# RECOGNITION OF THE GIFTED CHILD IN ELEMENTARY EDUCATION

A THESIS

SUBMITTED TO THE DEPARTMENT OF EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

by

MARGARET MABEL COCHRUN

August 1958

Approved for the Major Department

Don Davis

Approved for the Graduate Council

Clarence L. Boyd

146205

## ACKNOWLEDGMENT

The writer desires to extend her appreciation to Dr. Don Davis, Professor of Education, Kansas State Teachers College, Emporia, Kansas, for his able assistance and excellent guidance throughout the preparation of this thesis.

M. C.

TABLE OF CONTENTS

# CHAPTER I

## INTRODUCTION

America's greatest resource is her people. To organize and utilize this human resource in any walk of life, leadership is necessary. Leaders in a democracy need more than intelligence, knowledge, and skills. They must have character, of which, perhaps, the principal elements are personal integrity, human sympathy, and a sense of social responsibility. Qualities of character develop from the habits and attitudes that one acquires from the totality of life's experiences.

Necessity demands that the God-given talents of every gifted child be identified so that his talents do not lie dormant. Recognition and understanding of the nature of the physical, intellectual, emotional, and social characteristics of the gifted are needed. This is necessary in order to provide an educational program which can challenge the abilities of the superior individual. There is the need to provide the gifted student in the elementary school with the types of guidance which will help him develop all of his potentialities. It is obligatory also to challenge the superior individual to participate in out-of-school activities which will develop his capacities and benefit the community. Important, too, is the responsibility of directing parents of the gifted

in planning and executing the out-of-school education of their gifted child. Financial aid must be made available to the gifted to help him advance his studies.

The writer hopes that this research will help teachers understand their bright and gifted children, make them aware of their responsibility not only to develop their gifts fully, but also to use their abilities constructively in the interests of a better democracy. Wider recognition and greater conservation of the gifted should lead to the development of more capable leaders in all fields; including art, music, education, government, and science.

The purpose of this paper is to further such understanding and suggest ways to develop the talents of superior children in the classroom. It also should serve as a practical aid to teachers, thus stimulating in their groups the experimentation which will lead to greater enrichment of experience and personal development for the gifted child.

## The Problem

Statement of the problem. This research will seek to find an answer to one major question. This question is: How an elementary teacher may discover every bright child, challenge him to work to his full capacity, and see that he receives all the education from which he can profit.

Problem analysis. The problem above has been broken into three parts.

1. Why the teacher should be concerned with specific methods of identifying "gifted" children.

2. Why conferences and parents' meetings are of value concerning the "gifted" children.

3. Why we should challenge the "gifted" children to enrich their studies, to use their potentialities to the fullest extent, and to instigate research.

Importance of the study. This study developed from the desire to help more effectively the talented boys and girls, and to challenge them to new efforts and discoveries.

## Definitions of Terms

Elementary school. The elementary school includes kindergarten through the eighth grade.

Teacher. The teacher is the regular classroom teacher or any authorized person who instructs a special class or directs an activity of the elementary school.

The gifted child. The "gifted child," as the term is commonly used, refers to the child of high intelligence which has been determined by standardized intelligence tests. "Gifted" in its broadest sense includes any child who is superior in some ability that can make him an

outstanding contributor to the welfare of, and quality of living in, society.[1] According to the Pennsylvania State Council of Education mentally advanced children include those of such superior mentality that special classes are deemed necessary in order to meet their educational needs.[2] At the present time there is no general agreement as to how high the child's intelligence must be for him to be considered gifted.

A report from the United States Office of Education states that two children in 100 have IQ's of 128 or one in 100 will exceed an IQ of 130.[3] Berry designates the top ten per cent above 130 IQ and the highest ten per cent above 116 IQ,[4] while Baker groups bright children into two classes --"the rapid-learning child" which includes one-fifth to one-fourth school population and those with an IQ range of

---

[1]Harry Passow and others, Planning for Talented Youth, Columbia: Bureau of Publications, Teachers' College, 1955, p. 1.

[2]University of Pittsburg, Improvement of Education Series, Pittsburg: University of Pittsburg, October, 1955, pp. 1-8.

[3]Elsie Martens, Curriculum Adjustments for Gifted Children, Washington, D. C.: U. S. Office of Education, Government Printing Office, 1946, pp. 1-4.

[4]Charles S. Berry, The Education of the Gifted for Leadership, Columbus: Ohio State University Press, 1945, p. 2.

110 to 125, and the "gifted" as those with IQ's falling between 130 and 140.[5]

Leta Hollingworth refers to the gifted as "those whose test performance is much above average on standardized scales for the measurement of special talents."[6] Paul Witty proposes that "a child be referred to as 'gifted' when his performance in a worthwhile type of human endeavor is consistently remarkable."[7]

As has been noted, "Various terms have been used to convey the concept of superior-endowment: gifted, talented, superior, rapid-learning, able, bright, exceptional, and even genius."[8] These terms are often used interchangeably and may refer to outstanding abilities in several areas of endeavor.

The writer, in this paper, has used the term "gifted" to refer to capacity for outstanding achievement as measured by standardized tests, classroom performance, grades, cumulative records, and teachers' judgments: although other

---

[5]Harry J. Baker, Introduction to Exceptional Children, New York: The Macmillan Company, 1955, pp. 273-82.

[6]Leta S. Hollingworth, Gifted Children, Their Nature and Nurture, New York: The Macmillan Company, 1926, p. 42.

[7]Paul Witty, "How to Identify the Gifted," Childhood Education, 29:315, March, 1953.

[8]Passow, op. cit., p. 5.

applicable terms are sometimes used to convey the same meaning.

## Historical Significance

Throughout history, man has concerned himself with the problems of appropriate education for mentally superior children. More than 2,300 years ago Plato advocated use of a series of tests to discover the talented of his country and to train them for leadership in the state.

The Romans adopted some of Plato's theories and gave special training to their superior youth in order that they might become leaders in war, government, and oratory. Other countries seeing the need for its talented youth, followed this pattern.

During the sixteenth century a Mohammedan ruler sent emissaries throughout the Turkish Empire to scout for the "fairest, strongest, and most intelligent youth" to be trained as leaders. These efforts were reported to have been highly successful.[9]

During the seventeenth and eighteenth centuries, organized education for the superior and gifted almost disappeared. Only a few of these talented children were

---

[9]Merle R. Sumption, Three Hundred Gifted Children, New York: World Book Company, 1941, p. 1.

provided with any form of special training or special education, and the majority of such students were not even recognized.

The mid-nineteenth century saw the beginnings of a formal effort by American schools to plan special programs for the academically gifted. In the United States the school's interest in the education of superior children is divided into three epochs. The first epoch, extending from 1867 to 1899, describes the period of flexible promotion. William T. Harris was responsible for instituting the first public schools, located in St. Louis, Missouri, in 1867. The second epoch extended from 1900 to 1919 and was characterized by the use of acceleration as the chief device for adjusting the school's offering to superior pupils. The third epoch began about 1920 and introduced the idea of curriculum enrichment as contrasted with the time-saving feature of the methods used prior to this time. Curriculum enrichment was fostered through differentiated assignments, intra-class grouping, ability grouping, and special classes.[10]

In preparation for World War II, Hitler followed this practice with mentally superior young Germans who specialized in every phase of life in all countries of the world, both

---

[10]Henry J. Otto, "Gifted Children," Elementary School Organization and Administration, New York: Appleton-Century-Crofts, Inc., 1954, pp. 503-08.

by study from books and by travel, so that military conquest might be achieved more easily.[11]

Between 1920 and 1930 educators tended to veer away from acceleration and to favor enrichment as the more desirable modification of school experiences for the exceptionally able. The predominant feeling was that the healthiest school environment for the child would be created if the child remained with his age peers, regardless of his educational sacrifice. Even those who favored acceleration considered grade-skipping less desirable than segregating classes of gifted students, equal in age as well as ability, for rapid advancement. Few educators saw any need or would recognize any merit of acceleration below the secondary level.

## Attitude Toward the Gifted

Prior to 1800 the gifted were generally regarded with a mixture of admiration and great expectation. A change in the attitude of people toward the gifted, as well as methods of helping them, now began to appear in the educational field. W. D. Lewis expressed the views of many when he stated that many people held the opinion that the very

---

[11]Baker, op. cit., p. 289.

superior individual was some kind of freak or a very queer person who was likely to become a monstrosity.[12]

In 1904, following a survey of gifted children in England, France, and Germany, Terman, like many others, was inclined to believe such fallacies concerning the gifted children. Several years later, after conducting and experimental study of two contrasting groups of bright and dull children, he was beginning to doubt earlier beliefs. A later study of many of his bright pupils convinced him of the true worth of the gifted,[13] which Paul Witty calls, "our nation's greatest resource."[14]

Other educators, like Leta Hollingworth[15] and Gertrude Hildreth,[16] who have done valuable research in the study of gifted children, have shown the falsity of the idea that the mentally gifted are physical weaklings or poorly adjusted children who are arrant and neurotic.

---

[12] W. D. Lewis, Readings for Educational Psychology, New York: Thomas Y. Crowell Company, 1956, p. 210.

[13] L. M. Terman, Mental and Physical Traits of a Thousand Gifted Children, Genetic Studies of Genius, Vol. I, Stanford: Stanford University Press, 1925, p. 612.

[14] Paul Witty, The Gifted Child, Boston: D. C. Heath and Company, 1951, p. 276.

[15] Hollingworth, op. cit., p. 42.

[16] Gertrude Hildreth, Educating Gifted Children at Hunter College Elementary School, New York: Harper and Brothers, 1952, p. 210.

During the past several years, considerable attention has been focused upon the slow learner, and it is generally accepted that special programs and courses are desirable in order that he obtain educational experiences adapted to his capacities and interests. If such a philosophy of providing for individual needs is valid for the slow learner, it would seem that provision should be made for the rapid learner as well, and that special measures be taken to meet his intellectual needs.

The fact remains that individual differences among children be recognized and individual needs met if a child is to develop to his fullest potential. For the most part, it behooves the classroom teacher to recognize these differences and plan a curriculum suitable to the individual needs, whether it be for the slow learner or the rapid learner.

The idea that the capable child can take care of himself is wrong. A vast amount of potential leadership has been lost entirely because this fact has been ignored. Children possessing outstanding abilities should be given every opportunity for growth and development during their elementary years.

## CHAPTER II

## IDENTIFICATION

Studies show and researchers agree that gifted children who develop most effectively are those whose ability is recognized early in life, from the standpoint of both his optimal development and his personal adjustment. Ruth Strang emphasizes the importance of early identification when she says--

> Early identification is important in order to help the child gain a sense of responsibility for his gifts and to provide experience which will bring them to fruitation as a part of his normal development. Though personality patterns develop at an early age, they may be modified if the environmental conditions are changed early.[1]

At a national NEA conference on the identification and education of the academically talented, a panel of authorities on testing agreed that early identification of the academically talented youth is possible and that advice as to programs of studies can be given with confidence.[2]

Otto suggests that the earliest procedures for determining giftedness are largely subjective rather than objective.

---

[1] Ruth Strang, "Who Are the Gifted," Readings for Educational Psychology, New York: Thomas Y. Crowell Company, 1956, p. 219.

[2] James B. Conant, "The Academically Talented Pupil," NEA Journal, 47:218-19, April, 1958.

