THE NONGRADED SCHOOL--AN ANNOTATED BIBLIOGRAPHY.

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THIS ANNOTATED BIBLIOGRAPHY CONTAINS 373 ENTRIES ON THE NONGRADED SCHOOL FROM 1916 TO 1960. (DG)
THE NONGRADED SCHOOL
AN ANNOTATED BIBLIOGRAPHY

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September 1967
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Persons considering nongrading their school generally turn to the literature for information on this topic. This annotated bibliography should facilitate that process. It provides the reader with an extensive list of the most current writings in this area and the thumbnail description of their content. With this information teachers and principals should be able to select those writings most appropriate for their present interest and needs and read them in their entirety.

The bibliography is an outgrowth of a much larger evaluation of the nongraded school in progress at St. John's University. This investigation was made possible by the generous cooperation of the New York State Education Department and to them I express my sincere appreciation and gratitude.

Possible organizational patterns adjusting instruction to children's reading levels: grouping within the classroom, cross-class grouping, individualized reading.


A program description.


A report, illustrated by case studies, of an early experiment in eliminating grades and providing for continuous progress by giving instruction to each child at the achievement level most appropriate to his development.


A description of the program of nongraded homogeneous grouping used in East Brunswick, N.J., and its rationale; several research articles on nongradedness are summarized.


Implications of nongrading for closer coordination of teacher activities and greater cooperation among teachers are not always exploited because the conventional pattern of staff utilization remains unmodified.


Advantages of nongraded programs for the child's mental health.


Proceedings of a conference on elementary Education.

Surveys of findings related to: pupil achievement, adjustment, and progress; parental attitudes; curriculum development; research.


A summary of efforts to meet individual differences, a topic receiving much emphasis in Canada at the present time, with developments in the United States mentioned as they parallel or influence events in Canada.


A discussion of continuous progress in relation to the teacher's concern with planning, individualized instruction, promotion, marks and standardized tests.


An account of a nongraded high school program and its advantages.


Concern with articulation from kindergarten through high school.


Findings of questionnaire survey related to pupil placement, individual differences, and parent orientation.


A study to formulate a program for introducing a nongraded organization into the school, through a review of the literature and a questionnaire survey on procedures used by schools having nongraded programs.


Comments on the bandwagon popularity of the nongraded.

Description of the adaptation of the ungraded primary unit developed in the Tarrytown public school system.

Discussion of promotion problems and the inadequacy of graded schools in meeting the needs of children.

Discussion of the introduction of nongradedness into Melbourne High School.


A description of Cleveland's Child Progress Plan.

An appraisal of several areas of mental health and academic achievement at the third year level using the control-experimental method.

Review of a Charlottesville study of and experiment with the nongraded.


An account of an early reading levels plan in the primary department, Gloucester, Mass.


Descriptive assessment of interage grouping in view of what is currently known of the needs of the child.


Argument for keeping age-mates together and varying instruction.


Advantages for those children termed "slow learners".


Comments by the director of a two week workshop on nongradedness held during summer 1965 at Michigan State University.


Program description of an early experiment abolishing promotion and failure in the first two grades, and establishing a primary department in which children progress along a series of reading levels at rates appropriate for their own stages of development.


A comprehensive report of a survey concerned, in part, with the prevalence of the "primary unit" in urban places of the United States.
A general introduction to the nongraded school: its incidence, various implementations, some problem areas, summary results from the schools trying it, as well as the advantages and disadvantages usually reported for it.

A capsule summary of Elementary School Administration and Organization by the same author.

A concise review of research on the nongraded as evidenced by the literature.

A detailed "how to" book on nongrading based on the experiences of the Parkway School, Plainview, New York.

Description of the Bassett High School's individualized approach to education.

Description of the purported advantages of the nongraded.
A view of nongraded programs as promising better provisions for individual differences.

A call for a gradeless program of continuous progress.

Concern with continuous pupil development.

A brief description of the continuous progress plan in the Milwaukee public schools.

Description of the specific advantages of the nongraded program for the slower child.


A case study of one multigrade class and its implications for the growth of the children involved.

A good introduction to some of the philosophy of the nongraded.

Anecdotal account of the beginning of a new school year in Milwaukee's nongraded primary unit.

Survey of the use of audio-visual materials in one nongraded setting.


An anthology on nongradedness containing brief selections from both European and American sources.

A program description of the South Plainfield Plan.

