It is our surmise that when it has been once instituted in a system, it is almost never entirely eliminated.

One school was visited which "officially" does not permit grade skipping beyond the second year. A girl was found in the seventh grade who had been away from the school a few years and who in the meantime had skipped the fifth grade. Her seventh grade work was satisfactory, and no one knew that she had skipped a grade until an inquiry was made. It seems that in her case no harm resulted from skipping.
Case XIX. The next case, that of a woman of nineteen, is valuable because of her peculiar attitude in childhood toward indoor games, puzzles, picture books, etc., and because she thinks she could have skipped two grades advantageously.

She is a descendant of a rather remarkable ancestry. Her paternal grandfather, an inventive genius, and her paternal grandmother are of Irish descent. Her grandmother was exceptionally strong both physically and mentally: at present more than eighty-three, she is only slightly gray, is very active, has good memory, is not childish, and is still "able to manage the whole house."

Her maternal grandfather, a German, was a strong-willed man, shrewd in business, excellent in judgment, and a social leader. Her maternal grandmother, German, was a social leader, and at the age of seventy-nine has excellent memory and is passionately fond of the beautiful, especially in statuary. Her father was trained in a medical college and is proficient in surgery, and her mother had a high-school training. Both parents are musical. Her father plays the violin; her mother plays the piano and sings well.

The childhood of this woman was unique in that she never cared for puzzles, picture books, and indoor games. She spent most of her time out-of-doors. She entered the first grade at the age of six and at nine, at the suggestion of the superintendent, skipped the third grade. With the exception of the first half of the fourth year in fractions, the work was not confusing. No special help was given by the parents, but they always emphasized high ideals and expected her to succeed. Her marks were among
the best in the grades and the highest in her class in the high school, and she won preliminary honors and a scholarship at a university.

She thinks she could have skipped the fifth grade also and succeeded as well. Provision was made for her brother to accelerate without skipping and she thinks it has been advantageous to him.

Case XX. The next case, a woman now seventeen, and the youngest student interviewed, entered the first grade of a two-room village school at the age of seven. At the age of ten she skipped the fourth grade and at twelve the seventh—in each case at the teacher's suggestion. She did not miss any branch entirely and did the seventh-grade work very hurriedly with another class while her own was doing the eighth-grade work. Her grades have always been good and she is pleased because skipping placed her in position to take advantage of high-school work and work in music while the opportunity was offered. She has received a very careful training in English at home and from early childhood has spoken exceptionally well. Her brother and sister were accelerated successfully in the elementary school. The parents are agreed that all of the statements of the children with regard to the advantages of acceleration are correct.

Case XXI. The next case, that of a woman nineteen years old, is interesting because her brother and both sisters, as well as herself, skipped grades.

Her immediate ancestors were gifted and her parents were
trained. She entered the first grade at six and at seven skipped the second at the suggestion of the teacher and the superintendent. At the age of seventeen she completed the high school with the highest average of a class of seventy-four. Her brother skipped the fifth grade and her sisters skipped the second grade. It is her opinion that skipping grades has been an advantage to all of them.

Case XXII. The next report, that of a man twenty-one, and from a German parochial school, is interesting on account of the great number of credits he made.

He entered the school at six and in six years completed the course with a grade above ninety. By regular work and special examinations, he made twenty-seven credits in four years in the high school. Besides this, he assisted his mother with the work at home and did janitor work at the school building after four o'clock each school day. He says acceleration was advantageous to him.

Case XXIII. The report of another man from a parochial school is interesting on account of the excellent record he has made.

He attended parochial school two and one-half years and was transferred to the sixth grade of a public school. He has always received excellent grades; the highest in the class in the parochial, elementary, and the high school. He was elected to Phi Beta Kappa when he was a junior, and his grade in this University for five semesters (the time he has attended here) is
ninety-four and five tenths. He considers acceleration advantageous because he gained time.