Kindergarten and first grade teachers through observation and testing can set aside a group to be watched for giftedness.[3] This group will likely contain the obviously gifted as well as some who are not really gifted. It will probably omit a few truly gifted who unless discovered later may become the "gifted drifters."

Witty has pointed out that classes and schools for gifted children are scarce throughout our country. Most of them are in large cities while at least half of our gifted children live in rural areas.[4] Accordingly, the task of identifying many gifted children will lie in the hands of regular classroom teachers.

The program for gifted children in Portland Oregon Public Schools features a comprehensive plan for the identification and development of creative, intellectual, artistic, and leadership capacities in the fourteen elementary schools presently active in the program.[5] The project's most

---

[3]Henry J. Otto, Curriculum Enrichment for Gifted Elementary School Children in Regular Classes, Austin: University of Texas, 1955, p. 13.

[4]Paul Witty, "The Gifted Child," Exceptional Children, 19:256, April, 1953.

[5]Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children, Chicago: University of Chicago Press, 1957, p. 64.

extensive plan for identification is centered in the fifth grade. Approximately one-third of the fifth grade children are recommended for further testing.

In Cleveland Ohio Schools, a program for gifted children called the Major Work Classes has been in progress for many years. A child may be eligible for one of these classes if his IQ is 125 or above and he is recommended by teachers on the basis of classroom performance, of group intelligence, and achievement test results.[6]

Gifted children are identified in Atchison Kansas Public Schools by means of intelligence tests and teachers' observations. All those with IQ's of 125 and above are chosen for special attention.[7]

Many gifted children are overlooked because they come from working classes, from families where parents are not looking for genius, and where teachers are likely to anticipate learning problems rather than giftedness.[8]

The percentage of children from this group who have been identified as gifted in various community studies is lower than the percentage of gifted who have been identified among children from middle class homes. Without careful

---

[6] Ibid., p. 65.

[7] Ibid.

[8] Ibid., p. 66.

search, many of the working class gifted are likely to be overlooked.

In the identification of gifted children, measures of intelligence should be supplemented with other information. Physical, emotional, intellectual, and volitional traits operate in total pattern combinations which cannot be measured separately without distorting the total picture. There are some children who have high endowments in music, art, mechanics, science, social relations, leadership, and literary talents whose scores on various tests would not place them in the category of gifted children.

Paul Witty believes that discovering giftedness in children is the responsibility of parents, teachers, school administrators, physicians, guidance counselors, and all others who live and work with children.[9] In determining whether a child is or is not gifted, many factors must be taken into consideration besides his performance in tests of intelligence and achievement.

Educators in a conference directed by James B. Conant recommended the school must be committed to unremitting search for talented boys and girls. Effective identification is based upon school records and aptitude-intelligence

---

[9]Paul Witty, The Gifted Child, Boston: D. C. Heath and Company, 1951, p. 276.

test scores.[10] Identification requires close cooperation of teacher and counselor, and support of the administrator.

In developing a program for the identification of talented youngsters, existing sources of information, such as school record cards, anecdotal materials, medical and psychological reports, guidance folders, case studies, school leadership records, and home and background data should be carefully examined. Once the talented youngsters have been identified, a further analysis of the material available will provide many clues to their special abilities, personality, and background.

Identification is not an easy thing and as definitions vary so do methods of determination. In the study of gifted children and in special schools of some communities that provide for their education, IQ level and the teacher's judgment are the chief criteria for identification. The writer of this paper believes that most of the information concerning the gifted child may be obtained from three sources: systematic observation, objective evaluation, and cumulative records.

---

[10]James B. Conant, The Academically Talented Student, Washington, D. C.: National Education Association, 1958, p. 7.

## Systematic Observation

Classroom performance, although not fully reliable, does have an important role in identification. If a child excels in his school work, the teacher is likely to consider him a superior child. It has been found that teachers' judgments have been helpful, although these, too, are not infallible. Over-age pupils, who are doing the same work with children who are chronologically younger, are sometimes erroneously judged bright by teachers. The child who has an admirable personality and who is well behaved surely makes a better impression than the one who adds to the teacher's burden. The teachers are only human and their evaluation usually tends to take into account good school grades and conduct.

The American Association for Gifted Children learned in a survey that only 15.7 per cent of the children recognized as gifted by their teachers actually possessed abilities that would have placed them in the category of the gifted.[11]

Teachers also err in their judgments by confusing school achievement with intelligence. In evaluating pupils' ability, teachers today are more likely than those of a

---

[11] Witty, op. cit., p. 16.

generation ago to make a distinction between capacity to achieve and actual achievement. The National Educational Association declares that achievement in school work is closely related to general intelligence but is by no means identical with it. Other factors contributing to achievement include general maturity, motivation, diligence, and efficiency of study habits.[12]

Teachers must be aware that in any group of children, individuals differ from one another in capacity as well as performance, and that for a given individual there may be a marked difference between capacity and performance. With such knowledge and with care to exclude irrelevant factors from their judgments, many teachers can make excellent estimates of the capacities of their students. To substantiate his judgment, the teacher will find standardized tests useful. No one method or any one unit of measure can give enough reliable information.

## Objective Evaluation

Where feasible, there should be a systematic testing for all school children. Group tests should be administered

---

[12]Educational Policies Commission, Education of the Gifted, Washington, D. C.: National Education Association, and the American Association of School Administrators, 1950, p. 36.

toward the end of the first grade, since at this level more validity might be attached to the findings. Results of this screening process might indicate which children would be likely to fall in the gifted group. Individual intelligence tests should be administered to those falling in such a group. Those children showing the highest potentials should be retested in two years. Achievement tests should be administered yearly to determine if the children are working to the full capacity of their ability. Children demonstrating superior intellect are able to take tests which may be designed for a higher grade level.

Otto feels that objective tests should be administered in the third grade as a check for special abilities in music, art, poetry, and mechanics.[13]

Witty has suggested that while current tests of general intelligence will not pick out all the mentally gifted children in any group these tests are probably the most effective single instrument now available for selecting such children.[14]

Children who are gifted in the sense that they possess some special ability in the areas of art, music,

---

[13]Otto, op. cit., p. 14.

[14]Witty, op. cit., p. 15.

drama, mechanics, or language, are not so readily identified by tests of general intelligence.

The National Society for the Study of Education has found that standardized tests used with good common sense are excellent means of arriving at the gross mass of gifted children. Such tests should include group intelligence tests, vocational aptitude tests, and academic achievement tests.[15] If these tests are followed by a Stanford-Binet, after careful study of the child emotionally and socially, such procedures will come as near identifying the gifted as any other means.

It has been found that the Stanford-Binet Scale and the Wechsler Intelligence Scale for children are used most frequently with the kindergarten and primary-grade level to identify able learners and to measure the degree of superiority. The test scores obtained at this grade level are less reliable and less valid than those obtained from older children. In the intermediate grades, tests of achievement may be a very effective means of identifying those who hold promise for later outstanding development. In academic areas, such tests are highly developed and might be used as part of a program to identify children of superior talents.

---

[15] Merle R. Sumption, Dorothy Norris, and Lewis M. Terman, "Special Education for the Gifted," Forty-Ninth Yearbook of the National Society for the Study of Education, Part II, Chicago: University of Chicago Press, 1950, p. 262.

A classroom teacher should have the help of a school psychologist or guidance counselor in the selection, administration, scoring, and interpretation of standardized tests.

## Cumulative Records

A system having good cumulative records which have been studied by both present and past teachers will then have a broad sound foundation upon which judgment of brightness can be based.

Cutts and Moseley discussed good cumulative records in the following statement:

> A good cumulative record helps in identifying bright pupils by including: information about preschool development; results of reading-readiness tests; age of beginning reading; the results of a series of intelligence, achievement, and aptitude tests; marks; information about hobbies and out-of-school lessons; specific anecdotes of incidents that indicate ability; a pupil's being letter perfect in a long dramatic role; notes of conferences with parents about the pupil's work and about plans for future education; samples of unusual work; and teachers' opinions about work habits, character, and interests.[16]

Records of the child's interests, achievements, and abilities will reveal much when interpreted in the light of his aspirations, needs, and opportunities for development.

---

[16] Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957, p. 36.

The whole child, then, needs to be studied and many sources utilized if the identification program is to be educationally sound. Personnel and facilities for comprehensive analysis will of course vary with school systems, but it is well to be aware of the kind of identification program that ideally meets the needs of the situation.

## Characteristics

Most gifted children have superior mental capacities and exhibit special talents and aptitudes in art, music, and science. They grasp quickly the fundamental knowledges and skills and are comparatively independent in their intellectual pursuits. Otto has found that gifted children learn to read earlier with less outside instruction and show superior reading ability while memorization comes easier to them.[17]

Hollingworth[18] and Terman[19] found the gifted child generally larger and stronger than the unselected. Mentally superior children as a group are somewhat above the average in height and weight for their ages.

---

[17] Otto, op. cit., p. 10.

[18] Leta Hollingworth, Gifted Children, Their Nature and Nurture, New York: The Macmillan Company, 1926, p. 374.

[19] L. M. Terman, Mental and Physical Traits of a Thousand Gifted Children, Genetic Studies of Genius, Vol. I, Stanford: Stanford University Press, 1925, p. 648.

Earlier physical development with fewer physical defects is characteristic of gifted children. As a group, they are relatively free from nervous disorders. Gifted children in general are also possessed of greater athletic ability.[20]

Gifted children are able to adjust more easily to new associates and situations. They are apt to choose older children as companions. They are personable, friendly, and unusually cooperative. Leadership qualities are usually displayed at an early age. Mann investigated the social adjustment of sixty-seven gifted children whose intelligence quotient was 130 or above. He found that gifted children are more socially accepted by their peers than are children of average intelligence in a classroom.[21]

Otto states that gifted children have a keen sense of humor. They are more stable emotionally and possess fewer emotional blocks. Cheerfulness, poise, and self assurance all characterize gifted children.[22] Kerstetter studied twenty-five children whose intelligence quotients on the Stanford-Binet Scale ranged from 160 to 202. In these

---

[20]Otto, op. cit., p. 11.

[21]H. Mann, "How Real Are Friendships of Gifted and Typical Children in a Program of Partial Segregation?" Exceptional Children, 23:201-06, February, 1957.

[22]Otto, loc. cit.

classes the highly gifted children were, on the whole, socially well adjusted, and there seemed to be no relation between increased intelligence and social adjustment.[23]

Children endowed with special gifts want most of all to be like others and to have friends. Allowing them to live normally through each stage of development and to enjoy with others the experiences that are the right of every child should not be a special privilege. Normal play experiences in childhood should parallel the development of any special abilities.

In addition to superiority in physique and in emotional and social adjustment, bright children are generally characterized by superiority in certain intellectual achievements and processes. The term "bright" used in this sense, indicates mental alertness and quickness in learning. The following characteristics most readily noticed in the classroom are summarized by Karl C. Garrison:

1. The fast learner is characterized by quick reaction time and by superior ease of assimilation.
2. The superior pupil has greater powers of concentration and sustained attention.
3. The superior student tends to be outstanding in originality, initiative, and intellectual curiosity.

---

[23]Leone Kerstetter, "A Sociometric Study of the Classroom Roles of a Group of Highly Gifted Children," The Elementary School Journal, 58:465, May, 1958.