Several short references to nongrading.

A brief program description.

A program description.

A report of Robert Carbone's research on multi-grade classes.

A report on the experimental program at P.S. 89 Queens, New York.


Detailed account of the process of school improvement conducted in Englewood, Fla., Flint, Mich., Fort Wayne, Ind., and University City, Mo. program changes described also.

Brief recitation of the superiority of the nongraded over the graded organization in terms of the goals of education and present day knowledge.

Generalized appraisals based on some schools' experiences with non-graded plans; meant to be helpful to others contemplating a change to a nongraded program.


Brief discussion of two concepts of nongrading - subject centered and child centered - and a summary of practices found in nongraded schools.

"Reading in the Reorganised Elementary School," Claremont Colorado Reading Conference Yearbook (1961), pp. 36-44.


A simple explanation of the nongraded school, reporting its advantages and relating the successes of various schools that have tried it.

"What about Nongrading Our Schools?" The Instructor, Vol. LXX (May, 1961), pp. 6, 78, 82.


A report of survey findings concerning introduction of a nongraded plan, means of its evaluation, and methods of reporting results to parents.


The principal textbook on nongradedness by the "fathers of the nongraded school"; the sourcebook for the nongraded school.


Report on the up-swing in the number of nongraded programs, factors contributing to successful programs, and possible problem areas, as ascertained by a survey of approximately 180 communities believed to have such programs.


Sources of confusion partially due to lack of specification of vertical and horizontal organization within the school.

A focus on three selected nongraded programs to examine their development in time.


A brief compilation of elements characteristic of nongraded programs the author has studied.


A systematic study of elementary school organization both graded and nongraded with information on enrollments, class size, and teacher background and preparation.


A popular description of the ways several school systems have developed gradelessness, i.e. Port Washington, N.Y., Westport, Conn., Waldwich, N.J., Galveston, Tex., Philadelphia, Pa., Dade County, Fla., and Torrance, Calif.


A description of the nongraded program at Douglas School.


A program description.


A comparison of the achievement test results in reading and spelling of 146 first, second, and third year pupils from one year, when the school was graded, with the following year, when the school was nongraded.


Brief mention of nongraded instruction as one of the several changes in the organization and curriculum content of today's schools.


A brief review of an evaluative study of the nongraded arithmetic program of the Peter Boscow School, Hillsboro, Oreg.


Description of the nongraded program at Lincoln School, St. Charles, Mo.


The adaptability of nongrading to individual differences.


A succinct collection putting some of the better articles representing the literature on nongrading and related topics in easily obtainable form.


A preliminary report of an on-going experiment comparing the reading achievement of children in graded and nongraded classes.


General overview of the ungraded primary as carried out in the St. Louis schools.


A call for programs of continuous progress.

Brief statement of experiences with the ungraded program, particularly with reference to Milwaukee.

Comparison of ability grouping locked within the grade with cross-class-grade grouping on the basis of reading ability in years 3-8.

A brief program description contributed by Maple Park School, Edmonds, Wash.


Some advantages ascribed to a nongraded program.

A discussion of the self-contained classroom.

Contains an endorsement of the nongraded plan.

Brief program description.

Laudatory observations on the rationale of ungrading.

Summary of questionnaire responses given by school districts on the subject of organizational experiments which eliminate failures and grade lines in the primary grades.


Description of an early Los Angeles experiment to develop a type of school organization adaptable to the continuous growth of children.


Survey of practical applications of the principles governing the continuous progress program.


An introductory brochure on non-grading.


Program description of the nongraded program of Appleton, Wisc.


A statistical summary of a comprehensive survey of the administrative practices of 875 school districts who returned a questionnaire inquiry, including, among others, a question on the use and extensiveness of the "Primary Block Plan."


An abstract of the National Education Association Research Memo 1965-12 reporting a survey on the incidence of nongraded elementary schools.


Brief program description.


A description of an attempt by the New York City Public Schools in the early 1940's to provide for more continuous pupil progress by moving from semi-annual promotion and grade labels to a one year or two year promotion plan.


A description of the program of Roosevelt Jr.-Sr. High School, the secondary laboratory school of Kansas State Teachers College.


A program description.


A description of the nongraded program.


A summary of the articles in the yearbook with mention of Goodlad and Anderson's recommendations for nongraded schools and a description of the organization for learning in the secondary schools of the future.


Details of a survey conducted by the author.


