


1955

# An Examination of the Programs for Education of Gifted Children in United States

Margaret Ackerman  
*Central Washington University*

Follow this and additional works at: <https://digitalcommons.cwu.edu/etd>

 Part of the [Gifted Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

## Recommended Citation

Ackerman, Margaret, "An Examination of the Programs for Education of Gifted Children in United States" (1955). *All Master's Theses*. 27.  
<https://digitalcommons.cwu.edu/etd/27>

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact [pingfu@cwu.edu](mailto:pingfu@cwu.edu).

AN EXAMINATION OF THE PROGRAMS  
FOR EDUCATION OF GIFTED CHILDREN IN UNITED STATES

---

A Research Paper  
Presented to  
The Graduate Faculty  
Central Washington College of Education

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

---

by  
Margaret Ackerman

August 1955

THIS PAPER IS APPROVED AS MEETING  
THE PLAN 2 REQUIREMENT FOR THE  
COMPLETION OF A RESEARCH PAPER.

---

Eldon E. Jacobsen, FOR THE GRADUATE FACULTY

---

S. Mundy, CHAIRMAN

---

K. Reinhart

## ACKNOWLEDGMENT

Acknowledgment is gratefully accorded to Dr. Eldon E. Jacobsen, who directed this study, for guidance in the selection of a field of study, assistance in planning, constructive criticism, and encouragement.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM . . . . .	1
Statement of the problem . . . . .	2
Definitions of terms . . . . .	2
Gifted child . . . . .	2
Acceleration . . . . .	3
Enrichment . . . . .	3
Project, contract, or laboratory plan . . . . .	3
Segregation or ability grouping . . . . .	4
Importance of the Study . . . . .	4
II. RECOGNIZING AND PLANNING FOR THE GIFTED . . . . .	10
Descriptive characteristics of the gifted child . . . . .	10
Needs of the gifted child . . . . .	13
Problems of the gifted child . . . . .	14
In the home . . . . .	15
In the school . . . . .	15
Among his peers . . . . .	16
In his self-concept . . . . .	16

CHAPTER	PAGE
Identification of the gifted . . . . .	18
Planning for the gifted . . . . .	19
Importance of early recognition . . . . .	19
Importance of planned program . . . . .	20
Teachers of the gifted . . . . .	21
Personal qualifications . . . . .	21
Special education . . . . .	22
 III.    PROGRAMS FOR EDUCATION OF GIFTED	
CURRENTLY USED IN UNITED STATES . . . . .	25
Types of Programs . . . . .	26
Acceleration . . . . .	26
Enrichment . . . . .	27
Segregation or ability grouping . . . . .	29
Laboratory or project plan . . . . .	31
Specific programs . . . . .	33
Programs using enriched acceleration . . . . .	33
Transition plans . . . . .	33
New York City provision . . . . .	35
Three-track systems . . . . .	35
Long Beach plan . . . . .	36

CHAPTER	PAGE
Enrichment in special classes for half-days . . .	36
Colfax plan . . . . .	36
Monroe High School plan . . . . .	37
Special schools . . . . .	38
Hunter College Elementary School . . . . .	38
New York High School of Science . . . . .	41
Special classes in regular school . . . . .	42
Cleveland's major-work classes . . . . .	42
Los Angeles' opportunity rooms . . . . .	44
Portland's cooperative plan . . . . .	45
Abington's Honors English . . . . .	47
Hyde Park's Seminar for three . . . . .	48
Hyde Park School, Brooklyn . . . . .	48
Public School No. 233, Brooklyn, New York . . . . .	49
University City, Missouri . . . . .	50
"Press Room" of John Marshall High . . . . .	50
Science clubs . . . . .	51
Laboratory plan . . . . .	52
Community programs for the gifted . . . . .	53
Brooklyn Museum . . . . .	53
Worcester, Massachusetts, programs . . . . .	54
Creative activities . . . . .	54

CHAPTER	PAGE
Common characteristics of the programs examined . . . . .	56
<b>IV. CLASSROOM TECHNIQUES AND ACTIVITIES FOR ENRICHMENT . . . . .</b>	<b>57</b>
Aims of education of the gifted . . . . .	57
Environment . . . . .	58
The unit method . . . . .	59
Description . . . . .	60
Part played by the gifted child . . . . .	62
Enrichment curricula and activities . . . . .	63
Areas of study . . . . .	63
Need for curriculum development . . . . .	65
Activities . . . . .	65
Elective courses . . . . .	67
Use of school personnel and facilities . . . . .	68
Moving out into the community . . . . .	69
Challenge to the teacher . . . . .	70
<b>V. SUMMARY . . . . .</b>	<b>71</b>
<b>BIBLIOGRAPHY . . . . .</b>	<b>76</b>



## CHAPTER I

### THE PROBLEM

"When a good teacher and a student of great potentiality get together, genius is apt to burn," says Gertrude Hildreth.<sup>1</sup>

Educators of America are becoming increasingly aware of the fact that in the nation's schools there are thousands of gifted children whose needs are not being met. The teacher who has in her care a mentally gifted child and does not give that genius a chance to "burn" is cheating herself, the child, and society. It has long been a tradition that the schools of the United States belong to society and serve society. During the last thirty years, and particularly the last decade there has been an increasing interest in the education of the gifted as a means of taking care of individual differences. Proof of this interest lies in the number of studies carried on, the number of books, reports, and monographs which have appeared, the number of articles in periodicals, and in the growing controversies over the questions of grouping, acceleration, and enrichment.

---

<sup>1</sup>Gertrude H. Hildreth, Educating the Gifted (New York: Harper and Brothers, 1952), p. 5.

## I. STATEMENT OF THE PROBLEM

The purpose of this study was (1) to examine the provisions for gifted children made in the schools of the United States, (2) to consider the relative merits of the various procedures, and (3) to consider ways in which these procedures are applied, and (4) to describe the methods which the average teacher can use in her classroom.

The study was limited to those planned programs carried on in the elementary and secondary schools of the United States and the organized programs carried on in community activities. It included, within the limits of the facilities available, an examination of the prevalent practices in various schools as their programs are described in current educational literature. A limitation of the study was the fact that the term "gifted child" as it is used in the literature does not have a fixed meaning. Also the number of gifted, the top 99th percentile of mental ability tests according to many writers, varies according to the year in which the book or article appeared.

## II. DEFINITIONS OF TERMS

### Gifted Child

The term "gifted child" in this paper refers to the child who is intellectually superior, although there are also other forms of

giftedness. The basis of this designation is principally by intelligence quotient. Giftedness is herein considered to begin with an I. Q. of 130 (Stanford-Binet), but there is not general agreement on that figure.

### Acceleration

Acceleration is interpreted as meaning any method of shortening the number of years of schooling, whether by double promotion, by doing the work of the elementary school in fewer than six years, or by shortening the number of years in junior or senior high school.

### Enrichment

Through this paper "enrichment" is used to describe the practice of broadening or intensifying the various academic or co-curricular subjects for the gifted child within the regular classroom in the heterogeneous classes or in special homogeneously grouped classes. Enrichment in actual practice includes widely varying provisions, ranging from creative writing to running errands.

### Project, contract, or laboratory plan

That group of plans which provide for individual work under a project or contract with individualized assignments within a class project or unit are considered to be variants of a plan and are referred to as "project plan," "contract plan," or "laboratory plan." The terms

are used interchangeably, but effort will be made to use, in referring to specific plans, the term employed by those using the plan.

### Segregation or ability grouping

The terms "segregation" and "ability grouping" refer to the placing of gifted children in groups according to intellectual ability, whether it be segregation in a separate school, a separate room, or in a special group for a part-day program.

## III. IMPORTANCE OF THE STUDY

Gifted children, our greatest natural resource, are thought by many educators to be the most neglected children in the public school and the most retarded in terms of ability. A democratic society can not afford to neglect and waste its gifted. The Educational Policies Commission points out that we need our gifted now as never before and that, although many gifted are making valuable contributions of exceptional value in the arts, medicine, technology, science, religion, education, finance, sociology, journalism, and other fields, many other gifted are not making their potential contributions because their abilities have not been developed.<sup>2</sup>

---

<sup>2</sup>Educational Policies Commission of the National Educational Association of United States and the American Association of School Administrators, Education of the Gifted (Washington, D. C.: National Education Association, 1944), p. 1.