4. The bright pupil shows superior powers of generalization.

5. The superior pupil exhibits greater ability to deal with abstractions.

6. Gifted pupils possess superior powers of self-criticism.

7. The fast learner seems to have greater versatility, vitality, and range of interests.[24]

The importance of early identification cannot be overemphasized for it is during the preschool and elementary periods that habits are formed and attitudes and ideas are developed which determine in a large measure the future success or failure of the individual. Yet ironically, it is during these years that the training and instruction of the gifted child has been neglected.

---

[24]Karl C. Garrison, The Psychology of Exceptional Children, New York: The Roland Press, 1950, p. 208.

## CHAPTER III

## MOTIVATION OF GIFTED CHILDREN

Having identified the talented children, the next procedure is to help develop the determination to realize their potentialities. Motivation embraces the purposes, ambitions, drives, and values of a person. Since motivation is within a person, the educator cannot manipulate it--decrease it, increase or change it, but he can direct it.

Following a survey of "The Education of Gifted Children"--Havighurst, like others, believed that if the environment is not favorable, the talent seldom develops. Children must want to develop their talents if they are to succeed in making the most of themselves. Lack of motivation may result from:

1. Ignorance of one's potential ability.
2. Lack of good work habits.
3. Emotional disturbance.
4. Parents' indifference or hostility to the talents which certain children possess.
5. The community's indifference or hostility to the talents which certain children possess.
6. The community's attitude that certain talents are not appropriate for certain groups of children.

7. Lack of opportunity to display talents and be rewarded.[1]

A basic need for achievement exists to a much greater degree in some people than in others. This is a tendency to do one's best at anything one tries. It is generally a high level of aspiration. The writer believes this is developed quite early as a part of the basic personality. Some children set a high conscious value on individual achievement.

In some individuals there is a deep desire to carry on a certain kind of activity for the joy it gives. A person with this kind of motivation will work at the development of his talent without any thought of reward or approval from outside himself. Others desire to develop a certain talent because of the social prestige it will bring, because it will please one's parents, or because it will bring rewards of other kinds of social living.

Acquisition of knowledge and intellectual skills, finding answers to questions that spring from their natural curiosity, and receiving the approval of parents and teachers for their intellectual achievements--experiences such as these are highly satisfying to most children and especially to gifted children. Satisfaction stimulates the appetite for more. Many times the assets which the typical gifted

---

[1]Robert J. Havighurst, Eugene Stivers, and Robert F. DeHaan, A Survey of the Education of Gifted Children, Chicago: University of Chicago Press, 1955, pp. 13-14.

student brings to a learning situation are wasted or even turned into failure because of the need to provide educational opportunities with great enough challenge to evoke achievement and give satisfaction.

Desire for popularity with one's age group sometimes induces a highly able student to conceal his giftedness by deliberate non-achievement. The teacher or counselor must understand the cause. Conferences with the students affected, and their parents, may overcome this difficulty.

The writer contends that elementary schools should give more attention to the development of efficient work habits by their intellectually superior pupils. In order to deal with this problem, the most effective approach is to keep gifted children and youth working up to capacity at every stage in their education. This should be accomplished in their earlier habit-forming years.

Today, schools have recently been awakened to the need for giving more attention to the mental health and emotional maturation of all children and youth. The various forces that motivate behavior sometimes co-exist within the same individual with unequal pressure or seem to push in divergent directions. The highly gifted child has an urge toward obtaining the satisfactions of intellectual learning that characteristically out reaches all his other drives. Gifted children should be given special encouragement and

opportunities to obtain satisfaction from recreations, social activities, and manual work.

Acceptance by the fellow-students of one's group gives a feeling of belonging that is basic to the emotional security of an individual at any age. The gifted child seems different from other children of the same age because of his interests. The child of high IQ ability who feels socially rejected often responds by excluding himself from play or social activities and concentrating on intellectual achievement. The child who suffers from social rejection rarely gets rid of the inferior feelings no matter how great is his success in school work. Most students, gifted and otherwise, are sufficiently healthy in their emotional adjustments so that their efforts to achieve intellectual work should be encouraged.

Havighurst and others believe that social motivation can be maximized in a school by setting up a system of rewards for those who make a good achievement in a wide range of areas. There may be prizes, publicity for good work, honor rolls, honor societies, and scholarship awards.[2]

With respect to promoting the emotional maturity and personal integration of gifted students in school, we should let them grow up and help them develop into well-rounded

---

[2] Ibid., p. 16.

personalities. This can be accomplished by aiding them in the achievement of self-understanding and by nurturing the development of the other-than-intellectual aspects of their lives.

## CHAPTER IV

## EDUCATIONAL RESEARCH AND PROGRESS

In recent years educators have stressed the importance of the developmental approach in educational fields. Education is viewed as a process which seeks the maximum development of every boy and girl according to his individual nature and his needs. This concept is compatible with the democratic ideal, since, in a true democracy, each citizen contributes to the common welfare to the extent of his ability. In order that every person make his greatest contribution, suitable educational opportunities should be provided.

Educators are aware that gifted children in our schools have too often been neglected. These children have seldom developed their superior abilities because of lack of adequate challenge. No special provisions have been made for the gifted although special funds have been appropriated; therefore, children of superior mental ability are often left to develop their own potentialities. Regardless of this situation some gifted children make progress, while others, as Terman reports, "are more or less exhausted by the struggle and fall by the way."[1] There has been an

---

[1]Lewis M. Terman and Melita H. Oden, The Gifted Child Grows Up, Stanford: Stanford University Press, 1947, p. 279.

almost universal feeling that the gifted will tend to get along all right in school without any special concern or consideration.

The present resurgence of interest in the education of gifted children is traceable to a considerable extent to the influence of three books about the gifted. Terman and Oden's THE GIFTED CHILD GROWS UP, published in 1947, presented facts which revealed the potentialities and, to a considerable extent, the neglect of gifted children and youth.[2] The short treatise "Education of the Gifted," published in 1950 by the Educational Policies Commission of the National Education Association of School Administrators, was widely read by educators.[3] In this volume the need was stressed for helping more gifted children and youth to realize their potentialities. In 1951, THE GIFTED CHILD, a comprehensive treatment of the nature and needs of the gifted child, with recommendations for his education, was presented by the American Association for Gifted Children.[4] This book and other activities of the Association had far-reaching effects upon school people generally.

---

[2]Paul Witty, "Current Practices in Educating the Gifted Child," The Packet, 12:15, Fall, 1957.

[3]Ibid.

[4]Ibid.

The gifted child in the elementary school is now being given greater attention, and efforts are being made to provide more suitable curricula for the superior students.[5]

The latest available figures (1952-53) from the U. S. Office of Education show the following:

Enrollments of the gifted children in special schools and classes in public schools were 3,683 in elementary schools (less than 1 per cent of the total enrolled in special schools and classes). While total public-school enrollment increased 17.4 per cent from 1947-48 to 1952-53, enrollment of gifted children in special schools and classes increased 10.6 per cent.[6]

In 1956, Scheppy requested from each of the forty-eight states and the District of Columbia, information on plans for the education of gifted children.[7] Only two states, Kansas and Oregon, reported state level programs of special education for superior children. Other states, fully aware of the need for such a program, left the

---

[5]Paul Witty, "Today's Schools Can Do Much More for the Gifted Child," The Nation's Schools, 57:65-69, February, 1956.

[6]National Education Association, "Ten Criticisms of Public Education," Research Bulletin, 35:165, December, 1957.

[7]Betty V. Scheppy, A Survey of the Education of the Gifted Child in the U. S., New Haven, Conn.: New Haven State Teachers' College, 1956, p. 161.

responsibility to the local school district. These districts have encouraged enrichment and broadening of the regular school program.

Montana reported existing legislation concerning a program for gifted children, but the law is inoperative because of financial conditions. A legislative appropriation of $150,000 has been requested by the state of California to be used in establishing programs for the special education of gifted children.

In much educational literature, the fact of exceptions among the gifted has itself become a generality. This has tended to cloud the generalization that correlation among traits, not compensation, is the law of nature. Perhaps it is time again to study the extent and nature of the overlap between the mentally superior and talented populations with particular attention to this condition in early childhood.

Education is a process of bringing the gifts inherent in the child's endowment to full development, rather than injecting something that was not already present. To perform this task wisely and efficiently, it is necessary to discover each child's abilities and potentialities; to learn what conditions are best suited to insure their development; and to find means of providing these conditions.

The child who is successful in school is usually held up as a model. When this success is attained at the expense

of the development of a well-balanced personality, it should be looked upon with suspicion and fear.[8] When interest in the academic subject matter of the school becomes a paramount experience, to the exclusion of the various activities essential for the development of a well-balanced personality, it would appear that such an interest is filled with dangers and should therefore be carefully considered.

Gifted children should not be given a different kind of education; the emphasis lies, rather, in securing greater creative effort, greater intellectual initiative, critical thinking, social adjustment and responsibility, and the development of unselfish qualities of leadership.[9] Therefore, our task as educators is to help the child understand the world in which he must live, to learn the use of tools, and to know something of the principles by which human behavior is governed. Such understanding is a key to a happy and successful adjustment.

Many plans have been devised to help the gifted child develop his abilities to the fullest. The question of how to meet the needs of the gifted in the classroom is a

---

[8]Karl C. Garrison, The Psychology of Exceptional Children, New York: The Roland Press, 1950, p. 249.

[9]Henry J. Otto, Elementary School Organization and Administration, New York: Appleton-Century-Crofts, Inc., 1954, p. 505.

controversial issue. The type of program adopted in any individual school system is determined by such factors as the administrators, teachers, and parents; the available facilities and materials; the school's size and geographical distribution of the population; and the utilization of the school and community personnel.

There are three general procedures whereby a school can stimulate gifted children and help them to develop their abilities. Enrichment is primarily a teaching procedure while special grouping and acceleration are administrative devices. All three can be combined, but it would be useful to consider them separately.[10] William F. Jenks doubts that one infallible teaching method will be found to handle the education of all gifted children; instead, he looks for the development of several techniques based on the number of gifted students enrolled in a school and their particular academic talents.[11]

The last word has not yet been said on the best way to teach bright children and probably never will. It should be apparent, however, that within the general framework of

---

[10]Robert J. Havighurst, Eugene Stivers, and Robert F. DeHaan, A Survey of the Education of Gifted Children, Chicago: University of Chicago Press, 1955, p. 20.

[11]William F. Jenks, The Atypical Child, Washington, D. C.: The University of America Press, Inc., 1954, p. 132.

any type of well-planned school and class organization there are innumerable possibilities for developing experiences in which children with outstanding mental abilities can participate to their maximum benefit.

## Acceleration

Some educators stress the desirability of offering gifted pupils broad and challenging opportunities. Some recommend widespread adoption of acceleration, and still others endorse acceleration only as a temporary measure and partial solution to the problem. It has been labeled a cure-all by some and a menance by others. Acceleration offers opportunity for a gifted child to move at a pace compatible to his ability and maturity, thereby completing an educational program in less than the usual span of time.

The first recognition of the gifted child was to permit him to skip over the work of one grade and move into another without having completed certain work. According to Jenks[12] this plan of meeting needs of the superior student is not acceleration but grade-skipping. He defines acceleration to mean the moving of a child from one level of instruction to another, but after he has mastered the work of the

---

[12] Ibid., p. 148.

146205

level from which he is moving. Other educators believe that acceleration is early entrance to school.