Case XXIV. Probably the most remarkable case of skipping is that of a student of this University who missed nearly all of the high school.

He entered the first grade of a country school at the age of eight and completed the course in six years. This was a small school and he was allowed to do the work as fast as he was able. At the age of sixteen he entered the high school but did not attend it only three months of that year. The next year he attended it again for the same length of time. After this he spent eight months in Brown's Business College and then went to work.

In the high school he studied algebra, English, general history, and book-keeping. All the remainder of the high school was missed and has never been 'made up.'

He entered the University as a special student and will receive a degree this year. He says that skipping the high school was a favor, but an inconvenience.

Case XXV. The next report is valuable because the student has made a comparison of her work in the University and declares that one year in age makes a difference in ease of doing work. She also reports an instance where a number of pupils skipped grades because of crowded conditions.

She entered the first grade of a parochial school at the age of six and did the work of grades five and six at the age of twelve. Her marks have always been good; she received the highest marks in the eighth grade, was in rank one in the high school,
and won preliminary honors in this University.

She says that acceleration was a favor but that she would have been better prepared to do the work of the University if she had entered it a year later. She has compared her work in botany with that in zoology accomplished when a year older, and has decided that the botany could have been done much better if she had been a year older.

She complains that she has always been too young for her group and that lack of acquaintance with the conventionalities has made adaption very difficult in the high school and in the freshman and sophomore years in college.

The public schools in the city from which this woman came were very badly crowded and in 1904 eleven of the best ones in the class skipped the sixth grade. There were five or six of them who have been benefitted by it, but the others have been handicapped, especially in grammar, a fact that seems to indicate that skipping must be done with great care.

Case XXVI. The next case is that of a woman who is now nineteen years old and is a member of a family of nine children, all of which have accelerated in the elementary school.

She entered the first grade of a country school at the age of six and at the age of eleven had completed the first six grades. She did not miss any branch or topic, but did all the work faster than it is usually done. The work has never been confusing or difficult. She has always received good marks: they were high in the grades and in the high school ranged from ninety-five to
one hundred. She has never experienced any inconvenience intellectually or socially and considers the acceleration a decided advantage to her. She says that her five sisters and three brothers have accelerated somewhat as she did and that it has been advantageous to them.

Case XXVII. The next report, that of a man now twenty-three, is profitable because he thinks skipping was a 'social injustice' and attempts to tell what the social injustice was.

At the age of six he entered the first grade and at nine the fourth grade. The work was so easy here that he spent much time in idleness and annoyed the teacher greatly. After a short time the principal told him that he had been promoted to the fifth grade. He went reluctantly. He has experienced no difficulties in doing the work but says he worked under great social disadvantages. He says that he was too young for the group and that he was regarded out of place by the older members of the class. According to his statement, they teased him, he was made 'the goat' in everything, and friendship with one member of the class was entirely discontinued. His opinion is that the girls (there were no boys in the class) were envious because he was younger and was making a good showing. Conditions improved in the senior year, and he became president and valedictorian of his class. This high school was too small for class parties and athletics, therefore, there was no difficulty socially except at school.

Case XXVIII. The next case, a post-graduate, skipped the
third grade of the elementary school and completed the high school in three years by making seven credits in the senior year. She was first in her class in the elementary school and in the high school was valedictorian, with a grade of more than ninety-five. Her brother skipped the first and sixth grades. She says that skipping was an advantage to both of them, because they gained time and lost nothing.

Case XXIX. The next report, that of a man in the graduate school, is interesting because he stresses early social adaptation.

He gave evidence of an excellent memory at the age of three years and could read fluently at the age of four and one-half. He was taught by his father at home until the age of eight when he entered, by examination, the fourth and fifth grade (these grades were combined) of a country school. The whole plan of the public school was confusing to him, but his marks were good. Two years after he had finished the elementary school (this time was spent in reviewing the grades because of no opportunity to attend another school) he went to an academy where he did four years' work in three years with the highest grades in his class. His grades in this University range from 90 to 97 per cent.