"To enable every person to make his greatest contribution," asserts Witty, "suitable educational opportunities should be provided." However, he estimates that fifty per cent of the total number of gifted children who graduate from high school never go on to college, and, what is worse, a third or more of the gifted leave school with an education inadequate for the best use of their abilities.<sup>3</sup>

Because of the lack of agreement on the point where giftedness should be considered to begin, the number of gifted children in the United States cannot be definitely stated. Hollingworth arbitrarily included the top one per cent, Terman included all those above 130 I. Q., while the Educational Policies Commission considers the one per cent with I. Q.'s above 130 to be "highly gifted" and the ten per cent with I. Q.'s above 120 to be "moderately gifted."<sup>4</sup>

The actual number of the gifted may not be very great, but the problem of their education is of importance to the individual child and to society. Lorge points out that even if we consider only the top one per cent of our youth to be gifted, the number now in the schools is 250,000. (Some writers now say 300,000.) If we can save a year's

---

<sup>3</sup>Paul Witty, "Summary and Recommendations," in Paul Witty (ed.), The Gifted Child, American Association for Gifted Children (Boston: D. C. Heath and Company, 1951), p. 268.

<sup>4</sup>Walter B. Barbe, "Are Gifted Children Being Adequately Provided For?" Educational Administration and Supervision, 40:409, November, 1954.

time in the education of each one, he says, the total will be 250,000 years. A saving of that size would be equivalent to an additional 6,500 men for forty professional years. Furthermore, he points out, unnecessary waste could be eliminated by recognition and training of the gifted. It is economically unsound and wasteful to use a gifted person for a job that could be done just as well by a person of less ability. He makes the following statement in regard to segregation:

By what democratic values should children of low mentality be segregated while children of superior endowment remain with the flock? . . . What, then, are the values in such segregation? For the less able, separation for special instruction with special teachers leads to the fuller development of the potentialities of the child, with the probability of a diminishing burden in the future. For the ablest, too, special classes with special teachers would lead to a fuller realization of the fullest and rarest resource--intellectual ability--not only for the child's growth but also for society's benefit.<sup>5</sup>

According to Hildreth there are more than one million of America's children that have superior mental ability capable of benefiting from specialized education but only a small proportion of them receive it.<sup>6</sup> Garrison estimates that less than five per cent of the mentally gifted are being given special attention although a much larger group is recognized.<sup>7</sup>

---

<sup>5</sup>Irving Lorge, "Social Gains in the Special Education of the Gifted," School and Society, 79:5, January, 1954.

<sup>6</sup>Hildreth, op. cit., p. 14.

<sup>7</sup>Karl C. Garrison, The Psychology of Exceptional Children (New York: The Ronald Press Company, 1950), p. 250.

The increased interest in providing more adequately for these children has been motivated to some extent by the growing realization of a manpower shortage in the so-called "fields of higher endeavor" and a need for conserving human talents and resources.<sup>8</sup> Curtis declares that equality of educational opportunity does not mean identical opportunity, but that each child should be given the opportunities which are best suited to his needs, interests, and abilities.<sup>9</sup> The same statement is found repeatedly in education literature. Equality of opportunity can be measured only in terms of individual ability.

Our potential leaders are the gifted children now in our schools. The Educational Policies Commission says that education is a far more important requisite to social leadership than formerly and the lack of it a greater handicap.

To the extent that we permit one's opportunities for education and life work to be determined by the social or financial means of his parents, we shall move in the direction of a stratified or closed society. To the extent that educational and vocational opportunities are determined by an individual's abilities, regardless of his social status, we shall have a casteless or open society.

---

<sup>8</sup>Morris Meister, "What Are Some Promising Programs for Gifted Students," National Association of Secondary Principals Bulletin, 38:316, April, 1954.

<sup>9</sup>Chester W. Curtis, "Providing for the Fast Learner," American School Board Journal, 127:32, August, 1953.

An open society is an essential characteristic of a dynamic democracy.<sup>10</sup>

Gifted boys and girls are found in the schoolrooms of our big cities and in our one-room country schools. They appear among all races and among the poor as well as the prosperous. Goetsch found that over ninety per cent of the superior high school graduates from families in the upper income brackets were attending colleges, but less than twenty percent of those from lower income brackets were doing so.<sup>11</sup> Heck suggests that because of the potentiality of the gifted, steps should be taken to discover the gifted, to provide an educational program adapted to their needs, to encourage them to take advantage of it, and to supply state funds to assure the maintenance of such a program and to enable the gifted to take advantage of it.<sup>12</sup>

It is apparent, then, that we have in the schools of America an indefinite number of children with superior mental ability who are

---

<sup>10</sup>Educational Policies Commission, op. cit., p. 4.

<sup>11</sup>Helen B. Goetsch, Parental Income and College Opportunities (Teachers College Contributions to Education No. 795. New York: Teachers College Columbia University, 1940), cited in Forty-Ninth Yearbook of the National Society for the Study of Education, Part II, p. 261.

<sup>12</sup>Arch O. Heck, Education of Exceptional Children (New York: McGraw Hill Book Company, 1940), p. 420.



being identified in ever-increasing numbers and whose abilities are sorely needed. Whether or not they make their potential contribution to society is the concern of all America, but particularly of the administrators and teachers into whose care they are entrusted during the important years of childhood. To some extent they are being given special attention in many schools already, and educators are now studying the problem in light of the interest being shown in it.

## CHAPTER II

### RECOGNIZING AND PLANNING FOR THE GIFTED

Contrary to popular belief, the gifted child tends to be physically and socially superior also. The work carried on by Terman and Oden<sup>1</sup> and by Hollingworth<sup>2</sup> has done much to establish and make known the facts about the characteristics of the mentally superior.

#### I. DESCRIPTIVE CHARACTERISTICS OF THE GIFTED CHILD

The mentally superior child has the following intellectual traits: (1) superior ability in reasoning, generalizing, dealing with abstractions, (2) superior ability in performing mental tasks, (3) ability to learn to read easily, (4) intellectual curiosity, (5) superior insight into problems, (6) wide range of interests, (7) ability to work independently, (8) originality and initiative, (9) keen observational ability, (10) impatience with routine, (11) longer interest span than other children, and (12) interest in the future. Gifted children

---

<sup>1</sup>Lewis Terman and Melita Oden, The Gifted Child Grows Up (Vol. IV of Genetic Studies of Genius, 4 vols. Stanford, California: Stanford University Press, 1947).

<sup>2</sup>Lela S. Hollingworth, Gifted Children: Their Nature and Nurture (New York: The Macmillan Co., 1936).

show the greatest superiority in reading ability, the language arts, arithmetical reasoning, and science. They tend to show as much unevenness as other children in subject matter areas. Gifted boys tend to excel girls in general information, arithmetic, spelling, science, and history. Girls over ten generally are slightly superior to boys of that age in language ability. The reading interests of the gifted child include science, history, biography, travel, folk lore, informative fiction, poetry, and drama. They show less interest in adventure, mystery, and emotional fiction. They show marked interest in encyclopedias, atlases, dictionaries, and other compilations of classified information. By the time they are nine years old, they are spending three times as much time reading as are their classmates.<sup>3</sup>

Physically, the gifted child, in relation to other children, tends to: (1) be slightly heavier and taller, (2) be somewhat healthier and stronger, (3) be relatively free from nervous disorders, (4) be more advanced in ossification of the bones, and (5) reach maturity at an earlier age.<sup>4</sup>

---

<sup>3</sup>Marian Scheifele, The Gifted Child in the Regular Classroom (Practical Suggestions for Teaching No. 12, New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 6.

<sup>4</sup>Ibid.