As early as 1933, Witty and Wilkins[13] summarized the literature on acceleration and found that moderate amounts of acceleration seemed justifiable for the gifted. J. W. Trusler[14] later recommended more frequent grade-skipping for pupils of IQ 125 and above.

Any program of acceleration must consider the intellectual, physical, emotional, and social development of the child as a composite picture and not as separate units if the plan is to function for the good of those concerned. According to Hollingworth,[15] while the dangers of acceleration may sometimes have been overdrawn, its effect on the personality of the child cannot be ignored. Freeman[16] defended acceleration, contending that social difficulties so caused can be met by proper forms of school organization.

---

[13]Paul Witty and Leroy Wilkins, "The Status of Acceleration or Grade-skipping as an Administrative Practice," Educational Administration and Supervision, 19:321-46, May, 1933.

[14]J. W. Trusler, "Pupils' Acceleration in the Elementary Schools," Grade Teacher, 67:16-17, October, 1949.

[15]Leta S. Hollingworth, Gifted Children, Their Nature and Nurture, New York: Macmillan Company, 1926, p. 374.

[16]Frank N. Freeman, "The Treatment of the Gifted Child in the Light of the Scientific Evidence," Elementary School Journal, 24:652-61, May, 1924.

The child of high IQ is a mental misfit with his age mates and may be a social misfit with his intellectual peers.

Terman[17] believed that if the gifted child's intellectual welfare was the sole criterion, promotion ought to be based primarily on the mental age. The studies he reviewed indicated that the risk of maladjustment is less than is commonly believed. He maintained that children with an IQ of 135 or higher should be promoted sufficiently to enter high school at any early age. Further studies by Witty, Pressey, Keys, Hollingworth, and others seem to substantiate the position taken by Terman.[18]

Some children are less injured by acceleration of three or four years than others by one or two years. The writer feels that no rule can be made on how much acceleration is desirable because many factors must be taken into consideration.

Some educators believe that acceleration should be practiced in the early grades. Worcester[19] states that bright students even eight months younger than the regular

---

[17]Terman, op. cit., p. 278.

[18]Paul Witty, The Gifted Child, Boston: D. C. Heath Company, 1951, p. 260.

[19]Dean A. Worcester, The Education of Children of Above Average Mentality, Lincoln: University of Nebraska Press, 1956, p. 35.

age for admission to kindergarten fare in every way as well as, or better than, their age mates who started a year later. He says that those admitted early gain a year of school without loss of social adjustment.

Others have expressed the opinion that the social and emotional problems created by acceleration in school are likely to be serious before the onset of adolescence than later. Pressly[20] gives the opinion that the capable students from the first grade on should certainly be recognized and be given work commensurate with their abilities. He believes this can be accomplished by an intelligently directed reading program and by the assignment of individual projects.

Jack W. Birch, director of special education in the Pittsburg Public Schools, reports that in three years 1951-1953 the Pittsburg Schools accepted forty-three children of early admission to the first grade.[21] Children over five years of age were allowed to enter the first grade upon recommendation of a public-school psychologist. Children were evaluated by interview for social, emotional, and physical maturity, and by tests of reading-readiness and

---

[20]William L. Pressly, "Curricular Enrichment for the Gifted," Educational Leadership, 13:232-35, January, 1956.

[21]Jack W. Birch, "Early School Admission for Mentally Advanced Children," Exceptional Children, 21:84-87, December, 1954.

superior mental capacity. Usually an IQ of 130 was advised. A follow-up after three years indicated that the children admitted to the first grade were making satisfactory school adjustments in all areas--academic, social, emotional, and physical.

Lincoln Public Schools admitted to kindergarten, children who became five years of age before February 1. A comparison, in relation to school marks, standardized test results, a sociometric rating and a rating by teachers as to social and emotional adjustment, was made of the early entrance children in grades one to five with the same grades as those whose entrance was based upon their sixth birthday. Janet Smith[22] found that none of the younger ones who rated strong-average or above-average in mental ability were found at the beginning of the first grade to be less ready for reading than those in the control group.

The city of Baltimore has successfully used a combined acceleration and enrichment plan which enables the bright pupil to finish the primary grades in two and one-half years, complete the intermediate grades in the same time, and thus save at least one year out of six.[23]

---

[22]Janet Smith, "The Success of Some Young Children in the Lincoln Nebraska Public Schools," Lincoln: University of Nebraska, 1951. (Mimeographed.)

[23]J. L. Stenquist, "Baltimore's Plan for Superior Pupils," Nation's Schools, 28:20-22, October, 1941.

Johnson has given evidence that failure to accelerate may be harmful. Children with IQ's averaging 127 who were accelerated from two to five semesters were better adjusted than those of the same IQ who were retained in a regular grade.[24]

The New York City school system offers "special-progress classes" in sixty-two junior high schools for about three thousand pupils. These classes complete the three year junior high school program in two years and thus enter senior high school with a year of acceleration.[25] Baltimore has two junior high schools in which bright pupils may do the work of three years in two years' time.[26] Careful consideration is given to the physical-maturity level of children who are accelerated on this plan.

Acceleration has taken a number of forms at every educational level. In the elementary and junior high school, grade-skipping, double promotion, sectioning into rapidly moving classes, offering extra courses, and exemption from certain subjects because they have met the

---

[24] W. H. Johnson, "Program for Conserving Our Superior Elementary School Students," Educational Administration Supervision, 29:77-86, February, 1943.

[25] Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children, Chicago: University of Chicago Press, 1957, p. 124.

[26] Ibid.

scholastic standards of the school, have all been practiced. Any program of acceleration should be based upon the aspirations and characteristics of the individuals concerned.

The educators who support acceleration claim that it improves the child's motivation, prevents discipline problems, and provides the child with more challenging work. Its greatest benefit is to the student in that it allows him to finish school in a shorter time, thus providing extra years for his career. Goldberg concludes that acceleration is a sufficiently respectable and certainly accurate description for the various provisions of more rapid learning for rapid learners.[27]

Acceleration has many disadvantages which usually out-weigh the advantages. It can have undesirable effects on the personality of the child. Problems develop among the gifted children because of the loss of certain fundamental knowledge and skills. These gaps may never be adequately filled. Many times this kind of acceleration may prove uninteresting to the child, and he may not be properly motivated to do good work. Another serious problem; namely, skipping, is that it is often difficult to accelerate a child enough to provide for his intellectual challenge

---

[27] Miriam L. Goldberg, "On the Semantics of Provisions for Gifted Children," Exceptional Children, 22:277-84, April, 1956.

without accelerating him into groups which are beyond his own individual phases of development.

It is unfortunate that we haven't any studies which reliably compare the merits of various methods of caring for the needs of the gifted. Studies of acceleration show successful results in every way. There has been a trend in recent years toward a combination of acceleration with enrichment which avoids most of the criticisms aimed at grade-skipping.

An excellent summary of studies in acceleration has recently been written by Dean A. Worcester who stresses the values of acceleration:

1. Usually children of greater academic potentialities are more mature socially and emotionally and fully as well developed physically as those not subject to acceleration.
2. Dangers involved in failure to accelerate are behavior and personality problems, and promotion of lazy and careless work habits caused by the association in chronological groups of non-accelerated pupils.[28]

---

[28]Worcester, op. cit., pp. 33-34.

## Enrichment

Enrichment is the most common term used to describe both the process and the content of educational adjustment in the regular classroom for mentally superior children. Enrichment implies learning situations that will meet their needs and further their abilities; it implies a curriculum that is "expanded" and deepened to fit their patterns and levels of abilities. It affords the child a chance to delve deeper or to range more extensively in his intellectual, social, and artistic experiences than the average individual usually does. Enrichment alone, not accompanied by acceleration or special grouping, helps the talented child in his age group and with children of various levels of ability. Robert DeHaan remarks that enrichment is based on the principle that for maximum learning to take place, the educational environment must set learning tasks that are slightly more complex and advanced than those the individual has already known.[29]

Enrichment of the curriculum has been proposed as a means of avoiding the undesirable affects attributed to acceleration. In advocating enrichment, Norris,[30] Martens

---

[29]DeHaan and Havighurst, op. cit., p. 97.

[30]Dorothy E. Norris, "Special Classes for Superior Children in an Eastern City," Nineteenth Yearbook of the National Elementary School Principals, 19:397-99, July, 1940.

and others,[31] Brumbaugh,[32] and Hollingworth,[33] expressed the opinion that such enrichment results in more and better work in regular subjects. A broader basis of education through acquaintance with related materials and experiences beyond the scope of the classroom is made possible. Although the evidence is not conclusive, several studies indicate the superiority of enrichment over acceleration.

Enrichment programs are only as good as the teachers using them. Giving a child busy work is not enrichment. Enrichment does entail a great deal of time and effort on the teacher's part if it is to be beneficial to each pupil. The teacher must study the weaknesses of each pupil, his capabilities and his interests and then plan carefully to be sure that he benefits. The needs and interests of the child stimulate growth for enrichment activities. These must offer the gifted an opportunity to develop their creative abilities and to explore their special interest fields; they should involve a variety of both intellectual and non-intellectual

---

[31]Elise H. Martens and others, Teachers' Problems with Exceptional Children, Washington, D. C.: Superintendent of Documents, Government Printing Office, 1933, p. 45.

[32]Florence Brumbaugh, "Gifted Pupils and Parents Use the Community as a Laboratory for Learning," Twenty-Fourth Yearbook of the National Elementary School Principals, 25: 29-32, September, 1945.

[33]Hollingworth, op. cit., pp. 298-300.

activities. Because of limited time and materials, enrichment procedures in the regular classroom are often of poor quality and fail to stimulate the active intelligence and creative ability of talented students. Teachers find it very difficult to provide activities that will keep several groups in the classroom moving ahead in various directions, and at different rates of achievement.

Even when teachers can provide challenging assignments for the gifted, they rarely have the time to guide these efforts because of the demands made by the lower IQ pupils. Frequently, because of lack of challenge or lack of guidance in carrying through the assignments, superior students often develop improper work and study habits. Talented students discover that with a little effort they can still be at the head of their class, so they are not stimulated to greater achievement and may develop an incorrect sense of superiority. Since these students are the future scientists, engineers, dreamers, and builders, they must be taught more than just facts; they must be taught to use their mental capacities. Dunlap[34] says it is the attitudes, study habits, and ways of getting along with people that are the objectives of the enrichment studies.

---

[34]James W. Dunlap, "Gifted Children in an Enriched Program," Exceptional Children, 21:135-37, January, 1955.

When learning is constructive and meaningful, involving problem-solving mental processes, the learning is relatively permanent. Such learning involves unlimited goals, and when the abilities of all participants of a group are taxed, individual differences increase during the period of learning. According to Cutts and Moseley[35] an enriched program should be able:

1. To challenge the full use of abilities.
2. To broaden the base of knowledge.
3. To deepen understanding.
4. To increase the level of skills.
5. To develop a love of learning.
6. To inculcate desirable methods of learning, thinking, and sharing.
7. To encourage initiative.
8. To give play to creativity.

As children plan with their teachers and classmates, they learn to make choices, assume responsibility, exercise judgment, evaluate experiences, and respect others' points of view. These contribute to growth as individuals by giving them valuable experience in the democratic processes.[36] The

---

[35]Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957, p. 45.

[36]Educational Policies Commission, Education of the Gifted, Washington, D. C.: National Education Association and the American Association of School Administrators, 1950, p. 63.

teacher sees many opportunities every day to let children decide on a course of action. Planning sessions should be a part of each day's program.