On the whole, he considers acceleration an advantage to him but complains that he was too young for the group, and that for this reason he never had any companions and school work was, therefore, unpleasant. He says that he was kept from the social group too long and that this lack of early social adjustment has always been a handicap to him.
Case XXX. The next case is that of a woman, now twenty-three, whose report is interesting because she accelerated in the grades, in the high school, and in college, and is the only case whose teachers in the high school were men.

She entered the first grade of a parochial school at the age of seven, did the work of the third and fourth grade at nine and completed the grade course of nine years at fifteen. At the age of fifteen she entered a small private school taught by men who were excellent teachers. Here she was given every advantage needed for intellectual progress. She completed the course in two years with an average grade of ninety-four (the highest grade that has ever been made in that school) and with seventeen units to her credit. After the entrance requirements had been satisfied she was given twenty-one hours of advanced standing at this University. This case seems very exceptional when we consider the short period of her attendance at the high school. She had never studied French; nevertheless, she skipped the first year of it and received a mark of ninety per cent in the second year.

Her marks have always been good, except in the subjects that she dislikes, namely, mathematics and chemistry. The low grades in these subjects have reduced her average to eighty-nine per cent. She will complete a four-year course in this University in only three years of study.

She considers acceleration advantageous to her because she has never been 'held back' and has always done commendable work.

In the group of pupils there is a case in which grade
skipping was considered advantageous but missing topics was declared disadvantageous.

Case XXXI. This pupil's ancestors were the leaders of the community in religion, politics, and financial affairs. Her father was trained in a medical college and was an excellent physician and surgeon. Her mother was proficient in the 'common branches' and both parents assisted the child whenever she needed help in her school work.

She entered the first grade of a small village school at the age of six. At nine she skipped the fourth grade because she entered school in a village where the fourth grade was not taught during that year. She says this school was poorly graded. "I was put in a fifth reader class," she says, "and I distinctly remember being in a history and spelling class with girls of the sixth and seventh grades." She does not know why she missed 'interest' and physiology, but she seems to have missed all of the former and all but a half-year of the latter. She says that the realization of her "shortness" in physiology has been the inconvenience experienced from missing it. With 'interest' it is very different. She says that she has been inconvenienced in a practical way when she worked in the store and in the bank because she did not know 'interest.'

At this point the reader may inquire why she does not learn 'interest' now, since she has seen how valuable it is. She has given her reason in the following statement. "My mind," she says, "absolutely won't work along that line. I have tried
to understand it, and have succeeded to a certain extent, but for the most part interest is a dim, hazy mystery."

This pupil is energetic, diligent, and persistent, and it is our belief that she has really endeavored to 'make up' the deficiency but, as yet, has not succeeded.
Chapter VI

CONCLUSIONS AND INFERENCES

There are a number of facts contained in these reports from which several definite conclusions may be safely made and there are likewise a number of conditions which do not justify conclusions, but nevertheless make some very vivid impressions.

(A) Factual Summary of Reports of 'Gifted Children'

1. Eighty-one per cent of grade skippers are descendants of 'gifted' ancestors (in the sense that we have used the term in Chapter III).
2. Eighty-three per cent of them are children of healthy parents.
3. Ninety per cent of them were healthy children.
4. Ninety-three per cent of them were regular in school attendance.
5. Ninety-three per cent of them undoubtedly skipped on account of their ability in school work.
6. Eighty-eight per cent of them were definitely urged by teachers, principals, and superintendents to skip the grade.
7. Three per cent of them, to be sure, repeated a grade, but in one-half of the cases lack of application caused this failure.
8. Eighty-seven per cent said grade skipping was advantageous.
More than seventy-five per cent of this group skipped grades below the seventh. Four of the twelve who skipped the seventh grade complained that it was disadvantageous to them. The fifth one took it with a review class while she was doing the eighth year's work; the sixth "looked up" the work as she needed it; the seventh skipped it because she moved to another school; the eighth did a part of the work with the seventh grade while taking the eighth; the ninth was fourteen when she skipped. The remaining four seem to have missed this grade, but there is a possibility that their teachers gave the whole class frequent reviews and that these pupils were able to learn the work while the others reviewed.