In social and emotional characteristics the gifted child also tends to show superiority. More particularly, Scheifele states that he: (1) shows superiority in desirable personality traits--courtesy, cooperation, obedience, willingness to take suggestions, ability to get along with others, and sense of humor--, (2) possesses a superior power of self-criticism, (3) exhibits greater trustworthiness under temptation to cheat, (4) shows less inclination to boast, (5) and shows greater preference for games involving rules and systems. Up to an I. Q. of 150, he receives more opportunities for leadership, but beyond that point his ideas and interests tend to be too advanced for his peers. In general, he has the same play interests and enjoys the same activities as his peers. The level of his interest may exceed the level of activities actually engaged in due to his stage of motor coordination and physical development. Younger gifted children are more apt to create imaginary playmates.<sup>5</sup>

The gifted child is more often a boy than a girl. Baker says that in practically all types of exceptional children the boys outnumber the girls; among the mentally superior the ratio is approximately eleven to ten. The majority of them come from homes of a professional or near-professional status, homes that provide both a good heredity

---

<sup>5</sup>Ibid., pp. 6-7.

and the environment in which children flourish. The challenge to the gifted is to live up to what heredity and environment offer them and in turn contribute to the welfare and advancement of society.<sup>6</sup>

Terman and Oden emphasize the fact that in the composite picture of the gifted child: (1) the deviation of gifted subjects is in the upward direction for nearly all traits, and (2) the amount of upward deviation is not the same in all traits. But they also point out that the amount of unevenness in the subject matter profiles of achievement test analysis shows no significant difference from that of unselected children.<sup>7</sup>

## II. NEEDS OF THE GIFTED CHILD

The needs of the gifted child, paraphrased from Terman and Oden and from Hildreth include: (1) love and care and understanding, (2) a calm, well-regulated life, (3) ample scope for experiment, (4) freedom from exploitation, and (5) sympathetic handling when tensions arise. He needs to be given guidance in development of the

---

<sup>6</sup>Harry J. Baker, Introduction to Exceptional Children (New York: The Macmillan Company, 1944), p. 287.

<sup>7</sup>Lewis Terman and Melita Oden, "The Stanford Studies of the Gifted," in Paul Witty (ed.), The Gifted Child, American Association for Gifted Children (Boston: D. C. Heath and Company, 1951), pp. 24-25.

capacity to live with others and to solve his problems in constructive, positive ways. He needs to acquire the tools of learning and the skills required for living in the world today. He needs to be given the opportunity to utilize his creative ability.<sup>8</sup>

According to Scheifele, it is the duty of parents and teachers to give bright children opportunities for social relationships, allow them to live normally, and teach them to recognize and accept their emotions.

### III. PROBLEMS OF THE GIFTED CHILD

Although the major studies of gifted children show that as a group they are equal or superior to children in general in emotional stability and ability to adapt themselves, many gifted children do have serious difficulties in adjustment. "Social and emotional maturity are not inherent in giftedness," says Scheifele. ". . . In addition to the developmental tasks which are faced in varying degrees by all children, the gifted sometimes encounter unique problems as well." These unique problems include: (1) unfavorable reactions of others to their giftedness, (2) frustrating limitations imposed by discrepancy between their mental and physical, social, emotional development,

---

<sup>8</sup>Ibid., p. 257; Gertrude H. Hildreth, Educating the Gifted (New York: Harper and Brothers, 1952), pp. 10-11.

and (3) the curriculum that fails to challenge superior abilities.<sup>9</sup>

### In the Home

In his home the child may encounter misunderstanding and minimizing of his gifts by parents and siblings, parental indifference, absence of stimulation, lack of rich family experience because of intellectual differences, too high expectations as his abilities become apparent, exploitation of his giftedness, or overstructuring of leisure time.<sup>10</sup>

### In the School

He may encounter classmates' resentment due to the teacher's tendency to overemphasize academic achievement and her insensitivity to other children's reactions, problems of discrepancy between his intellectual and physical maturity, teacher's jealousy of his giftedness, parental pressures for acceleration, overcultivation of intellectual interests at the expense of physical and social development, unreasonable expectations of social maturity, and a curriculum which does not meet his needs by stimulating his intellectual curiosity, challenging his abilities, or providing opportunity for self-expression

---

<sup>9</sup>Scheifele, op. cit., pp. 27-30.

<sup>10</sup>Ibid.

and development of special interests.<sup>11</sup>

### Among His Peers

The area in which gifted children most often fail is in their social relationships. The problems are those of misunderstanding by his peers, one-sidedness due to mishandling, age-grade displacement which may lead to inferiority in sports or boy-girl problems, and failure to learn give-and-take before adolescence.<sup>12</sup>

These children need guidance toward emotional stability and social development. They want to be like other children and to have friends. They should be provided with a balanced program of social activities.

### In His Self-Concept

Most gifted individuals possess the motive to accomplish, and, if they are denied the opportunity to develop their ability, they become frustrated. Often the gifted child has a feeling of aloneness because of his deviation, and the higher his mental age, the greater is this tendency. A feeling of inferiority sometimes results from his

---

<sup>11</sup>Ibid., pp. 31-32.

<sup>12</sup>Hildreth, op. cit., p. 192; Rhea K. Boardman and Gertrude Hildreth, "Adjustment Problems of the Gifted," Understanding the Child, 17:41-44, April, 1948.



inability to hold his own in physical skills, particularly if much accelerated. The same is true if he has not had the social experiences of normal children. He often feels anxiety because of his concern in the meaning of the world and immortality.<sup>13</sup> The reaction of the child to his giftedness may be acceptance, active rebellion, conceit and intolerance, or withdrawal, depending upon how he is handled.

Setting attainable, worthwhile goals is a factor basic to good mental health. It is important that the child accept his giftedness, realize the obligation it carries, and develop personal goals.<sup>14</sup>

Scheifele suggests constructive and preventive measures which may be employed in dealing with the special problems of the gifted child: (1) a normal childhood with rich experiences with a wide variety of materials challenging to his interests and ability, (2) demands for performance commensurate with his ability, (3) development of the skills he will need--study skills, work habits, physical and social skills, use of tools of creative expression, etc., (4) encouragement of critical thinking, originality, and creative expression, (5) acceptance, understanding, encouragement, and (6) guidance in

---

<sup>13</sup>Scheifele, op. cit., p. 33.

<sup>14</sup>Ibid., pp. 35-36.

use of his exceptional abilities in order to realize his potentialities and development of a wholesome attitude toward others.<sup>15</sup>

#### IV. IDENTIFICATION OF THE GIFTED

There is great need for careful, systematic identification of the gifted in all schools. There are three general methods which supplement each other and which together make an excellent program of identification. The first method is by use of standardized tests. Those commonly used are group intelligence tests, vocational aptitude tests, academic achievement tests, personality inventories, and tests for special abilities. A Stanford-Binet test is usually given in systems having special programs for the gifted.<sup>16</sup> A Stanford-Binet intelligence quotient of 130 is the most commonly accepted one for admission into these programs.

Teachers' judgments are the second important method in assessing giftedness. When they are used, the teachers should be given specific instruction for making such judgments.<sup>17</sup> The third

---

<sup>15</sup>Ibid., p. 33.

<sup>16</sup>Merle R. Sumption, Dorothy Morris, and Lewis M. Terman, "Special Education for the Gifted Child," in The Education of Exceptional Children, Forty-Ninth Yearbook of the National Society for the Study of Education, Part I. (Chicago: University of Chicago Press, 1950), p. 262.

<sup>17</sup>Arch O. Heck, Education of Exceptional Children, (New York: McGraw-Hill Book Company, 1953), p. 391.

method is the use of records of the child's classroom performance in the past. The intelligence test is generally considered to be the best single criterion but does not tell the whole story. Drive, keenness of interest, curiosity, and originality are other factors.

## V. PLANNING FOR THE GIFTED

### Importance of Early Recognition

One of the few areas in the problem of the education of the gifted where there seems to be somewhat general agreement is in the matter of the importance of early recognition. Witty emphasized its importance thus:

Research workers generally agree that plans should be made to identify the gifted child early in order that a long-term program of education may be planned. This program should begin at home and should include adequate and continuous counseling after the child enters school. Guidance is frequently necessary if the gifted pupil is to become a well-adjusted, happy, and successful personality.<sup>18</sup>

Hildreth lists six specific advantages of early discovery of the gifted as follows:

1. Intelligent guidance can be provided for them by well-trained, professional teachers and advisers.
2. Gifted children can be placed during the formative years in an environment that will introduce them to the ever-widening fields of knowledge.

---

<sup>18</sup>Witty, op. cit., p. 264.

3. Training in study and work habits that will ensure better outcomes from creative effort can begin early.
4. Opportunity can be given for social living that promotes the learning of group adjustment and opportunities for leadership.
5. An environment can be provided that arouses interest and challenges ability, that may result in devotion to learning and study, investigation and thoughtful reflection.
6. School cooperation with the child's parents is made possible that will lead to earlier understanding of the child on the part of his parents and ensure wholesome training at home as well as in school.<sup>19</sup>

#### Importance of Planned Program

It is noteworthy that the schools that have what they consider to be successful programs for the mentally superior did long-term planning. Special education of the gifted does not mean "more of the same." It requires an enriched environment and a carefully developed curriculum that goes into broader and broader areas. It does not consist of giving only the work of the regular class plus subjects which belong to higher educational levels. It means giving the child extra experiences that will lead to the fullest development of his potentialities. There is little organized material for such programs, and it must be developed and planned in advance with ample provision

---

<sup>19</sup>Hildreth, op. cit., p. 11.

for following the growing interests and ever-widening investigations of the gifted child in search of knowledge.