A group or individual project that is to continue over a considerable length of time should be based on written plans, formulated by the pupils and sanctioned by the teacher. Usually these include a statement of purpose, a description of how the project fits into the curriculum, lists of books and materials that can be procured, names of people who may be expected to help, what form the project will take, when it is to be completed, and how the results are to be evaluated.

The following major factors that will influence your attitude to enrichment and the means you employ to provide it as set forth by Cutts and Moseley are:

1. The grade taught and the methods used
2. The amount of detail in the curriculum
3. The daily and weekly schedules
4. The resources of your building and community
5. The administration's policies
6. The past experiences of your pupils in and out of school
7. The special interests of individual pupils[37]

---

[37]Cutts and Moseley, op. cit., p. 37.

Class discussion and group planning are the best bases for setting up and maintaining an enrichment program. Group discussions with leadership provide opportunities to share research findings and exchange ideas. Curriculum content should be organized around large units or problems. Cook[38] stresses that each unit should be organized with the following purposes in mind:

1. To make possible an appeal to many different interests and to utilize to the maximum the great variety of abilities.
2. To make possible the utilization of a wealth of reading materials selected to ensure a wide range of difficulty, content appeal, and points of view.
3. To provide possibilities for use of a wide variety of stimulating materials from books, audio-visual aids, field trips, excursions, museums, journals, and observations.
4. To stimulate and make meaningful a wide variety of activities in reading for different purposes:
   a. Use of reference material, maps, and diagrams.
   b. Written and oral reports, letters, and interviews.

---

[38] Walter W. Cook, "The Gifted, the Average, and the Retarded," The Education Digest, 23:8-12, May, 1958.

c. Planning, organizing, and constructing projects.

d. Dramatization and appreciation of music and the arts.

e. Quantitative thinking and developing generalizations.

f. Assuming individual responsibility and cooperating in group activities.

If you teach regularly by the unit program, enrichment is easily arranged because these methods entail pupil-planning, individual research, creative projects, and evaluation. Good evaluation of an enrichment activity requires a mutual effort by pupil and teacher. Your own evaluation of what a pupil is doing and of his final product should question the gifted child's initiative, persistence, and originality.

Pupils grow accustomed to planning with teachers and giving them a large share of the responsibility saves the teacher's time. The student should be encouraged to keep a notebook on his plans, ideas, experiments, and observations. Promoting pupil planning is as much an attitude as a technique.

Opportunities for enrichment through reading and the study of literature are for gifted students almost boundless and highly desirable. Ruth Strang believes that reading

contributes to personal-social development in many ways. It builds self-esteem; it is a satisfying way to use leisure time; it helps them to understand themselves and others.[39]

Because the gifted student can read more rapidly than the average, he can and should be given more to read in the same amount of time. Educators have discovered that gifted children will respond to an invitation to read books far beyond their assumed reading level and fully comprehend their contents.

By the age of nine or ten years the gifted child should be doing a wide variety of reading. The majority will do so without encouragement providing there is a school library so that books are easily accessible. It is the duty of the school librarian and teachers to see that a vast quantity of suitable literature is available for children of all ages. What is suitable depends rather on fulfilling the child's interest than on literary form. Quantity and variety of reading are almost as important as quality. Once the child has developed a liking for books, the gifted child will gradually come to prefer the better to the less desirable. The superior child is likely to show a preference for books preferred by older children. Surveys in school have shown

---

[39]Ruth Strang, Psychology of Gifted Children and Youth, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955, p. 491.

that gifted children as a rule read more books than do average children of the same age.

An interesting attempt to encourage "advanced reading" by gifted pupils was recently reported by Gregory and McLaughlin.[40] Twenty superior junior high school pupils were encouraged to volunteer for a reading project in which non-fiction books intended for adults were used. The authors discovered that gifted children will respond to an invitation to read stimulating books far beyond their assumed reading level.

Miriam Pritchard recommends that special workshops be used by gifted children to work out problems.[41] This means that much of the actual planning will be done in small groups and that many of the school personnel will be used. Under such a program, gifted students may be allowed to complete their assignments quickly and then to participate in workshop groups in which they can receive special advanced instruction in such subjects as science, dramatics, arts and crafts, and creative writing.

---

[40] M. Gregory and W. McLaughlin, "Advanced Reading for the Bright Child," Clearing House, 24:203-05, December, 1951.

[41] Miriam Pritchard, "Total School Planning for Gifted Children," Exceptional Children, 18:107-10, January, 1952.

In Glencoe, Illinois, the workshop idea has been used to benefit both the slow and rapid learner.[42] This plan has been carried on without any increase in the school budget.

Many teachers set up work centers for projects or creative activities for their students. A work center may be only a corner of the room, a table, a bookcase, or a set of shelves just so that children have a designated place to work on a project that is of interest to them.[43] A center for creative activity should contain materials such as clay, paste, scissors, paints, and paper. If room is available, materials for weaving, for metal work, and for woodwork can be added.

Necessary and valuable equipment should include magnets with iron filings, other metals and non-metals for experiments with magnetism, various kinds of batteries and light bulbs for electricity, a Bunser burner, a magnifying glass, a microscope, and many other materials that children will supply as their interest grows.

Elementary schools should utilize clubs, field trips, and excursions which offer splendid enrichment possibilities. Clubs not only contribute to the total desirable

---

[42]Paul Witty, Helping the Gifted Child, Chicago: Science Research Associates, 1952, p. 42.

[43]DeHaan and Havighurst, op. cit., p. 141.

development of the child who participates in them, but they also may bring out special talents which should be considered in making educational and occupational choices. Reverend Jenks[44] believes the social adjustment of the gifted is often facilitated by the more formal atmosphere of clubs and other organizations which are characterized by a "give and take" relationship within the group.

Hunter College Elementary School has a "club period" in which children of similar interests get together for special activities.[45] For one hour each week other school activities cease, and interest groups meet for activities in art, cooking, dancing, dramatics, French, poetry, photography, radio, science, hobbies and music. Pupils try out for the clubs as the membership is limited to fifteen pupils. Many of the activities of the club are carried on at other times in the classroom, and those in the clubs share experiences with their classmates.

Field trips and excursions are valuable means of promoting enrichment. Though a teacher may take his entire class on such trips, he may find that some feature of each trip will be of special interest to the gifted pupils who can be encouraged to make further explorations in areas

---

[44]Jenks, op. cit., p. 159.

[45]Havighurst, Stivers, and DeHaan, op. cit., p. 68.

which particularly interest them. In the rural areas children might take a trip to the local shops, agricultural experiment stations, highway department, and other similar places. In the city many opportunities are open for the children. If they are interested in studying government, trips to the city hall, police department, and state legislature will be of value. The artistically-minded children can visit the art galleries and museums. Bright pupils have much to contribute in planning class excursions and knowledge to gain from them. They can suggest places to go, help make the arrangements, do preliminary research on the project, write letters and reports, and evaluate results. Something should be gained from every class trip or excursion.

Enrichment may also be provided on a lateral extensive basis, encouraging the abler children to broaden their experience by working in areas not explored by the average student. The social living field is so broad that it presents almost unending opportunities for enriching the educational program of gifted children. It is suggested that the gifted child should not only study the same units or problems as the other members of the classroom group, but that he be given additional opportunities to search for more profound historic, geographic, economic, social, and

scientific truths. Through these understandings the mentally gifted should:

1. Find a deeper appreciation and respect for individual differences, contributions, and efforts.
2. Be able to adjust himself more readily to individual groups and situations.
3. Acquire and pursue acceptable standards of conduct without fear of group criticism.[46]

Thus, every experience in social living should lead toward the continuous development of the individual's appreciation for mankind.

Hollingworth proposed four types of enrichment that have a definite life value and at the same time will not interfere with a well-integrated school program with intra-class grouping.

1. Introduce the child to a study of civilization.
2. Study biographies.
3. Study foreign languages.
4. Train the child in certain special abilities as music, drawing, or mechanical art.[47]

---

[46]Anna G. Shepperd, "Teaching the Gifted in the Regular Classroom," Educational Leadership, 13:220-24, January, 1956.

[47]Hollingworth, op. cit., p. 375.

The inclusion of extracurricular activities in the program for the gifted child offers many and varied possibilities. Some of the activities suggested for this are journalism, forestry, mechanics, arts and crafts, radio, and television.

The public schools of Santa Barbara, California, are developing an enrichment program for gifted children of the elementary grades.[48] Special activities are planned for the gifted on the basis of case studies revealing the extracurricular resources used by the children, their interests and hobbies, and their personality problems. Special study was made of children of 130 IQ or above. As a result of this two-year inquiry, many of the elementary school children studied were accelerated one year due to the enriched program offered. The school works closely with parents, through individual conferences and group meetings, to further parental understanding of children's needs, and the parents' role in enriching the experiences of these gifted.

According to Passow and others, there are those who advocate providing for the talented in regular classes instead of grouping them on the basis of ability or accelerating them, who support their position by maintaining the following:

---

[48] Marian Scheifels, The Gifted Child in the Regular Classroom, New York: Columbia University, 1953, p. 42.

1. Within the regular classroom, children of varying ability can be given the opportunity to work and play together and to benefit from each other's particular aptitudes.
2. The regular classroom can provide a situation, much like life out of school, in which social contacts among children of varying ability and interests are possible.
3. Such a program can be flexible enough to allow each child to develop to the limit of his capacity, while at the same time, stimulation can be offered less talented students by the presence of the more highly endowed.
4. Providing for talented boys and girls in regular classes is relatively inexpensive.[49]

Passow and others conclude that though there are doubtless situations in which special help in regular classes is the only feasible provision that can be made for the talented, there are those who argue that this arrangement is inadequate. They maintain the following:

1. It is likely that the teacher will devote a minimum of time to the better students who seem to be getting along well without much help.

---

[49]Harry Passow and others, Planning for Talented Youth, Columbia: Bureau of Publications, Teachers' College, 1955, p. 36.

2. Because of limited materials and time, enrichment procedures in the regular classroom are often makeshift and fail to stimulate the active intelligence and creative ability of the talented student.
3. Even when teachers can provide challenging assignments for the talented, they rarely have the time to guide these efforts because of the demands made by less able students.
4. Talented students often develop improper work and study habits.
5. Because talented students discover that with a minimum of effort they can still head their classes, they are not stimulated to greater achievement and may develop a false sense of superiority.[50]

Of the three types of enrichment in the schools--regular classroom, special groups, and acceleration--simple classroom enrichment is the most widely applicable.[51] The writer believes it is the only form that can be used in the small schools where the faculty may number three or four, and where there are less than a hundred children. Any

---

[50] Passow and others, op. cit., p. 37.

[51] DeHaan and Havighurst, op. cit., p. 101.

school that must operate a fairly limited educational program would do best to begin with classroom enrichment for their program.

The writer of this paper believes that enriching the every day program by directed activities will provide the gifted child with more opportunities for personal growth, for improving leadership, and for working and sharing with others. Regardless of which plan is used, the goal is to furnish a richer more stimulating environment in which talents may develop. To what extent educational opportunities are actually improved, depends on the quality of instruction and to the wealth of available school resources.