Questioning of rationality and sound research basis of existing organizational forms.


A description of provision for pupil progress through a system of levels in various subjects, with references to the methods of pupil evaluation and instruction employed.


Brief summary of how the levels plan operates in Beverly Hills, Calif.


A brief program description by the vice-principal of the high school.


Program of combined grades 1-2 at the Laboratory School, University of Chicago spurred interest in conducting questionnaire survey on the incidence and value of such groupings.


Responses and comments on a questionnaire sent to parents and teachers in a school with interage grouping.


Discussion of factors affecting continuity of learning experiences.


A succinct report of a statistical study of differences in achievement between fourth grade children in Fairfax County, Va. who had been in an ungraded primary and those who had been in the graded organization.


An evaluation of grouping homogeneously on the basis of arithmetic ability in the intermediate grades of the Homewood (Ill.) Public Schools.


Conclusions and suggestions for the implementation of practices harmonious with the concepts of continuous progress.


A survey of personnel perceptions of program understandings and results, operational problems, role involvement, and staff background experience as aspects of the nongraded program of the Detroit Public Schools. A description of the program and a survey of the literature for descriptions of other programs was also essayed.

Detailed case studies of the non-graded programs in Golfview Elementary School, Brevard County, Florida and Tuttle Elementary School, Sarasota County, Florida emphasizing the physical aspects of the programs.


A report of progress in nongraded Middletown (R.I.) High School with a series of sequential steps in each curriculum area.


Review of the advantages and problems met in ungraded programs.


Evaluation of a program for "circling," or cross-class grouping for reading instruction.


A program description.


A brief description of the Glencoe Plan.


Survey of some of the research done in the area of the nongraded together with a brief review of various types of grouping that have been tried.


A brief program description of Christ the King School, St. Xavier College.


An ungraded primary program, the St. Xavier Plan in which a teacher would stay with a class for the entire primary experience, and the use of teacher aides as two promising experimental innovations.

A survey of the pros and cons of the ungraded school.


An account of an adaptation of the nongraded plan to a high school English program, St. Elizabeth Academy, St. Louis, Mo.


A survey of student teachers opinions of the nongraded.


An attempt to gauge the success of a nongraded reading program by comparing achievement results in reading with results in arithmetic, which was still graded; also included is a comparison of reading achievement in graded and nongraded schools of the district.


An analytical and graphic description of a proposed social studies program.


Another summary description of the nongraded plan whereby the public schools of Appleton, Wisc. try to up-date school organization in the light of knowledge of children and their individual needs.


A treatment in-depth of the application of the theory of a primary school.


Stenberg, V.A. "The Ungraded Primary School," Encyclopaedia Britannica.


A more recent review of the Winnetka problem emphasizing its preparedness to overcome past weaknesses.


A description of early experiments with teacher cycling in the nongraded.


An overview of the adaptations and effects of the nongraded.

Thompson, Mr. and Mrs. John F. *The Nongraded Elementary School: The Continuous Progress Program.* A report of the New Mexico Western States Small Schools Project. Santa Fe, N. Mex.: The State Department of Education, n.d.

A portrayal of the experiences of a small, isolated, eight grade, two-teacher school, with the nongraded.


A brief program description.


Presentation of models for horizontal and vertical organization in the context of the goals of education and its underlying propositions.


Discussion of various administrative phases of the Appleton, Wisc. Continuous progress plan.


A program description.


A detailed account of problems encountered in the initiation of a nongraded program from the point of view of the administrator.

An attempt to update the reader on applications of the nongraded programs.


A brief description of a program in the Hibberd School, Richmond, Ind. in which grades have been removed.


A follow-up study of students trained under the Winnetka Plan.


A brief program description of an experimental mathematics sequence.


A description of what is generally accepted as the first nongraded program, that introduced in Western Springs, Ill. in 1934.


A specific description of the operation of Milwaukee's primary program by a teacher in the Milwaukee Public Schools.


A concise review of recent articles on the nongraded.


A basic comparison of pupil outcomes in graded and nongraded settings.


A research evaluation of the nongraded program of the Bellevue (Wash.) Public Schools.


One school’s interpretation of nongraded education.


An attempt to evaluate the nongraded program of the Noank Elementary School, Groton, Conn. through examination of reading achievement and a comparison of instructional procedures.


A chronological account of unsuccessful and successful experiences encountered in the development of the Appleton nongraded plan.