### Teachers of the Gifted

Personal qualifications. Of utmost importance to development of the gifted is teacher assignment. Frank T. Wilson, of Hunter College where the famous laboratory school for education of the gifted is located, says that the teacher of the gifted needs to understand the nature of gifted children, accept gifted children, have special skills for handling their activities, and have breadth of interests and understanding and a variety of competencies. He reports visiting a college class which was just completing a course in the education of the gifted. When he asked them what they believed to be the qualifications for a teacher for gifted children, they agreed that the teachers should be gifted themselves, have the personal qualities of tolerance, goodwill, humor and fairness, have broadening experiences in a number of subject matter fields, and have at least five years of college training.<sup>20</sup> The book published by the American Association for Gifted Children, *The Gifted Child*,

---

<sup>20</sup>Frank T. Wilson, "Suggestions for the Preparation of Teachers for Gifted Children," Elementary School Journal, 52: 159-60.

recommends for teachers of the gifted ones who have "ability to recognize giftedness, to create an atmosphere and environment favorable to its development, to provide conditions that give it a chance to emerge and blossom."<sup>21</sup> The teacher must be well qualified by personality, being alert, friendly, understanding, and constructive. Above all, he must have a desire to help each child develop his potentialities.

Special education. Justman reports that the training of teachers who teach gifted classes has not been as specifically related to their professional needs as that of teachers working with other groups of exceptional children and suggests that one reason is the fact that assignments of that kind have mistakenly been considered an easy task.<sup>22</sup> A study which summarized data collected from 175 colleges for the 1947-48 year in regard to classes for teachers of exceptional children showed that speech correction was the field for which the largest number of colleges (122) had special preparation. One and one-half per cent of our children have speech defects. Forty-five colleges had courses for training teachers for

---

<sup>21</sup>W. Carson Ryan, Ruth Strang, and Paul Witty, "The Teacher of Gifted Children," in Paul Witty, op. cit., p. 129.

<sup>22</sup>Joseph Justman, "Obstacles to the Improvement of Teaching in Classes for the Gifted," Exceptional Children, 18:41, November, 1951.

mentally deficient children, and only six colleges gave classes for training teachers of the gifted; yet the United States Office of Education estimates that two per cent of our population belongs in each of these two extremes. The six institutions giving training for teachers of gifted children were one in Florida, one in Pennsylvania, two in Illinois, and one in Minnesota. Five had one three-hour course each, and only Pennsylvania State College had more than one course. It had a sequence of three courses.<sup>23</sup>

Authors generally concur in the opinion that the gifted child is superior not only in mental abilities, but also, usually, in physical development and in social and emotional adjustment. He needs to live a normal, happy life in a stimulating environment with optimum love and encouragement. He does have special problems in the home, the school, and in his school contacts due to his deviation. Frequently these problems are the result of mismanagement; they are not inherent in giftedness.

In meeting the individual needs of the gifted, the first step is identifying him by a combination of means, the chief of which is the intelligence test. The earlier in his life he is identified, the better chance he has for full realization. He needs to have a planned

---

<sup>23</sup>Wilson, op. cit., p. 157.

program of school work and of leisure time experiences, but not to the extent that his physical and social development are sacrificed to his intellectual development. The teachers of the gifted need to be those who understand the gifted child and who have special training in the work. There is a great need for college courses and workshops in dealing with mentally superior children.



CHAPTER III

PROGRAMS FOR EDUCATION OF GIFTED

CURRENTLY USED IN UNITED STATES

Special provision for the education of mentally superior children is not a new idea. It has always been made to some extent, and teachers have taken care of individual differences in their own classrooms. In the latter part of the last century a movement toward flexible advancement of the capable began. It was evolved by William T. Harris in the St. Louis schools, promotions being made every ten weeks. Later Elizabeth, New Jersey, established a "three-track" plan where the classes were divided according to ability. Various forms of these plans have been tried throughout the United States.<sup>1</sup> The three methods of providing special education for the gifted are by acceleration, enrichment, and the laboratory plan.

---

<sup>1</sup>Leta S. Hollingworth, Gifted Children: Their Nature and Nurture (New York: The Macmillan Company, 1926), pp. 276-77.

## I. TYPES OF PROGRAMS

### Acceleration

The best-known and the simplest plan to use is acceleration, which to the layman usually means "skipping" a grade by double promotion. Obviously, this procedure is open to some criticism, because the child may miss basic skills or necessary subject matter. Another method of acceleration is by putting the gifted into a fast-moving class and allowing them to complete the work at a faster speed and so finish the work of a grade in shorter time and go on to the work of the next grade, enabling the entire group to shorten the number of years in school. The entire matter is highly controversial.

In the matter of acceleration Hollingworth wrote that children with an I. Q. above 140 can enter college by fifteen or sixteen and are not conspicuous. Those entering college at twelve or thirteen are those with I. Q.'s of 175 or above and are very rare. Acceleration is more of a disadvantage in the earlier years. A five-year-old among eight-year-olds is very conspicuous, but a fifteen-year-old among eighteen-year-olds is not. She proposed segregation with accelerated programs through the early grades and with rapid progress through the regular grades after twelve years.<sup>2</sup> Terman and Oden,

---

<sup>2</sup>Ibid., pp. 298-99.

directors of the well-known Stanford Studies of Genius, asserted in their discussion of follow-up study:

It is our opinion that children of 135 I. A. or higher should be promoted sufficiently to permit college entrance by the age of 17 at least, and that a majority of this group would be better off to enter at sixteen. Acceleration to this extent is especially advisable for those who intend to complete two or more years of graduate study in preparation for a professional career.<sup>3</sup>

The arguments used in favor of acceleration are that it:

(1) challenges ability, (2) spares frustrations and inducement to laziness, and (3) permits younger assumption of responsibilities.

The danger is in social and emotional maladjustments, but size and maturity affect the amount of danger. The advisability of acceleration depends upon individual patterns of characteristics.<sup>4</sup> Most authorities prefer acceleration with enrichment to acceleration alone.

### Enrichment

Enrichment is providing broadening experiences for the gifted children, in addition to the prescribed curriculum. It is the method most generally approved by administrators and teachers at

---

<sup>3</sup>Lewis Terman and Melita Oden, The Gifted Child Grows Up (Vol. IV of Genetic Studies of Genius. Stanford: Stanford University Press, 1947), p. 281.

<sup>4</sup>Educational Policies Commission of the National Education Association and the American Association of School Administrators, Education of the Gifted (Washington, D. C.: National Education Association, 1944), pp. 49-50.

the present time. There is general agreement on the desirability of enrichment; the place where it is to be carried on is the controversial issue. Enrichment takes place to some extent in every classroom. It takes place in special classes, in part-time groups, through extra-curricular or co-curricular activities, and sometimes in special schools. It may or may not be combined with acceleration. Enrichment in the regular classroom is carried on by using the unit method of teaching, by differentiated assignments, by using additional facilities and personnel, and by extending the classroom into the community.

The philosophy of enrichment in the regular classroom as opposed to ability grouping, as interpreted by Scheifele, is that it gives the social values inherent in heterogeneous grouping which include: (1) the interplay of children of varying ability working and playing together and sharing goals and plans, (2) its paralleling of the real life situation, (3) the development of respect for the dignity of the individual, (4) the provision of training in both leadership and followership, (5) the provision of stimulation for the slow student by the bright student, and (6) the learning of physical skills by the bright pupil with his own age group. Furthermore, realism forces us to admit that until the financial strain engendered by the greatly increased population is eased, it will be necessary to use this method. Small classes greatly facilitate enrichment.<sup>5</sup>

---

<sup>5</sup>Marian Scheifele, The Gifted Child in the Regular Classroom

### Segregation or Ability Grouping

Segregation of the gifted for a full day or half day or in special schools is a most controversial issue. The practice is followed in many school systems, two of the best known groups being those in the Hunter College Elementary School and in the Cleveland major-work classes. Silverman quotes Terman that although it was recently estimated that more than one million American school children have superior intelligence needing special education, scarcely twenty-one thousand are in special classes. In defending special classes, he declares that:

It is no more undemocratic or discriminating to provide special classes and instruction for the mentally gifted at the taxpayers' expense than it is to provide football stadiums and expensive coaching staffs for the physically gifted.<sup>6</sup>

The Educational Policies Commission lists as the advantages of special classes that: (1) they are a challenge because of the higher standards, (2) better work habits are developed, (3) larger number and variety of experiences are developed, (4) the difficulty of the

---

(Practical Suggestions For Teaching No. 12. New York: Bureau of Publications, Teachers College, Columbia University, 1953), pp. 45-46.