## Special Classes

During the last decade, a strong interest in special classes for the gifted has arisen and varied programs are being initiated in which gifted pupils are placed in such classes. In a large elementary school there are often enough superior children in a grade to warrant forming a special section. Such a special class is soon recognized by both students and parents. In this system administrators have the task of dealing with parents who insist that their children be placed in the special class regardless of their real ability. Much of this work is influenced by the earlier contributions from cities such as Cleveland, Ohio; Los

Angeles, California; Allentown, Pennsylvania; and New York City.

Today, there are those who believe that formal provisions are necessary if the gifted child is to be adequately provided for. There is much evidence to prove that the gifted frequently is neglected. A rather large group of educators, dissatisfied with enrichment in the classroom, has urged that students be grouped according to their ability level and area of talent.

The United States today is faced with a crisis in education which must be dealt with promptly and effectively or the machinery which sustains our material prosperity will begin to slow down, endangering not only our standards of living but also our position in the world.[52]

The purpose of special grouping is to provide for enrichment of children's experiences in variety and scope, permitting children to stimulate one another. This special grouping does not necessarily guarantee enrichment, but it is simply a plan which makes enrichment possible.

Provisions for gifted children through special classes range from an entire elementary "opportunity" school to a part-time program in which selected children spend a

---

[52] H. G. Rickover, "Let's Stop Wasting Our Greatest Resource," Saturday Evening Post, 229:19, March 2, 1957.

portion of each day with their own grade-group. The remainder of the day is spent in a special class, doing independent research and other projects of an advanced nature. Between these two extremes fall the full-time classes which offer an enriched program featuring a greater variety of activities. They all seek to provide programs corresponding to the superior abilities of the gifted.

Special interest groups offer other opportunities for the talented. They may be developed in the school as a part of the enrichment program or in the community under the direction of interested and talented citizens.

It is generally recommended that in classifying pupils for group instruction it is best to use as criteria both chronological age and mental age.[53] Under this plan all children move from grade to grade at approximately the same rate and in direct relationship to their chronological growth. At each grade level, the total group is subdivided into separate smaller groups on the basis of intelligence. In this situation, assignments and instructional materials will differ from section to section, being adopted in each group to the abilities and interests of that group.

There are a number of advantages growing out of interclass grouping that should be given special attention.

---

[53] Educational Policies Commission, op. cit., p. 52.

It should be recognized that even though a twofold or threefold grouping is used, there will also be a great deal of more minute interclass grouping. Group projects, individualized work, contract methods, and socialized recitations can be adapted to interclass groupings. The interclass group will furnish opportunities for leadership. Individual pupils may apply their knowledge, experiences, special abilities, and intelligence in a very desirable manner if the teacher knows her pupils and enlists their interest and help in planning these units of experience.

Interclass grouping, unless carefully planned and executed, tends to promote habits of laziness and superficial thinking among gifted children.[54] The gifted child needs materials that will challenge his abilities to the fullest extent.

Cleveland, Ohio, presents the best example of a large city that has had a system-wide program of special classes for gifted children over a long period of years.[55]

Every child in the Cleveland Public School is given a group of intelligence tests soon after entering the school. From this test a Probable Learning-Rate is derived. Those who are eligible to be candidates are given the

---

[54] Garrison, op. cit., p. 254.

[55] Otto, op. cit., p. 506.

Stanford-Binet Individual Intelligence Test. If the test indicates an IQ of 125 or above, the child is recommended for the Major Work Program.

The school then informs the parents of the child's superior ability. With their permission the child will be enrolled in a Major Work Class. This may occur at any grade from the first through the elementary grades, but usually happens around the third grade.

In Cleveland there are Major Work Classes in twenty different schools and three junior high schools. In some of the elementary schools there are several Major Work Classes while in others there are none. Havighurst states that this program consists of grouping pupils by intellectual ability into two, three, or four groups, depending on the number of children at a given age.[56] In the three junior high schools there is ordinarily one Major Work Class at each half grade.

Groups consist usually of twenty-five students. Usually Grades I, II, and III, are housed in one room, and Grades IV, V, and VI in another. Classes are informally arranged, and a permissive atmosphere is maintained. These children, because of their ability to learn more quickly, branch out on a program of work suitable to their ages and interests but not encroaching upon the work of grades beyond.

---

[56] Havighurst, Stivers, and DeHaan, op. cit., p. 22.

These children go on excursions, read and discuss subjects of current interest, and do many kinds of creative work. This is an enriched rather than an accelerated program. The gifted children grouped together in classes are not pushed through subject matter at a more rapid rate, but are allowed to delve more deeply into material and find out more about the subject matter taught at the same grade level than the average child would be able to do.

Special instruction is given in typewriting, French, writing and producing plays, making reports to the class, reviewing books, dramatizing, and writing articles for newspapers.

This program is, of course, concerned with the development of knowledge and skills in the subject areas, but it has other less tangible aims as well. Some of these are:

1. To increase the range of knowledge and skills for students.
2. To develop alertness.
3. To develop initiative and creative power.
4. To develop critical thinking.
5. To develop power to work independently, to plan, to execute, and to judge.
6. To develop leadership.[57]

---

[57]Walter B. Barbe and Dorothy N. Norris, "Special Classes for Gifted Children in Cleveland," Exceptional Children, 21:55, November, 1954.

One of the characteristics of the Cleveland program is emphasis given to the social development and adjustment as well as to other "developmental needs" of the gifted child. The greatest differences between the Major Work Plan and the ordinary classroom plan lie in the elementary school procedures. Visitors to the elementary school Work Classes remark on these facts:

1. Children speak without first holding up their hands for recognition.
2. Disciplinary problems are solved by students.
3. Continuation of unit of work is decided by students.
4. Group participation is the responsibility of the group leader.
5. Well-prepared talks are presented by pupils.
6. Evaluation of talks and group reports is given by pupils.
7. Primary grades begin study of French.
8. Pupils manifest eagerness to learn.[58]

It is the degree to which these facts are carried out, and their effectiveness, that is outstanding. The teacher is not the leader, but an active participant in conducting a class. A child known as group leader is usually in charge

---

[58] Ibid., p. 56.

during a presentation of a unit. The responsibility for terminating the study and discussion lies with the leader and the group. The leader is also responsible for seeing that all children participate in the discussion. Group leaders change several times daily so each child realizes he will soon be a leader and must depend on the class for cooperation. These children do research even at the primary level, presenting their material to the class in form of talks. Several months are often spent in preparation of these findings. The ability of even the youngest child to organize his thoughts, collect information, and present the material to the class in an interesting manner is a goal early achieved. At the end of each unit of study or talk, the leader begins discussion concerning the weak and strong points. The chairman integrates the material presented and in this way reports are evaluated.

Because the bright child must be educated to become a part of society, the school directs its efforts toward his understanding of social obligations and awareness of the world at large. The Major Work Program, therefore, must be flexible and experimental in order to fulfill its purpose of educating the child to think and to use his potentialities to their fullest extent.

The test results and the efficiency, leadership, and sense of responsibility manifested by Major Work Pupils in

their participation in school activities are evidence that the philosophy and administration of Major Work Classes is sound and practicable.[59]

Another type of program that has received much attention recently is characterized as "partial segregation." In the Colfax Elementary School of Pittsburg "partial segregation" enables the gifted pupils to spend half the school day in a "workshop" designed to extend worthwhile interests and foster academic progress.[60] Here the children plan, discuss their projects, and learn to work together. A special opportunity offered to them is the study of German.

The mentally superior child in the Colfax Elementary School is defined as one measuring 130 or more on the Stanford-Binet Test and showing advanced achievement.

In the primary grades all children spend the first half of the morning with their regular classes, at which time they have their social activities, sharing of experiences, music, games, safety and character education.

---

[59]Merle R. Sumption, Dorothy Norris, and Lewis M. Terman, "The Education of Exceptional Children," Forty-Ninth Yearbook of the National Society for the Study of Education, Part II, 49:270, 1950.

[60]Hedwig O. Pregler, "Adjustment Through Partial Segregation," National Elementary School Principal, 32:241-46, September, 1952.

The last half of the morning the children take skill subjects at which time the mentally superior children leave for their workshops. In this enriched program in the workshops, the children move about freely and consult one another when necessary. The workshop is very informal, and they work in groups under the guidance of pupil leaders. Each workshop contains as many pupils as a regular class so the program has not required an extra teacher. The workshop teachers emphasize both individual and group projects and the laboratory or experimental approach. Pregler says,

> The Colfax plan through its workshop provides mentally superior children with three essential experiences: group activities both with their social and mental peers; individual activities through projects; and drill in mental skills.[61]

In the afternoon the children go to classes of art, music, science, library, gymnasium, and swimming with their own age groups.

The Hunter College Elementary School in New York City, a laboratory school for gifted children between the ages of three and eleven, illustrates the situation in which an entire elementary school is maintained for children of superior mental ability.[62] The program is best described as an enriched program offering a wide variety of activities

---

[61] Ibid.

[62] Scheifels, op. cit., p. 11.

and instruction at the child's chronological age level. Acceleration is not practiced. Parents and teachers cooperate to provide weekly excursions to places of interest.

University City (St. Louis) has an ingenious plan of "enrichment classes" that meet once or twice a week under a special teacher.[63] Through various activities special projects are often carried on by groups averaging ten pupils. These projects are often clubs and special interest groups, such as orchestra, band, and speech classes.

Los Angeles Elementary Schools have a Special Work Program for rapid learners, which involves approximately one hundred pupils gathered from twenty-four schools.[64] They meet one morning a week in groups of twelve to fifteen with their special Work Program Teacher.

Selection of a pupil for this Special Work Program must meet the following requirements: regular grade placement of fourth, fifth, or sixth grades, IQ of 130 or above, high achievement-test scores, enrollment in a school within easy access to one of the special schools, approval of principal and regular teacher, consent of parents, and pupil interest.

---

[63] DeHaan and Havighurst, op. cit., p. 117.

[64] Ibid.

Creative writing, science activities, hobby collections, pictorial mapmaking, foreign languages, and library activities are a few of the special units offered by the school for those students interested.

The schools of Eric, Pennsylvania, initiated a part-time program for gifted children in September, 1951. Children of superior abilities are released from the regular classroom for one hour each day to pursue special interests and engage in intensive study.[65]

Oliver reports that an entire school is set aside in Baltimore for gifted junior high school students, while Allentown, Pennsylvania, brings superior students from over the city to one school for "Opportunity Classes."[66]

A special library reading-discussion program for good readers and intellectually gifted children in the sixth grade has been successful in Long Beach, California.[67] While retarded readers are having their special instructions, gifted children in the class meet with a special teacher to engage in activities that are more intellectually

---

[65] Scheifels, op. cit., p. 39.

[66] Albert I. Oliver, "Administrative Problems in Educating the Gifted," Nation's Schools, 48:44-46, November, 1951.

[67] Ruth Strang, "How About Separate Classes for Gifted Children," Grade Teacher, 75:18-19, November, 1957.

stimulating than those offered to them in the ordinary class. Sometimes an extra subject is added.

The small schools of the country do not have the opportunity to arrange sections for the gifted in a particular grade. However, some small schools that have a number of intellectually gifted students may place children from several grade levels in one group for instruction in that extra subject or for enrichment of the regular work of the grade.

In the opinion of some educators and psychologists the advantages of special classes are considerable. Gertrude Hildreth gives the following advantages:

1. Pupils are challenged to use their intellectual powers to a fuller extent than in the heterogeneous group.
2. More industrious and efficient work habits are developed by the students.
3. Well qualified teachers make assignments suitable to gifted children.[68]

In spite of the advantages of homogeneous grouping for the gifted there are offsetting disadvantages: Some of these are:

---

[68]Gertrude Hildreth, Teachers of Gifted Children, New York: Harper and Brothers, 1952, p. 53.