One of the three who skipped the eighth grade said it was a disadvantage to her; another said she could see that the work was too hurriedly done; the third one said he skipped it because the majority of pupils in that school always did.

There were several in the adult group who complained that acceleration had placed them in groups that were too old for them and that they had been handicapped socially on that account. Two boys of the public-school group made the same complaint.

The writer agrees with Doctor Bagley of this University that the common elements in education of a people of a democracy are very essential and should not be neglected. From this point of view the following conclusions may be drawn from the facts determined in this investigation.
1. Gifted children master the material offered in the curriculum of the elementary school faster than the average child masters it.

2. They can accomplish more in eight years than is offered in the curricula of the elementary schools.

This conclusion is strengthened by the answers given to a questionary sent to the superintendents and principals of the schools of four counties of this state. These officials were asked to give the enrollment in each grade, and to estimate the number in each grade who could do the work of each respective year in eight months, seven months, six months, five months, four months, provided that such an opportunity could be offered them.

Four superintendents returned the questionary with estimates in full as follows:

<table>
<thead>
<tr>
<th></th>
<th>Eight Mo.</th>
<th>Seven Mo.</th>
<th>Six Mo.</th>
<th>Five Mo.</th>
<th>Four Mo.</th>
<th>Total Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 1</td>
<td>70%</td>
<td>12%</td>
<td>7%</td>
<td>3%</td>
<td>4%</td>
<td>96</td>
</tr>
<tr>
<td>No. 2</td>
<td>68%</td>
<td>18%</td>
<td>3%</td>
<td>0</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>No. 3</td>
<td>41%</td>
<td>14%</td>
<td>9%</td>
<td>6%</td>
<td>6%</td>
<td>76</td>
</tr>
<tr>
<td>No. 4</td>
<td>0</td>
<td>98%</td>
<td>32%</td>
<td>24%</td>
<td>20%</td>
<td>76</td>
</tr>
</tbody>
</table>

School number four is in session in the grades only seven months in the year; nevertheless 98 per cent of the pupils will be promoted to the high school and seventy-six per cent of them, according to the report of the superintendent, could accelerate if the opportunity were offered. A number of country schools in Indiana and in Illinois are in session only six months of the year, but pupils who attend them enter the high school and finally the University. This emphasizes again the conclusion with regard to the quantity of work that it is possible for gifted children to do in the eight years of the elementary school.

3. As a rule grade skipping may be permitted (provided there are no special classes for gifted children). It should be considered desirable in the case of pupils of good health who have displayed in their work a superior degree of ability. (A degree sufficient to place them in rank one or two.) What has been
said here applies more especially to the country, the village, and small city schools, because the larger cities, although they may have no special class for gifted children, relieve the situation by a system of frequent promotions.

Objection is sometimes raised to grade skipping on the grounds that it interferes with the continuity of the material in the curriculum and throws the child into subject-matter that is confusing. This objection is not valid because in the elementary rural schools of Illinois there is a plan of alteration by which the first three grades are taught each year and the remaining ones are taught alternately. It frequently occurs that a pupil may take grade six before grade five and even the eighth before the seventh. This plan would seem to encourage grade skipping, because it often appears unnecessary to require a child whose health is sound to take the fourth grade after he has made excellent marks in the fifth grade, and gives every evidence that he is mentally able to do the work of the sixth grade.