A tentative evaluation of the effectiveness of nongraded interage classes through a comparison of achievement tests results and social-emotional development, and assessment of its acceptance.


A brief handbook of nongraded spotlighting its history, development, methods of evaluation, and specific programs in reading and arithmetic.


An assessment of the nature of Bainbridge's system of grouping and a comparison of the achievement of the graded and nongraded students in the school system.
A concise handbook for parents outlining the nongraded program and answering frequently-asked questions.

A parent brochure.

A compilation, developed from the literature and intended as a sourcebook for schools planning to nongrade, of the nongraded schools' purposes, the pros and cons of nongrading, descriptions of particular plans, and steps in the installation of a nongraded unit.

A series of evaluative studies done by the school district to ascertain the effects of a nongraded program on pupil achievement, and the reactions of parents and teachers to the program.


The Primary Department Continuous Growth Plan. Billings, Mont.: The Schools, 1953.

An appraisal of the nongraded program through comparison of reading scores before and after initiation of the program, a case study of one school, and a survey of the teaching-learning situation.

A descriptive survey attempting to reveal the reactions of 130 teachers to the graded and nongraded programs in their elementary schools, and to determine which program they felt was most adequate in meeting children's needs.


An intensive study of several areas of achievement and mental health, as well as a measure of pupil attitudes.

An overview of nongrading focusing on its rationale, support in the literature, and pros and cons.

Answers to frequently-asked questions about the rationale and organization of the program, together with a statement of reading levels.

A control-experimental study using the traditionally multigraded classes of the University Campus school in comparisons of academic and social development, parent and teacher reaction.

A systematic comparison of three types of school organization.

Primarily a descriptive analysis of the place of the school in this community: pupil achievement in relation to potential and home background; community attitude toward the school, and teacher adequacy in dealing with the particular learning situation.

A curriculum guide.


A contrast between the achievement results before and during the change to a nongraded organization.


Account of the development and operation of an early nongraded program together with brief assessment of its effect on academic achievement.


A committee report on proposals for student evaluation.


A levels program in math used in the Yorktown Heights Public Schools nongraded primary program.


A curriculum guide for a reading levels program in the primary.


Brief program description.


An account of the school's reaction to its own experiences with nongrading.


A parent brochure.


A general introduction for parents to the nongraded program.


A profile of the East Williston schools.


An appraisal which is currently under revision, of the nongraded unit through a comparison of achievement results in reading, and a survey of teachers' reactions.

An evaluation of the primary experience of fourth year students based on an analysis of achievement.


An account of an experiment with interage classes at the Horace Mann-Lincoln Institute; evaluation of the program through comparison of achievement results, sociometric patterns, attitudes toward age-relatedness of selected characteristics, and interaction in the classroom.


An evaluation of Telluride's first two years of nongrading appended by outlines of its reading and arithmetic programs.


Methods and materials of instruction not limited to use in the nongraded program.


A parent brochure with responses to questions parents ask on the non-graded.


A parents' guide to the Green Bay Schools with reference to the non-graded.

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Green Bay, Wisc.: The Schools, n.d.

The Nongraded Primary School: Here Are the Answers to Your Questions.

Concise replies to questions parents ask.

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A comprehensive study of achievement, adjustment, pupil attitude toward school, parental attitudes, and teacher and administrator opinions.

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Brief explanation of nongrading including rationale and parent communication.

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A condensation of the rationale of the dual progress plan.

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An extensive study appraising the relative effectiveness of the graded and nongraded patterns in relation to pupil academic achievement and personal-social adjustment, and surveying parent and teacher reactions to the program.

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A presentation of the philosophy of the nongraded including subject matter outlines.

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Hillsborough County Public Schools. *Our Primary Unit: A Guide for Understanding the Primary Unit and for Planning the Primary Program.* Hillsborough County, Fla.: The Schools, n.d.

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Preliminary statement of plans written for parents.

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Nine levels of reading described.

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A case study of one school system's difficulties in implementing a program of nongradedness.

A contrast of parental reaction before implementation of the program and after; a comparison of the reactions of those who participated in discussion of the program and those who did not; impressionistic staff reactions; and a brief comparison of achievement results.


Sketchy account of selected aspects of the continuous progress program.

Questions and Answers: Continuous Progress Education. Northeast School, n.d.
A parent information sheet.

A large-scale study utilizing the control-experimental method.