1. By ability grouping, the well-endowed child is given opportunities that are not enjoyed by others, thus creating an undemocratic situation.
2. The plan fosters a stigma that violates the principle of respect for personality.[69]

The advocates of this plan truly believe that, if the necessary equipment is available and if competent teachers are employed, the education that the gifted needs will be provided through the special classes. The classroom will offer something to stimulate the child, and since there are no set patterns of achievement to meet, the child can work according to his own ability. The success of the special classes in Los Angeles and Cleveland clearly point out the advantages of bringing together children of such potentialities. By bringing together children with the same drive and curiosity, an atmosphere is presented that lends itself to accomplishment.

---

[69] Ibid.

# CHAPTER V

## TEACHERS OF GIFTED CHILDREN

Next to the parent, the teacher exerts the most important influence on the development of gifted children. The teacher most admired is usually a well-adjusted individual who is genuinely responsive in human relations. Excerpts from Witty's article give an excellent picture of the personality and behavior of teachers. He cites:

> Friendliness, a constructive attitude toward people, eagerness to understand, knowledge of the subject or sources of information regarding it, and genuine respect for each individual and faith in his own resources and desire for self-realization are desirable characteristics of good teachers.[1]

The education of gifted children requires gifted teachers who have the ability to recognize giftedness, to create an atmosphere and climate favorable to its development, and to provide conditions that give it a chance to grow and enter society. The teacher of the gifted must not only have a fertile mind but plenty of imagination. He must be able to inspire the gifted pupil, to draw out all the best in him, to direct his attention to higher goals, and to create an appetite for better things.

---

[1]Paul Witty, The Gifted Child, Boston: D. C. Heath and Company, 1951, p. 112.

Gertrude Hildreth feels that a gifted teacher must not only be a scholar with academic background, but a student of the learning process as well. The teacher of the gifted must understand the psychology of the gifted and their special learning problems.[2] He must be able to see the potentialities in every child, know when to give praise and encouragement as well as how to criticize without offending the child's feelings. It is the teacher's responsibility to help a child realize where his achievements have fallen short of the mark and to show him ways of improvement.

The Educational Policies Commission, in discussing the kind of teacher needed for gifted children, suggested that he be a good regular teacher, and possess the following desirable qualities:[3]

1. Superior intelligence
2. A rich fund of information
3. Versatility of interests
4. An inquiring mind
5. Ability to inspire and stimulate

---

[2]Gertrude Hildreth, Teachers of Gifted Children, New York: Harper and Brothers, 1952, p. 212.

[3]Educational Policies Commission, Education of the Gifted, Washington, D. C.: National Education Association and the American Association of School Administrators, 1950, p. 71.

6. Modesty, and a sense of social and professional responsibility
7. Freedom from jealousy
8. Freedom from excessive sensitivity to criticism

Teachers who instruct the superior must be acquainted with the principles of curriculum design and have had experience in program making. In teaching the gifted, any teacher will need all the ingenuity and creative ability he possesses, for there is never any telling in what direction the discussion may turn, or what questions a child may raise; therefore, he must be able to meet constructively any situation that may arise. Hence, flexibility and versatility in planning are essential traits. Teachers for gifted children are those who in the regular classroom also have the point of view that individual differences among children are important. The effective teacher is one whom a gifted child will remember as a significant person who has made a difference in his life.

Ability to work with parents is another essential qualification of teachers of gifted children. The teacher's role extends beyond his own school in his work with other school and community personnel for the development of community-wide provision for the gifted. His contribution may take the form of participation in parent study groups,

or he may address groups of parents and meetings of civic organizations and community agencies.

The teacher of gifted children should evaluate his work by obtaining evidence of desirable changes in individual pupil-growth in health, emotional stability, social sensitivity, competence, and effective use of emotional energy, as well as in intellectual achievement. Your own evaluation of what a pupil is doing and of his final product should question his initiative, persistence, and originality. Ralph Tyler, a great authority on evaluation, once said, "If you know clearly what you wish to accomplish and will examine your results objectively and honestly, you can usually find some means of telling how well you have succeeded."[4]

Hollis Caswell refers to the teacher of gifted children as a combination of the well-adjusted adult, the instructor, the fellow learner, the psychologist, the mental hygienist, the specialist in method, and the sympathetic, understanding friend.[5] The effects of his personality and skill extend into all areas of the child's life and touch upon every aspect of his development.

---

[4]Ralph W. Tyler, "Meeting the Challenge of the Gifted," The Elementary School Journal, 58:75-82, November, 1957.

[5]Hollis L. Caswell, The Gifted in the Regular Classroom, Columbia: Bureau of Publications, Columbia University, 1953, p. 79.

James B. Conant defines the teacher of the gifted child as one who is aware that good teaching demands fresh ideas and an ever-increasing body of knowledge.[6] A teacher must be willing to work hard for this in summer study, special institutes, and through inservice training. He must be willing and able to respond fully to the challenge of the academically talented student, seeking always to deepen the student's interest.

The National Education Association has found that Pennsylvania is the only state that requires a special certificate for teachers of the gifted although several other states have classes for these children and attempt to select teachers considered qualified to teach them.[7]

This writer feels that a good teacher understands himself and his needs and does not exploit his power over children for his own purposes. The outstanding teacher recognizes the importance of interpersonal relations. He strives for teaching that will have positive rather than negative results. The inspirational teacher does not permit misdirection and waste. He is constantly trying to locate

---

[6] James B. Conant, The Academically Talented Student, Washington, D. C.: National Education Association, 1958, p. 5.

[7] National Education Association, "The Education of Gifted Children," Research Bulletin, 35:166, December, 1957.

the special talents in each child and to arouse in him the will to apply himself. He suggests, assigns, challenges in ways to fix good habits, develops confidence in self, extends knowledge and skill, promotes curiosity, and uses imagination.

## CHAPTER VI

## PARENTS OF GIFTED CHILDREN

"Home and school should work together" is an old slogan which has special significance in the case of the superior or talented children. Accurate early identification, enrichment, motivation, mental hygiene, educational and vocational guidance are all promoted by close cooperation between parents and teachers.[1]

Teachers assist parents in gaining a better understanding of their gifted children through group and individual conferences. Teachers are prepared to advise parents concerning the home adjustment problems of these children and to understand the parents' point of view in child training. In general, parents of talented children are very cooperative and eager for help. Professional knowledge of child development often enables one to give advice on points that might not have occurred to others. In this manner an insight into the child's background and personality is gained. When there is any reason to believe that there is a serious problem involved, consultation with a specialist is suggested.

---

[1] Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957, p. 222.

These conferences help establish a friendly relation between home and school.

Conferences may be held before school in the morning and during the noon hour, as well as after school. They should average about twenty minutes each. In addition, a semi-annual group meeting with parents should be held during school time.

Home visitation is a satisfactory way of holding a friendly conference. Parents and child are proud to welcome you, and you gain first hand knowledge of the child's background. The values of home visits are so well-established that some school systems give teachers time off to make the visits. Parents who send into the school children decidedly above average are vitally concerned with the most expedient and advantageous use of their children's talents. The schools are constantly striving to improve educational environment, but they must understand the home environment from which children come. School and home must meet in closer cooperation for a better perception and solution of the problem.

Help parents of gifted children find ways of enriching the educational opportunities of the youngsters. Keep in mind, however, that parents are learners, too; and that they must progress at their own rate from where they are. Help the parents find ways of enriching the social and

emotional lives of the youngsters. At all times be ready to listen to the parents talk about their children. The gifted child develops qualities of leadership through the give-and-take of social experiences.

DeHaan and Havighurst believe it is desirable for parents to know and understand the abilities of their children. The schools should therefore inform them of the results of standardized tests and observations.[2] If parents accept this knowledge as a fact to be taken into account in the rearing of their children, the children stand a good chance of benefiting.

Every teacher should file in the pupil's cumulative-record folder any non-confidential information that parents give you which might be useful to his future teachers. Include a note on what you have told the parents about the child's ability, any attitude of the child which seemed unusual, and plans for his future education.

If your school organization is making any special provision for its bright and talented pupils, giftedness is a good topic for a parent teacher's meeting. A safe approach is through emphasis on how methods which provide for individual differences help all children. Plans for the meeting

---

[2]Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children, Chicago: University of Chicago Press, 1957, p. 215.

should be based on the probability that a large proportion of the audience will have children who are exceptionally bright. Some school systems have organized study groups for parents. Parents who join together to study along a line of common interest gain a great deal not only from books and lectures but also from the exchange of ideas.

Parental awareness of the nature and extent of a child's talents can form the basis of home attitudes that either encourage or discourage talent and personality development. The way in which parents are informed about the talents of their children should be based on such considerations as the following:

1. The kind of knowledge parents already have about their children's abilities.
2. The degree of understanding they can bring to a discussion of testing results.
3. The kind of aspirations individual parents have for their children.
4. The educational background and special abilities of parents.
5. The parent-child relationships in the home.[3]

---

[3]Harry Passow and others, Planning for Talented Youth, Columbia: Bureau of Publications, Teachers' College, 1955, p. 32.

# CHAPTER VII

## THE CHALLENGE OF THE GIFTED CHILDREN

In the past, discussions of the education of the gifted have considered the problem primarily from the point of view of the gifted individual and his rights in a democratic society. Today, the interest shown in the education of gifted students derives more from realization of society's need for developed talent than our concern for opportunities for the individual.

It has become increasing clear that one of this country's chief problems is meeting the challenge of the gifted, providing for the continuing and full development of the gifted person throughout his entire schooling. The conservation of human talents is important because many of our gifted never reach a fraction of potentials.

A very important aspect of the continuing challenge facing all curriculum planners--that of building a program which will cultivate every individual's maximum potential, consistent with his own self-fulfillment and the requirements of a free society, is providing appropriate educational opportunities for talented students. Heretofore, schools have been negligent in not performing their primary purpose; namely, the training of the nation's brain power to its highest potential. We shall not do justice to our talented

youth until we identify and offer them an education more challenging to their superior minds.

Since our schools are committed to the education of all children with all their ranges of needs, interests, and abilities, it is with this in mind that planning for the talented must take place. The special talents of the gifted must be recognized and developed but not at the expense of the other children. If all children are to be provided for adequately and equally they cannot be provided for identically.

Educational opportunities and experiences in the home during formative years can facilitate or hinder the development of gifted children. Parents must provide experiences which arouse curiosity and interest so that children will respond actively and creatively. This work must be carried on even after children enter school. However, in the middle years of childhood the home's role becomes more of a supplementary and complementary one. At the present time, motivation and rewards for high achievement can be supplemented by out-of-school organizations.

The major responsibility for providing educational opportunities for the gifted rests with the schools. This responsibility has not been met to its fullest. Much is being said about methods through which the gifted can be better educated. An effective program does not rest on the

assumed efficiency of some formula, but rather provision must be made for identifying the relevant abilities and interests of the students in each class. Much depends on the variety of problems which students attack, some representing a much higher level of understanding, thinking or skill than others. It allows students to work at rates which are appropriate to them.

The motives and the rewards emphasize the challenge of doing difficult things, the fun of working to capacity, the satisfaction of doing a superior job, the enjoyment to be found in using one's skills, be they intellectual, aesthetic, or practical.