4. Gifted children may skip any grade from one to six, inclusive, without any apparent educational inconvenience: in exceptional cases they may possibly skip the seventh or eighth grade, although this does not seem to be advisable in any case unless the work of both these years has been covered in some other way. There is danger of real harm being done by skipping these two grades, even though most of the material that they contain has been studied in the lower grades. The reason seems to be that the material can be presented in a more thoroughly organized form at this stage.
of the child's development. At this age the child can evaluate and organize the material of the curriculum and the use of rote memory is displaced in part by logical memory.

There is opportunity to review the work missed in the lower grades, but all that is missed by skipping the eighth and most all by skipping the seventh is usually lost.

5. There is bound to be some break in the continuity in some respects when a pupil skips a grade. The break can naturally be lessened by supplementing the work by means of home-study, vacation school, or by individual help at school. It follows that whenever a pupil skips a grade, a clear statement of what has been missed by the process and what should be 'made up' should be submitted to the pupil's parents and to the teacher of the grade the child will enter.

It is not meant that any lengthy or arduous labor is demanded: Even a few hours of special assistance will prove an extremely good investment. The organization of the curriculum, 'spiral method' in arithmetic, 'cycles' in history, will take care of much of the 'gap.'

6. Though we have advised grade skipping in cases where there is no special provision for gifted children, we do not urge that this is the ideal provision. On the contrary, we would urge that wherever possible a special room, a special teacher, and a special course of study should be provided for gifted children. The curriculum should contain enough material to keep them busily employed and working at a pace that is normal to them for a period
of eight years of nine months in the year at least. The school day, however, should be shortened, because gifted children work intently until the working day is finished.

To this proposal for the establishment of special classes for gifted children there are two objections that may be raised. The first is that since eighty-seven per cent of our group of adults and ninety per cent of the group of children declare grade skipping has been advantageous to them, therefore, the problem has already been solved without the establishing of special classes for these children. This conclusion does not follow, because those who skipped have merely weighed the inconveniences occasioned by skipping against the advantages gained by it and have decided that the conveniences outweig the inconveniences. One inconvenience which has seemed to cause more difficulty than the others is that the pupil who skips a grade is ordinarily too young for the group to which he has been promoted, as has been brought out at several points in this thesis. The other inconvenience is lack of preparation for the following grade.

The second objection is that if these children are segregated from the intellectually less favored, they may possibly overestimate their importance and miss the true spirit of socialization that is so essential in a democracy. This danger may be easily avoided provided that the school administrator has properly evaluated the socializing influence of the school. Segregation in the classroom need not mean segregation on the playground, and it is here that socialization is largely accomplished. Gifted
children can be taught to realize that they are doing the work that is normal to them, just as all other children are doing normal work, and under conditions of this kind there appears to be no danger that the gifted child will become snobbish and "spoiled."

7. The gifted children should be separated from the others at the beginning of the first school year.

8. They should be chosen on a basis consisting of the following points: (a) general intelligence (determined by mental tests and schoolroom activities), (b) health, (c) home environment and educational advantages, (d) age. From the viewpoint of the school the following factors should be considered: (a) quality of instruction, i.e., whether or not the teachers are competent and on the alert concerning the individual needs of the child in the subject matter, (b) quality of supervision, i.e., whether or not the curriculum attempts to express a unit of work that is continuous and the progress steady and normal, (c) the number in the class (not more than twenty-five), (d) length of the school day, (e) length of the study period, (f) length of the recitation period, (g) the material in the curriculum, (h) suitable testing to find the educational status of the child.

The large city schools have begun to make provision for the acceleration of the gifted children; the country schools, except in gas regions, oil fields, and mining districts, are becoming so small that provisions can be made in them for acceleration; private and parochial schools permit them to accelerate. But the village and small city schools have done little more than to
divide pupils into sections within each group according to ability and permit the best to accelerate by skipping grades. The results of this investigation justify the final conclusion that until better provisions have been made for the school progress of gifted children they should be permitted to skip any grade of the elementary school except the seventh and eighth grade, and that these two grades should be skipped only rarely and in cases of exceptional ability.