<sup>6</sup>Milton and Margaret Silverman, "So That's What Happens to Child Prodigies," Saturday Evening Post, 224:22-23, February 2, 1952.

work precludes egotism, and (5) the plan permits assignment of a specially qualified teacher. The claimed disadvantages include: (1) its being undemocratic, (2) the stigma on those not admitted, (3) lack of interplay between individuals of varying interests and abilities, (4) artificiality, as society is heterogeneous, (5) its failure to provide stimulation for the slower pupil, (6) objections of parents, and (7) teachers' objection to classes with all bright pupils removed.<sup>7</sup>

Hildreth, looking at the matter from the point of view of the gifted, mentions in addition to the points already listed: (1) that the gifted in regular classes tend to be idle, (2) that classmates sometimes adopt unfavorable attitudes, and (3) acceleration can be provided without skipping. Other arguments used against the practice are (1) that the gifted in special classes become snobbish, (2) that it is impractical in small communities, and (3) that there is danger of false identification.<sup>8</sup>

Hollingworth felt that the problem of conceit was greatly overestimated. It seems more likely that in segregated classes the bright pupil may for the first time meet a successful rival. His removal may be beneficial to the rest of the class instead of the reverse.

---

<sup>7</sup>Educational Policies Commission, op. cit., p. 51.

<sup>8</sup>Hildreth, Educating the Gifted (New York: Harper and Brothers, 1952), pp. 253-58.

She reasons thus:

Expression of the fear that segregation of the able in school will produce class consciousness subversive to the ideals of democracy seems to imply that at present in adult society men are mingling freely with persons of all degrees of intelligence, in work, neighborhood, conversation, and recreation. No such condition exists, or ever has existed, in adult society. As life goes on, like-minded men are winnowed into social groups, partly by the outcome of competition, partly by preference for the same kinds of shelter and recreation, and partly by the ability to perform the same acts of thought.<sup>9</sup>

### Laboratory or Project Plan

The third plan of provision for the gifted is the laboratory or project method, the best known of which are the Winnetka and the Dalton plans. Although these plans were not originally intended for the gifted, Santayana expresses the opinion that the method is an excellent one for them.

Real adaptation of the school to these children must come through some form of individual instruction which recognizes the wide variety of abilities among the gifted. This work might be in the form of differentiated assignments, or in permitting children to progress at varying rates through each subject, or in a combination of the two.

This technique is illustrated by the Winnetka system of individualized instruction, which was devised for the rank and file of pupils. Because of its recognition of individual difference it is obvious that the system has great usefulness as a method for the education of gifted children.<sup>10</sup>

---

<sup>9</sup>Hollingworth, op. cit., p. 304.

<sup>10</sup>S. George Santayana, "The Intellectually Gifted Child," The Clearing House, 21:265, January, 1947.

In using this plan the teachers determine specifically what each child must master. Each child's plan is based on complete diagnostic testing. There must be a recognition of need for self-instructive and self-corrective material.<sup>11</sup>

Under the Dalton plan each child works under a contract. The work is divided into contract jobs--five contracts in five subjects represent a month's work. The child works in various laboratories under the teachers of the subject he chooses to work upon. Each child works independently, but there are group meetings for discussion. There is a time limit for the completion of the contracts.

The advantages of these plans lie in: (1) the provision for individual differences, (2) the fact that they can become media of enrichment, and (3) the learning to work independently and to budget one's own time. Drawbacks include: the extensive amount of book-keeping required, (2) the fact that contracts must constantly be revised, and (3) the fact that the objectives are determined by the teacher instead of by the learner.<sup>12</sup>

---

<sup>11</sup>Ibid.

<sup>12</sup>Louise Krueger, W. Paul Allen, Elsa Ebeling, and Robert H. Roberts, "Administrative Problems in Educating Gifted Children," in Witty, op. cit., p. 264.



## II. SPECIFIC PROGRAMS

### Programs Using Enriched Acceleration

A combination of enrichment and acceleration has been developed in a number of school systems. Enriched acceleration prevents social and emotional imbalance, according to Meister. The philosophy involved is that the duration in time is not as important as quality and the degree to which potentiality is realized.<sup>13</sup>

Transition plans. The Ford Foundation Program of Admission to College with Advanced Standing is one such plan. It is used at the High School of Science in New York City, a specialized school which will be discussed later. The essentials of this plan are that the students take courses in their four years of high school which will shorten their college years. Eleven different courses are offered in the cooperating high schools. Four such courses could save the student one year in college. Students take from one to four of such classes in groups of twenty to twenty-five. In New York High School of Science the students chosen were from the top two per cent as the school enrolls gifted children only. Courses are planned by committees

---

<sup>13</sup>Morris Meister, "What Are Some Promising Programs for Gifted Students?" National Association of Secondary School Principals Bulletin, 38:317, April, 1954.

from the twelve high schools and twelve colleges participating in the plan. Among the courses offered are English literature, mathematics, and the various sciences. Teachers of these classes have one class a day fewer than other teachers. College methods are used. The Ford Foundation grants twenty-five hundred dollars for laboratory equipment, and the students buy their own books. The students are tested by the College Entrance Examination Board. Under an alternate plan the student may shorten the years in high school and spend four years in college.

Meister draws the following conclusions: (1) enriched acceleration is an essential for the high ability youth, (2) for the topmost echelon it does not matter whether the acceleration comes in high school or in college, (3) for the other gifted youth the high school is the better environment, (4) without more study we do not know at what point enriched acceleration engenders social and emotional imbalance, and (5) there is need for better understanding between high school and college teachers.<sup>14</sup>

In the fall of 1954 a number of liberal arts colleges and Massachusetts Institute of Technology admitted with advanced standing students from twenty selected secondary schools who covered a

---

<sup>14</sup>Ibid., p. 323.

year's work in from two to four college subjects while still in high school. This action resulted from a study directed by Dr. William H. Cornog, president of Central High School, Philadelphia.<sup>15</sup>

New York City provision. In New York City there are more than eighty classes for the intellectually gifted. In the junior high schools they are in rapid advancement classes that have enriched curricula and permission to do the work of three terms in two. In senior high school they can go into honors classes or into one of the four specialized high schools, three of which stress science and technical subjects and one special training in the arts.<sup>16</sup>

Three-track systems. Detroit, Rochester (New York), Cambridge (Ohio), and Chicago have three track-systems where children are divided into fast-moving, average, and slow-moving groups. The fast groups have enriched programs. This plan permits the gifted to progress rapidly without omitting essentials of subject matter, and the fast-moving groups may also complete the course in fewer years.<sup>17</sup>

---

<sup>15</sup>Dorothy Cathell, "Honors English: A Break for Bright Students," The Clearing House, 29:331, February, 1955.

<sup>16</sup>Katherine Glover, "Are We Wasting Tomorrow's Leaders?" Parents Magazine, 27:126-27, June, 1952; Arch O. Heck, Education of Exceptional Children (New York: McGraw Hill Book Company, 1953), pp. 379-382.

<sup>17</sup>Theron Freeze, "The Challenge of the Gifted Child," Educational Leadership, 11:156-59, December, 1953.

Long Beach plan. Long Beach, California, made a concerted effort to improve its program for the gifted; they felt those with special talents were already well taken care of. They tested experimentally homogeneous grouping versus heterogeneous rooms. They do not group homogeneously in the elementary school, but in junior and senior high school the students are grouped homogeneously in the academic courses and heterogeneously in the non-academic ones. Acceleration is on an individual basis. At most, one or two accelerations are made, allowing college entrance at seventeen or possibly sixteen. In the junior high two years' mathematics is completed in one and one-half years, leaving a semester for enrichment. Also there are special sixth grade classes in literature, mathematics, and science. After two years the results of this program were described as gratifying. This plan is obviously a combination of enriched acceleration and enrichment in the regular classroom. Many programs cannot be classified definitely as there is considerable overlapping.