Preparation for initiating a nongraded program through a questionnaire survey of existing programs and their organizational and operational features.


An evaluative study of an experimental program which attempted to do partially away with grade lines between kindergarten and grade one.
Larsen, Irene M. *Nongraded Primary School*. Green Bay, Wisc.: Green Bay Public Schools, n.d.
A one page information sheet on the nongraded program.


An experimental-control study of the nongraded program at the Hebron Elementary School, contrasting the achievement of a group of fourth year students who had been through the nongraded primary with a group who had not been through it.

Brief outline of the goals and problems of non-grading in one school district.

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An overview of Liverpool's experimental program of non-grading and team-teaching.

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A teacher questionnaire on nongraded team teaching.

Loomis, Dorothy L. "Problems and Procedures Involved in Changing from Graded Type of Organization to Ungraded Primary." Unpublished Master's paper, Drake University, Des Moines, Iowa, 1961-62.

A concise review of the current state of the nongraded movement in both school operation and evaluation.


A detailed manual of the phases included in the Marion reading program.

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Curriculum for Continuous Progress in Science for Primary Children of Marion Central School. Marion, N.Y.: The Schools, August, 1965.
A curriculum guide prepared by a committee of teachers.

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Curriculum for Continuous Progress in Social Studies for Primary Children of Marion Central School. Marion, N.Y.: The Schools, August, 1965.
A curriculum guide prepared by a committee of teachers.
A sketchy outline of the Marion math program for the primary level.

. Your Child in the Non-Grade Primary at Marion Central School. Marion, N.Y.: The Schools, n.d.
A preliminary parent brochure.

A comprehensive outline of the mathematics curriculum appended by sample worksheets.

A study of districts known to employ nongraded programs to ascertain the extent of its use, the nature of the programs, and their effectiveness.

Maywood School District. The Reading Program of the District #89 School. Maywood, Ill.: The Schools, n.d.

A study of the nongraded organization including comparisons of teacher background, length of school day, pupil achievement, and reactions of teachers.


A brief review of nongrading in Milwaukee with special emphasis on administrative problems.

A parent brochure explaining features of the nongraded.

. A Study of Primary School Organization and Regular Class Organization at Primary 6 and 3A in Eight Schools. Milwaukee, Wisc.: The Schools, 1952. (Out of Print.)
An evaluative study of their nongraded program.


An experimental study of a variety of factors relating to the achievement of first and second year pupils in graded and ungraded programs in the Wayne Community School District.
A documentation of the efforts of the staff of the Aspen Elementary School to individualize instruction; includes the rationale, procedures for implementation and evaluation.

A statement of reading levels.

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A concise overview of the nongraded school -- its rationale, development, operation, program description of selected schools, and short bibliography included.

Neff, Neal and Ferguson, D.S. *Cabool Elementary School Program of Continuous Education.* Cabool, Mo.: The Schools, n.d.


A pre-implementation administrator's guide to the Niagara Falls experimental nongraded program.

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A detailed guide to North Hill's reading program.
North Hill Primary School. Primary Plan Evens out the High Steps between Grades. Cheektowaga, N.Y.: Maryvale Public Schools, n.d. Pamphlet given to parents before their children enter the program.


Rocky Mountain School Study Council. Procedures and Guidelines for Initiation of an Ungraded Primary Unit. A Report Prepared by the Committee on Grouping Patterns. Denver, Colo.: Bureau of Educational Research, School of Education, University of Denver, November, 1963. A good guide for those planning on initiating a nongraded program; a summary gathered from the literature of procedures used to initiate and operate a nongraded program.


The results of a questionnaire survey conducted to determine the prevalence of nongrading among the member districts.


Survey of organizational practices of primary units in 28 school systems.


A concise report of a matched-pair study evaluating pupil achievement at the Peter Boscow School.


A brief description of an experimental mathematics sequence.


Description of the nongraded programs developed in two residential schools.


Account of program implementation and operation.


Questionnaire surveys of teacher reaction to the nongraded primary at Miller Elementary in Dodge City, and at other selected nongraded schools.


Four case studies of multiage grouping and the rationale behind it.


A parent brochure answering frequently asked questions.

*English Syllabus Revision, Reading Section, Parts 1 & 2.* Vestal, N.Y.: The Schools, April, 1965.

A levels approach.


A thorough control-experimental investigation of the effects of interage grouping on the achievement, and the personal and social adjustment of elementary school children.