

THE DIFFERENCES IN ACADEMIC ACHIEVEMENT OF  
PUPILS ATTENDING NONGRADED SCHOOLS AS  
COMPARED WITH THAT OF PUPILS  
ATTENDING GRADED SCHOOLS

by

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## Chapter I

### INTRODUCTION

The American system of education has in the past often been based on a firm determination that school children should be alike. That is, many educators expected all pupils to study from the same book at the same given grade and to achieve at the same level. In this situation students are failed or passed on the basis of their successes or failures. Consequently, there are many who fail.

Unlike the past system, it is the intent of the modern school system to recognize each individual child's achievement and potentiality. For many years, teachers have talked about individual differences of their students and various teaching methods have been employed to selectively develop these differences. Some methods have produced a degree of success and others have not. It should be the concern of every educator to detect insofar as possible students' individual differences and to teach them on these bases.

According to Dean (1964) the tradition of all students being taught the same skills or concepts in the same manner is being changed to one whereby pupils work at a determined pace toward self-determined goals and even on self-chosen topics.

Educational institutions and publishers, as well as the public, have developed a new approach to school organization. A disregard of grading suggests that our schools may be entering an

era of extensive organizational change. Although innovations and experimentation with school organization are not entirely new in this country, the present movement toward the nongraded approach assumes dimension of greater seriousness and deeper significance than have previous efforts for improvement.

The nongraded plan of school organization is an innovation designed to implement a theory of continuous pupil progress. This enables the pupil to move forward only as rapidly as his abilities will allow. Such progressive movement is not dictated by a previously set time section but by actual intellectual development and pupils' innate rate of learning.

Most authorities in the field of education feel that if properly implemented the nongraded curricula necessitate greater planning, more educational materials, and fuller awareness of the changing needs of pupils. It is believed that the nongraded program can help to meet more effectively the needs of students.

It was the purpose of the writer to investigate the differences, if any, in academic achievement of pupils attending schools in which the nongraded plan was employed as compared with the academic achievement of pupils attending schools in which the graded plan was used.

#### Statement of the Problem

The purpose of this study was to investigate the differences in academic achievement of pupils attending nongraded schools as compared with pupils attending graded schools.

The research for this study was guided by the following