#### Enrichment in Special Classes for Half Days

The Colfax plan. Enrichment in half-day classes is the plan followed by some of the school systems best known for their special education of the gifted. This plan consists of homogeneous grouping

for a half day in the academic courses and heterogeneous grouping in non-academic classes and homeroom activities. Such a plan is the one used in the Colfax School, Pittsburgh, Pennsylvania. The plan was developed by the trial and error method; the first two plans proved unsatisfactory. The present plan is a half-day workshop organization. Two grade levels are in each workshop, and the pupils spend the other half day in their chronological groups. They are grouped by achievement and Stanford-Binet test scores. The workshops meet at the same time as the academic classes, and the curriculum includes the regular academic work plus enrichment activities. The workshops are of the same size as the regular classes and have no extra equipment except a typewriter and a microscope. The teachers for these classes are chosen from the regular staff. The children study things the average class does not have time for. Typing and Spanish are among the enrichment activities. Techniques used include individual and group creative projects, research, training in self-direction, sharing research problems, and using the problem approach and scientific method. Even first graders participate in the program.<sup>18</sup>

Monroe High School plan. Monroe High School, Rochester, New York, developed a program for its fifty-seven gifted children

---

<sup>18</sup>Hedwig O. Pregler, "The Colfax Plan," Exceptional Children, 20:20:198-201, February, 1954.

after a four-year period of planning. Because of a limited budget it was decided to establish four-year continuity of honors classes. The course offered is college preparatory with a broad curriculum. Two classes, with ninth and tenth graders in one and eleventh and twelfth graders in the other, are conducted. Enrichment is planned and is carried on within subject matter areas. The students are grouped only in academic subjects. The goals of this program are the establishment of good study habits, appreciation of time and a balanced day and progressive emphasis on intelligent choice and increase in breadth and depth of knowledge.<sup>19</sup>

### Special Schools

Hunter College program. Hunter College Elementary School, a laboratory school conducted by Hunter College, New York City, is described in a book by Hildreth.<sup>20</sup> The school enrolls children aged three to eleven chosen from the schools of the Burrough of Manhattan. The minimum I. Q. accepted is 130, but the average is 150. The school has twenty-two teachers with M. A. degrees, in

---

<sup>19</sup>Mary A. Sheehan, "How Can the Needs of the Gifted Students Be Met?" National Association of Secondary Principals Bulletin, 20:198-201, February, 1954.

<sup>20</sup>Hildreth, op. cit.

addition to its principal, Florence Brumbaugh. It has five full-time special teachers for art, workshop, audio-visual enrichment, French, and music. Student teachers from Hunter College do practice teaching in the school. The school was planned and equipped for the teaching of the gifted. Furthermore, the pupils at Hunter may use the facilities of the college, including the assembly, Little Theater, carpenter shop, greenhouse, College Art Studio, and observatory.

Classes are organized on a chronological basis and do not have grade designation. The three-year-olds are referred to as the 3's and the eleven-year-olds are the 11's. The older classes have twenty-five to thirty pupils and the younger ones eighteen to twenty. No tuition is charged--admission is strictly by I. Q. rating, but siblings of children already in school are given preference. The new enrollments are from the top of the I. Q. rating lists, but effort is made to keep the number of boys and girls equal. Total enrollment of the school is 450.

Hunter's program is one of enrichment, although there is, very rarely, acceleration to another age group. The school favors lessening the number of the high school or college years, but not those of the elementary school. A gifted child could still get a Ph. D. at the age of twenty-three. More of the gifted children could go to college if they could finish younger. There is a 90 per cent

overlap of high school senior year and the college freshman year.<sup>21</sup> The eleven-year-olds that leave Hunter enter junior high school. Hildreth asserts that the gifted child is always accelerated in spite of himself. He can do the work of the regular school in half the time; so the rest of the time should be used for enrichment. At Hunter enrichment means "setting up a unified type of program which provides to the fullest degree for meaningful experiences in a rich environment."<sup>22</sup> An integrated curriculum is Hunter's solution to the problem. Teacher initiative is encouraged, but the whole program is carefully planned.

The parents cooperate closely with the school and help with the enriching opportunities in the community. The location of the school in an area close to good museums, galleries, libraries, civic enterprises, and sights of interest is an asset which is used to the uttermost. Parents are considered co-workers in everything except actual class instruction. They help with the school library, hobby clubs, Boy Scouts, and social events. They serve on numerous boards and committees.

---

<sup>21</sup>Hildreth, op. cit., p. 263.

<sup>22</sup>Ibid., p. 262.



New York High School of Science. The New York High School of Science is one of four specialized high schools in New York City which draw their student body from among the gifted. A specialized high school, as described by Meister, is a high school which is designed to meet the needs, interests, and abilities of a special segment of the school population.<sup>23</sup> The New York High School of Science admits students with a more than passing interest in science, students who will later become physicists, psychologists, research workers, doctors, engineers, chemists, biologists, and the like. However, the school does not encourage narrow specialization. In the Science School students study more social studies, more English, more mathematics, and as much foreign language, music, and art as those in the general high schools. There are eighty high schools in New York; twenty of them are specialized, but only four have lines of specialization which attract only the gifted. The science high school is a four-year coeducational school which has 2,400 students. Admission is by test, which was formulated by Irving Lorge of Teachers College, Columbia University. It tests vocabulary, composition, and mathematics reasoning and skills. One out of every three candidates is accepted, and the median I. Q. of students is 140.

---

<sup>23</sup>Morris Meister, "A High School of Science for Gifted Students" in Witty, op. cit., pp. 216-229.

The first year the curriculum is integrated--English, social studies, mathematics, and science. In the sophomore year the curriculum proper is begun with attempts to meet the needs of the individual pupil and to carry out the school's philosophy of general education around a special interest. It also aims to prepare the students to pass college entrance examinations. Specialization begins in the junior year, a wide choice of courses being offered. One-sidedness is discouraged, and a guidance program provided. Extracurricular activities both in and out of school flourish. School clubs include those in science, creative writing, orchestra, newspaper, chorus, chess, and athletics. "Squads" serve in the functioning of departmental offices. In 1950 there were eighty-two extracurricular and fifteen cocurricular groups as compared with twenty-six and three in 1939.

Nearly all of the students enter college. In 1950 the members of the class received 175 scholarships totaling two hundred thousand dollars.

### Special Classes in Regular Schools

Cleveland's major-work classes. Among the school systems in which enrichment is carried on in special classes is the Cleveland, Ohio, system with its well-known major-work classes which have

been in operation for over thirty years. The classes were planned with the objective of finding an answer to the problem of allowing the mentally superior to realize their potentialities without creating a social problem. The plan has been in use since 1922. It was partially supported by the Women's City Club at first but is now part of the regular school program. In 1953 there were sixteen hundred students in the forty-two major-work classes in the elementary, junior high, and senior high classes. An attempt is made to keep the limit to twenty-five students in each class. The program begins in the third grade. After testing shows that a child is eligible for the class, the parents are interviewed, and, if they give their consent, the child is enrolled.

The students in the major-work classes are with the regular students for play periods, rhythm band, and other activities. In the special classes each child is encouraged to work at his own capacity, but many group discussions are held to share experiences and ideas. Each child works on an individual project and also takes part in a group project. Children collect their own materials and budget their own time. The keynote of the class is enrichment. The aim is a broader program without encroachment on the work of the higher grades. The classes foster a foundation for the study of a foreign language, reading of biography and history, interest in science, library skills, and

opportunities for experience learning.<sup>24</sup>

Recently Sumption made a study of the results of Cleveland's major-work classes by comparing a group of sixty-five adults of equally high intelligence to a group who had been in the major-work program by using a questionnaire with fifty-nine items. Some very marked results in favor of the special classes were reported, notable in the areas of social leadership, scholarship, and use of leisure time. No sacrifice of fundamentals, health, or eyesight was reported.<sup>25</sup>

Los Angeles' Opportunity Rooms. Los Angeles, California, began experimental work with the gifted in 1915-16. For four years the work was carried on by one teacher who was then made a supervisor as other classes were organized. By 1937 there were twenty-one classes in elementary schools and two junior high schools had experimental groups. These special classes are called Opportunity Rooms. The children are carefully chosen. A child is eligible if his achievement age is two years above his chronological age. It is usually found that I. Q. 's are 125 or above. The program is enriched by adding special subjects, selecting more difficult materials,

---

<sup>24</sup>Dorothy E. Norris, "Tailor-Made for High I. Q. 's," Journal of the National Education Association, 42:276-77, May, 1953.