As we attempt to meet the challenge of the gifted let us consider five points:

1. Provision for meeting the increased needs of society by developing our gifted children is of great importance.
2. Native giftedness will not develop by itself but depends upon external environment, stimulation, and motivation.
3. The identification of gifted children is a gradual and continuous process.
4. Educational programs for the gifted need to be varied, flexible, challenging, meaningful, independent, and rewarding.

5. The curriculum for the development of gifted students needs to state clearly its major goals--good basic understanding, intellectual abilities, and social and aesthetic skills--so that the results rather than the formal procedure becomes the major concern.[1]

There is a need to increase public understanding and acceptance of the gifted child. The public is apt to admit that we need to use our best brains if we are to make progress in the fields of scientific research, statecraft, industry, public welfare, and fine arts. This resentment can be overcome by understanding the individual's needs and difficulties in finding the way to use his potentialities to the highest degree. We, as teachers, need to use the devices already discussed to interpret to the public the problems faced by the gifted child in his own development and his contributions to society as a whole.

---

[1] Ralph W. Tyler, "Meeting the Challenge of the Gifted," The Elementary School Journal, 58:75-82, November, 1957.

# CHAPTER VIII

## SUMMARY

American society needs the most competent members in positions of leadership and influence. The schools can help meet this need by identifying their gifted students, by providing educational opportunities appropriate for the fullest development of their gifts, by guiding them in taking advantage of their opportunities, and by helping them to develop personal integrity and a sense of social responsibility.

Equality of opportunity demands that each child be given the type of education which best meets his needs and capacities. This principle is violated when a gifted child is forced to accept an education which does not take into account his superior ability and give him an opportunity to develop it.[1]

Certainly, the teacher of the high intellectual deviate or specially talented individual should be gifted in the sense he has the capacity to utilize all the resources at hand to make classroom learning challenging, rewarding,

---

[1] Merle R. Sumption, Dorothy Norris, and Lewis M. Terman, "The Education of Exceptional Children," Forty-Ninth Yearbook of the National Society for the Study of Education, Part II, Chicago: University of Chicago Press, 1950, p. 270.

and productive, but it is not necessary that he himself be an intellectual or artistic genius. He needs insight to penetrate to the core of the potentialities inherent in each of his students.

The American people must invest a larger portion of their economic resources in the education of individuals of superior talent. More money will help, but more than money is needed to provide the education that talented children should have. The American people should acquire a clearer appreciation of the need for able leaders in our society. Educators should develop a sharpened awareness of the problem and exert definite efforts to make American schools more effective agencies for the conservation and development of human talent.

The gifted children's effectiveness and success as adults in a democracy depend upon their general intelligence but also upon their motivation, drive, personal adjustment and desire to serve their country in ways for which they are best qualified.

It is to be hoped that the future will bring a general dissemination of information concerning the nature and the needs of the gifted and a widespread effort to offer them opportunities in the home, the school, and the community

that will result in the conservation of our nation's greatest resource--gifted and talented children.[2]

This writer found that these basic factors must be considered in initiating a program for the gifted children in the elementary grades:

1. The identification of the superior child must be determined by the validity of the most common method.
2. Training and certification of teachers of gifted children is paramount.
3. The full development of the gifted child depends upon a thorough, continuing, and challenging program of education so that the individual reaches his highest potential in order to give his best to society.

---

[2]Paul Witty, The Gifted Child, Boston: D. C. Heath and Company, 1951, p. 276.

# BIBLIOGRAPHY

# BIBLIOGRAPHY

## A. BOOKS


Baker, Harry L., Introduction to Exceptional Children, New York: The Macmillan Company, 1955.

Berry, Charles S., The Education of the Gifted for Leadership, Columbus: Ohio State University Press, 1945.

Caswell, Hollis L., The Gifted in the Regular Classroom, Columbia: Bureau of Publications, Columbia University, 1953.

Cutts, Norma E., and Nicholas Moseley, Teaching the Bright and Gifted, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

DeHaan, Robert F., and Robert J. Havighurst, Educating Gifted Children, Chicago: University of Chicago Press, 1957.

DeHaan, Robert F., and Jack Kough, Helping Children with Special Needs, Chicago: Science Research Associates, Inc., 1956.

Educational Policies Commission, Education of the Gifted, Washington, D. C.: National Education Association and the American Association of School Administrators, 1950.

Garrison, Karl C., The Psychology of Exceptional Children, New York: The Roland Press, 1950.

Hall, Theodore, Gifted Children, Cleveland: World Publishing Company, 1956.

Havighurst, Robert J., Eugene Stivers, and Robert F. DeHaan, A Survey of the Education of Gifted Children, Chicago: University of Chicago Press, 1955.

Hildreth, Gertrude, Educating Gifted Children at Hunter College Elementary School, New York: Harper and Brothers, 1952.

Hildreth, Gertrude, Teachers of Gifted Children, New York: Harper and Brothers, 1952.

Hollingworth, Leta S., Gifted Children, Their Nature and Nurture, New York: The Macmillan Company, 1926.

Jenks, William F., The Atypical Child, Washington, D. C.: The University of America Press, Inc., 1954.

Lewis, W. D., Readings for Educational Psychology, New York: Thomas Y. Crowell Company, 1956.

Martens, Elise H., Curriculum Adjustments for Gifted Children, Washington, D. C.: U. S. Office of Education, Government Printing Office, 1946.

Martens, Elise H., and others, Teachers' Problems with Exceptional Children, Washington, D. C.: Superintendent of Documents, Government Printing Office, 1938.

Otto, Henry J., Curriculum Enrichment for Gifted Elementary School Children in Regular Classes, Austin: University of Texas, 1955.

Otto, Henry J., Elementary School Organization and Administration, New York: Appleton-Century-Crofts, Inc., 1954.

Passow, Harry A., and others, Planning for Talented Youth, Columbia: Bureau of Publications, Teachers' College, 1955.

Scheifels, Marian, The Gifted Child in the Regular Classroom, New York: Columbia University, 1953.

Scheppy, Betty V., A Survey of the Education of the Gifted Child in the U. S., New Haven: New Haven State Teachers' College, 1956.

Strang, Ruth, Exceptional Children and Youth, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955.

Strang, Ruth, Readings for Educational Psychology, New York: Thomas Y. Crowell Company, 1956.

Sumption, Merle R., Three Hundred Gifted Children, New York: World Book Company, 1941.

Terman, L. M., Mental and Physical Traits of a Thousand Gifted Children, Genetic Studies of Genius, Stanford: Stanford University Press, 1925.

Terman, Lewis M., and Melita H. Oden, The Gifted Child Grows Up, Stanford: University of Stanford Press, 1957.

Witty, Paul, The Gifted Child, Boston: D. C. Heath and Company, 1951.

Worcester, Dean A., The Education of Children of Above Average Mentality, Lincoln: University of Nebraska Press, 1956.

## B. PERIODICALS

Barbe, Walter B., and Dorothy N. Norris, "Special Classes for Gifted Children in Cleveland," Exceptional Children, 21:55-56, November, 1954.

Birch, Jack W., "Early School Admission for Mentally Advanced Children," Exceptional Children, 21:84-87, December, 1954.

Brumbaugh, Florence, "Gifted Pupils and Parents Use the Community as a Laboratory for Learning," Twenty-Fourth Yearbook of the National Elementary School Principal, 25:29-32, September, 1945.

Conant, James B., "The Academically Talented Pupil," N. E. A. Journal, 47:218-19, April, 1958.

Cook, Walter W., "The Gifted, The Average, and the Retarded," Education Digest, 23:8-12, May, 1958.

Dunlap, James W., "Gifted Children in an Enriched Program," Exceptional Children, 21:135-37, January, 1955.

Freeman, Frank N., "The Treatment of the Gifted Child in the Light of the Scientific Evidence," Elementary School Journal, 24:652-61, May, 1954.

Goldberg, Miriam L., "On the Semantics of Provisions for Gifted Children," Exceptional Children, 22:277-84, April, 1956.

Gregory, M., and W. McLaughlin, "Advanced Reading for the Bright Child," Clearing House, 24:203-05, December, 1951.

Johnson, W. H., "Program for Conserving our Superior Elementary School Students," Educational Administration Supervision, 29:77-86, February, 1943.

Kerstetter, Leone, "A Sociometric Study of the Classroom Roles of a Group of Highly Gifted Children," Elementary School Journal, 58:465-68, May, 1958.

Mann, H., "How Real Are Friendships of Gifted and Typical Children in a Program of Partial Segregation?" Exceptional Children, 23:201-06, February, 1957.

National Education Association, "Ten Criticisms of Public Education," Research Bulletin, 35:163-67, December, 1957.

Norris, Dorothy E., "Special Classes for Superior Children in an Eastern City," Nineteenth Yearbook of the National Elementary School Principal, 19:387-406, July, 1940.

Oliver, Albert I., "Administrative Problems in Educating the Gifted," Nation's Schools, 48:44-46, November, 1951.

Passow, Harry A., "Enrichment of Education for the Gifted," Fifty-Seventh Yearbook of the National Elementary School Principal, Part II, 57:193-221, 1958.

Pressly, William L., "Curricular Enrichment for the Gifted," Educational Leadership, 13:232-35, January, 1956.

Pritchard, Miriam, "Total School Planning for Gifted Children," Exceptional Children, 18:107-10, January, 1952.

Rickover, H. G., "Let's Stop Wasting Our Greatest Resource," Saturday Evening Post, 229:19-21, March 2, 1957.

Shepperd, Anna G., "Teaching the Gifted in the Regular Classroom," Educational Leadership, 13:220-24, January, 1956.

Stenquist, J. L., "Baltimore's Plan for Superior Pupils," Nation's Schools, 28:20-22, October, 1951.

Strang, Ruth, "How About Separate Classes for Gifted Children," Grade Teacher, 75:18-19, November, 1957.

Sumption, Merle R., Dorothy Norris, and Lewis M. Terman, "Special Education for the Gifted," Forty-Ninth Yearbook of the National Society for the Study of Education, Part II, 49:259-78, 1950.

Trusler, J. W., "Pupils' Acceleration in the Elementary Schools," Grade Teacher, 67:16-17, October, 1949.

Tyler, Ralph W., "Meeting the Challenge of the Gifted," The Elementary School Journal, 58:75-82, November, 1957.

Witty, Paul, "Current Practices in Educating the Gifted Child," The Packet, 12:13-25, Fall, 1957.

Witty, Paul, "How to Identify the Gifted," Childhood Education, 29:315-18, March, 1953.

Witty, Paul, "The Gifted Child," Exceptional Children, 19: 256-60, April, 1953.

Witty, Paul and Leroy Wilkins, "The Status of Acceleration or Grade-skipping as an Administrative Practice," Educational Administration and Supervision, 19:321-46, May, 1933.

## C. PAMPHLETS

University of Pittsburg, Improvement of Education Series, Pittsburg: University of Pittsburg Press, October, 1955.

Conant, James B., The Academically Talented Student, Washington, D. C.: National Education Association, June, 1958.

Witty, Paul, Helping the Gifted Child, Chicago: Science Research Associates, 1952.

## D. UNPUBLISHED MATERIALS

Smith, Janet, "The Success of Some Young Children in the Lincoln, Nebraska Public Schools," Lincoln: University of Nebraska, 1951. (Mimeographed.)

146205