There are a number of impressions that have been made on the mind of the writer with regard to the type of children that have been successful in skipping grades and with regard to the environment in which they have lived. These impressions we prefer to present as impressions gained from the material we have gathered rather than as generalizations established statistically.

Among these impressions are the following: Children who profit by grade skipping seem to read more rapidly, understand more readily what they read, memorize more rapidly and recall more readily, than the average child. They read a great deal independently and develop the power of evaluation. They follow the teacher's directions intelligently, work earnestly, interestedly and persistently, and concentrate intently. They perceive the meaning quickly whenever subject-matter is presented to them; they follow the teacher into the subject farther than others do and investigate material that is needed, even without the teacher's suggestion. They are usually provided with educational material, are kept in bodily condition for work and have
the right attitude towards education. They are at ease socially. They are keen observers, and inquire into the things they observe. They respond to sympathy, enjoy the stimulus of success, and are confident of success from the beginning. They realize that parents, teachers, and friends are expecting them to make an excellent showing, and they assume this responsibility unquestioningly and strive untiringly to meet it.
APPENDIX

Several plans have been adopted in various cities of the United States to give the bright children an opportunity to do the work of the elementary school more rapidly than it is done by normal children. Among the various plans are the following.

1. The Malden Plan. This system provides nine years of elementary work arranged in such a way that a gifted pupil may skip a half grade at three different places and lose nothing. The parts he misses are all review work.

2. The Baltimore Plan. Baltimore provides a special room for gifted children.

3. The St. Louis Plan. This plan provides for promotion by fourths of grades.

Several other cities of the United States have plans somewhat similar to these, but the most satisfactory are the Baltimore and St. Louis Plans.

In Germany there are the Realschule and the Gymnasium, and in France is the Lycee in which the bright children are educated. In England one school system provides a curriculum parts of which may be skipped by bright children without any loss.
BIBLIOGRAPHY


This meager bibliography is offered because very little has been written concerning the effects of skipping grades. Our subject is not treated at length in any article in the Bibliography, and reference has been made to only a few of the articles.


Chart No. I. Distribution according to size of family. Adults.

I. II. III. IV. V. VI. VII. VIII. IX. X. XI. XII. XIII. XIV.

Roman---No. of children. Arabic---No. of families.
Chart No. 2. Distribution according to size of family. Children.

I. II. III. IV. V. VI. VII. VIII. IX. X. XI. XII. XIII.

Roman---No. of children. Arabic---No. of families.
Chart No. 3. Distribution according to grade entered. Adults.

I. II. III. IV. V.

Roman—No. of grade. Arabic—No. of persons.
Chart No. 4. Distribution according to grade entered. Children.
I. II. III. IV.

Roman --- No. of grade. Arabic---No. entering.
Chart No. 5. Distribution according to age of entrance. Adults.
I. II. III. IV. V. VI. VII. VIII. IX. X.
Chart NO. 6. Distribution according to age of entrance. Children.
I., II., III., IV., V., VI., VII., VIII., IX., X., XI., XII., XIII.
Chart No. 7. Distribution according to grades skipped. Adults.

I.  II. III. IV. V.  VI.  VII. VIII.  S.

Roman---grades.  Arabic --- students.  H.S.---high school.
Chart 8. Distribution according to grades skipped. Children.
I. II. III. IV. V. VI. VII. VII.

Roman grades. Arabic —— No. of pupils.
Chart No. 9. Distribution according to age of skipping. Adults.

Roman --- age at skipping. Arabic --- No. skipping.
Chart No. 10. Distribution according to age of skipping. Children.
V. VI. VII. VIII. IX. X. XI. XII. XIII. XIV. XV. XVI.

Roman ---- age at skipping. Arabic---- No. skipping.
Chart NO. 11. Distribution according to the number in the family that I, II, III, IV, V, skipped. Adults.

Roman ——— No. in the family. Arabic——— No. of families.