<sup>25</sup>M. R. Sumption, Three Hundred Gifted Children (Yonkers-on-Hudson, New York: World Book Company, 1941), cited in Harry J. Baker, Introduction to Exceptional Children (New York: The Macmillan Company, 1944), p. 292.

introducing more supplementary books, and giving opportunities for increased contacts with interest-arousing institutions, events, and people. Various projects are constantly underway, and they are always related. A modern language is taught if the teacher is available.<sup>26</sup>

Portland's Cooperative Plan. The Ford Foundation is financing a cooperative five-year study being carried on in Portland, Oregon, by the city school system and Reed College of that city. A professor is on loan from the college to direct the program. The study was instituted in July of 1952, and the plan is being tried in fourteen of the seventy elementary schools and in five of the nine high schools of the Portland system. Teachers participating are trained in summer workshops, after-school classes for education of the gifted, and in special classes designed to give competency in the subjects they teach. Extra teachers for the program are provided on the basis of one-half teacher for each elementary school and one and one-half teachers for each high school. The purpose of employing extra teachers is to give the teachers time for planning and to teach special classes in various subjects. The special classes in the elementary school meet two to five times a week for one period in science, French, Spanish,

---

<sup>26</sup>Arch O. Heck, Education of Exceptional Children (New York: McGraw Hill Book Company, 1940), p. 394.

arithmetic, literature, dramatics, art, and creative writing. No single school offers all of these classes; classes offered depend upon interest and availability of qualified teachers. The classes are small, having ten to fifteen members, and the teacher chosen has more than average competency in the area taught. Classes are taught on a qualitatively high level.

In the Portland high schools the classes are arranged as special sections of regular classes and, in some cases, as supplementary to the curriculum. Among the supplementary classes are the junior-senior seminars in science, mathematics, literature, and social studies. Seminars include from five to fifteen high school juniors and seniors and are conducted much as college seminars. There is no prescribed course, and problems dealt with grow out of the interests of the group. Lecturing and question and answer methods are avoided. Follow-up studies of the early years of the experiment were carried on, and both parents and students gave favorable evaluations. College students who had been in the first year's seminar reported that the greatest values had been learning to study better, to evaluate ideas, and to work on their own initiative, and development of greater self-confidence.<sup>27</sup>

---

<sup>27</sup>Robert C. Wilson, "The Under-Educated: How We Have Neglected the Bright Child," The Atlantic, 195:60-62, May, 1955.

Abington's Honors English. The first Honors Class in senior English was organized by Abington, Pennsylvania, high school two years ago. Pupils were chosen by the use of the Cooperative Test in Mechanics of English prepared by the National Council of Education, intelligence tests, school records, composition tests, and teacher judgments. The twenty-eight seniors who were chosen were arbitrarily placed in the class, and a few of them resented the idea. The next year the students and their parents were consulted before they were placed in the class, and the results were better. The third year pupils were anxious to be admitted to the class, and a junior Honors Class was also established. An I. Q. of 135 is a tentative lower limit for the special classes at Abington. The course offers intensive preparation for college, vocabulary development, practice in taking standardized tests, precis and theme writing, interpretation of poetry and prose, directed reading activities, and reference work skills.

At Abington the problem of grading in relation to the rest of the school has been a problem, as rank in class affects chances for scholarships or even for admission to the college of one's first choice. Some students feel that they could get A's in a regular class, while in the special class they might only rate a B. In evaluating the benefits derived from the class, the students placed the intangibles

first.<sup>28</sup>

Hyde Park's Seminar for three. Franklin Delano Roosevelt High School, Hyde Park, New York, conducted a second-semester seminar for three seniors who passed the English Regents examination with grades of ninety or above at the end of the first semester. It was directed by two of the high school teachers. The three studied literary units on essays, on American contributions to literature, on historical novels, on plays, and in creative writing. In an article in The School Executive these students evaluate their own experiences:

Thinking back over the experience of this semester, we remember momentary discouragements when assignments seemed overwhelming; but, in the main, we recall with satisfaction the informality, the congeniality, and the challenge of the course. We have broadened our concept of literature, deepened our appreciation for that produced by American authors, and learned new respect for creative ability. For these reasons we feel that this course has been of exceptional value to us.<sup>29</sup>

Hyde Park School, Brooklyn. Public School No. 208, the Hyde Park School in Brooklyn, New York, has for twenty years carried on a program marked by movement, freedom, discussion,

---

<sup>28</sup>Cathell, op. cit., pp. 231-37.

<sup>29</sup>Carole Altic, Thomas Frost, and Gail Van Slyke, "High School Seminar for Three," The School Executive, 74:69, February, 1955.



field trips, and research. Foreign language, art, typing, radio broadcasting, and speech are the enrichment areas. Parents pay a fee for some of these extras. Each child works at his own pace and may cover a year's work in a few months.<sup>30</sup>

Public School No. 233, Brooklyn. At Public School No. 233 in Brooklyn a special class of seventh graders, kept together for two years, was given added responsibilities, an enriched program, twenty-five dollars a year for extra supplies, a curriculum adjusted to their needs, and an opportunity for community service. This class learned everything prescribed for regular classes, studied from a more mature viewpoint. Among their activities are listed: painting flags of the United Nations for the school, writing a constitution for the school, practice in cooperative planning for the school, and welfare activities for the school. The class formed and maintained a nature room for the whole school. Eight committees were formed: insects, plants, aquatic life, birds, mammals, minerals, industry, and records. The committees rotated as curators-of-the-day, so each child had to know his own area and enough about the others to act as a guide for visiting classes. Any child in school may come to the nature room to look, to read, or to borrow.<sup>31</sup>

---

<sup>30</sup>Glover, op. cit., p. 127.

<sup>31</sup>Karl C. Garrison, Psychology of Exceptional Children (New York: The Ronald Press Company, 1950), pp. 258-77.

University City, Missouri. University City, Missouri, has a high percentage of gifted children, according to the school psychologist. Three years ago they organized for special education of the gifted, beginning with fifty pupils. At present there are in their program 275 pupils in eight elementary schools who receive instruction from two full- and one half-time teacher in thirty groups. Students are chosen on the basis of intelligence tests, achievement test, school records, and teacher ratings. A Stanford-Binet I. Q. rating of 140 is generally required. Pupils meet with their enrichment leader in groups of eight to ten for periods of forty or fifty minutes twice a week. They explore topics not in the prescribed curriculum or not studied intensively. They emphasize language, the social studies, and science. Study units include such things as: history of the world, children of other lands, prehistoric times, great inventions. Reading, discussion, and reports are supplemented by outside authorities, by experiments, by trips, by construction of models. Current events, creative writing, and typing are featured.<sup>32</sup>

"Press Room" of John Marshall High. Some schools have enrichment built upon activity classes. A good example of this

---

<sup>32</sup>James M. Dunlap, "Gifted Children in an Enriched Program," Exceptional Children, 21:135-37, January, 1955.

technique is the "Press Room" at John Marshall High School, Richmond, Virginia. This plan has been in operation there for twenty-six years, although during the time when special classes for the gifted were frowned upon generally, it was an "underground operation." The class is a half-day affair which is a combined home-room, special English class and journalism class oriented around the school paper. It is an informal, homogeneous triple period for thirty seniors with high I. Q.'s, and membership in the group is a coveted honor.<sup>33</sup>

Science Clubs. Still another way of giving special attention to the gifted is by clubs held during school hours or outside of school. The "Dawn Patrol" of Albuquerque, New Mexico, meets an hour before school for advanced, intensive chemistry, mathematics, and physics.<sup>34</sup> In Watertown, Massachusetts, pupils interested in science are invited to join a science club in which they work on individual or group projects. Those who show special ability may enter the Science Seminar Society which has weekly meetings. In

---

<sup>33</sup>Ernest W. Mooney, Jr., "A Workout for the High I. Q.'s," The Clearing House, 29:392-94, March, 1955.

<sup>34</sup>William H. Ivins, "How Can the Needs of the Gifted Student Be Met?" National Association of Secondary Principals Bulletin, 38:268, April, 1954.

addition, they are trained in writing and presenting scientific papers. After two years a pupil is usually qualified to compete in the Westinghouse Talent Search.<sup>35</sup> The Westinghouse Talent Search is a broad scale operation financed by the Westinghouse Educational Foundation through Science Service. Its aim is to stimulate interest in science in secondary school students. It chooses by contest three hundred scientifically-minded students each year and gives scholarships to forty of them and honorable mention to the others. The scholarships are to Science Talent Institute in Washington, D. C. Science Service encourages experimentation in science by youth through Science Clubs of America which aids fifteen thousand science clubs in all parts of the world. About three hundred thousand boys and girls are enrolled in junior and senior projects.<sup>36</sup>

### The Laboratory Plan

Bedford, Ohio, schools use for their gifted a program of individualized instruction which was begun in 1950 after a five-year study by the school psychologist and the staff members. The students

---

<sup>35</sup>Paul Witty, "Educational Provisions for Gifted Children," School and Society, 76:180, September 20, 1952.

<sup>36</sup>Watson Davis, "Search for Talent in Science" in Paul Witty, The Gifted Child, American Association for Gifted Children (Boston: D. C. Heath and Company, 1953), pp. 236-41.

included have I. Q. 's of 130 or above. The parents of the students are interviewed and asked to help by providing suitable enrichment experience. The child meets the coordinator once a week. The work of the coordinator is to: (1) evaluate abilities and interests, (2) help plan, organize, and develop study areas, (3) cooperate in developing a home-school program, (4) teach groups or individuals as need arises, (5) keep records, and (6) evaluate the whole program. Sixty children in grades one through twelve are enrolled. Using the project method, they show sustained interest in astronomy, chemistry, geology, music, and prehistoric lore. Subjective observation suggests that the children show marked improvement. The participants attend regular classes for the other school work.<sup>37</sup>

#### Community Programs For Gifted

Brooklyn Museum. Many communities provide activity programs for their gifted throughout the year or as part of their summer recreational program. The activities carried on by the Museum of Brooklyn are an outstanding example. Among the clubs carried on at the museum are the Experiment Club, Chemistry Club, Nature Club, Construction Club, Science and Chemistry Club, Photography Club, Microscope Club, and many others. The Museum also sponsors a

---

<sup>37</sup>Paul H. Holcomb, "A Program for the Gifted," Exceptional Children, 19:201, February, 1953.

Science Story Hour for children from four to six years of age. A newspaper, The Museum Gazette, is put out by the children. The gifted child is patently the one who profits most by these activities.<sup>38</sup>

Worcester, Massachusetts, programs. Two community programs are carried on in Worcester, Massachusetts. The Worcester Art Museum offers opportunities for self-expression in art, beginning with nursery classes for three- to five-year-olds. Some drop out; others stay through adolescence. The project is financed by the community with help from a foundation.<sup>39</sup> Through the Girls Club, Worcester girls receive an opportunity to work in music and drama throughout the year. An operetta is produced annually.<sup>40</sup>

Creative activities. A broad creative program is carried on in Bernardsville, New York, as a part of the playground program. It includes painting, crafts, music, drama, and creative writing. Results of the various activities are combined weekly into some form of group presentation. Started as a wartime provision for care of

---

<sup>38</sup>Nicholas Hobbs, "Community Recognition of the Gifted," in Witty, op. cit., pp. 180-82.

<sup>39</sup>Ibid., p. 175.

<sup>40</sup>Ibid., p. 178.

children of working mothers, the program has been so successful that it has been made part of the regular summer offerings.<sup>41</sup> The arts and crafts summer program of Lawrence, Kansas, provides for two hundred children from kindergarten through the high school. It is financed by the Community Chest.<sup>42</sup>

A public librarian in Dallas, Texas, invited children who liked to write poems to bring their work to the library on Friday afternoon. Two groups have been formed, one for elementary school children and one for high school students. They put out a mimeographed book of poetry each year.<sup>43</sup>

At Palo Alto, California, a program of dramatic activity is carried out throughout the year. The Children's Theater presents sixteen plays a year, giving children opportunity to develop their talent and to become familiar with scenery, lighting, dancing, and choral work.<sup>44</sup>

---

<sup>41</sup>Ibid., p. 176.

<sup>42</sup>Ibid., p. 175.

<sup>43</sup>Ibid., p. 179.

<sup>44</sup>Ibid., p. 178.

### Common Characteristics of the Programs Examined

It appears from the reading here reported many larger cities are making special provisions for their gifted. Some of the school systems that have successful programs are enthusiastic enough about the results that they are sharing them through reports to professional periodicals. The types of programs vary, as do the techniques used, but there are certain characteristics that they seem to have in common. Among those characteristics the following are noteworthy:

1. The programs are carefully planned and strive to meet the needs of the individual child. There is much individualized work.
2. Students are chosen for participation by a combination of methods instead of relying on intelligence tests alone.
3. Students usually are placed in special classes only after the parents are interviewed and their approval obtained.
4. Enrichment, rather than acceleration, is stressed. Some schools have enrichment alone, others have a combination of enrichment and acceleration, but none report use of acceleration alone.
5. The enrichment activities and the areas of study are somewhat similar. They stress broader experiences and do not encroach upon the work of higher grades.
6. Wide use is made of creative activities.



## CHAPTER IV

### CLASSROOM TECHNIQUES AND ACTIVITIES FOR ENRICHMENT

At least half of our gifted children are in small towns and rural schools where special classes are impractical or impossible. Furthermore, there is little agreement as to their desirability. In many places they are specifically against the policy of the school. It is obvious, therefore, that most teachers will be faced with the necessity of providing for the gifted children in their own classrooms, and it is to be hoped that teachers will become more aware of their obligation to do so. The teacher in the average American classroom, then, will need to provide for individual differences of all pupils, and to meet the needs of the gifted with enrichment and help him to gain independence of thought and ability to work independently. Enrichment does not just happen; it is planned.

#### I. AIMS OF EDUCATION OF THE GIFTED

The aims of the education of the gifted child are the same as those of the education of any child: to help him to realize his potentialities, to reach optimum social and emotional adjustment, and to instill

in him the desire to make his greatest possible contribution to society.

The specific aims of enrichment enumerated by Scheifele are:

1. Activities that teach community service and democratic attitudes.
2. Opportunities to share with others in working toward common goals.
3. Opportunities to work independently in planning, executing, evaluating, in using critical analysis and original thinking, and in using the scientific method.
4. Experiences in creative expression.
5. Opportunities for exploration of new areas of experiences--manual, recreative, aesthetic.
6. Experiences involving the use of varied materials of advanced level.<sup>1</sup>

## II. ENVIRONMENT

The physical environment in which the gifted child is taught should be one that provides as much stimulation as possible to his intellectual curiosity. The question-asking propensities of a gifted child are the greatest asset the teacher has in enriching his curriculum.

---

<sup>1</sup>Marian Scheifele, The Gifted Child in the Regular Classroom (Practical Suggestions for Teaching No. 12. New York: Bureau of Publications, Teachers' College, Columbia University, 1953), p. 49.

Hollingworth expressed the belief that the chief item of equipment should be a special library with reference books, many volumes of poetry and nature study, encyclopedias, dictionaries, and maps. There should be tables and shelves for collections, a microscope, bulletin boards for current events, globes, a phonograph, typewriter, and movable seats and desks.<sup>2</sup>

The gifted child thrives and works best in a permissive attitude. He does not tolerate regimentation or needless repetition of meaningless tasks. His inquiring mind and his thirst for knowledge need freedom to find satisfaction.

### III. THE UNIT METHOD

Barbe observes that it is fortunate that the gifted child likes school, but one might wonder why.<sup>3</sup> There is wide agreement that the gifted child does not respond to traditional methods. All too often he sits in the classroom, unchallenged, bored, and forgotten. He develops habits of laziness or, at best, fails to develop the work habits, the initiative, and the study skills necessary to the full

---

<sup>2</sup>Leta S. Hollingworth, The Gifted Child (New York: The Macmillan Company, 1926), pp. 310-11.

<sup>3</sup>Walter B. Barbe, "Are Gifted Children Being Adequately Provided For?" Elementary Administration and Supervision, 40:406, November, 1954.

development of his powers. A flexible program with scope for experimentation is best for the gifted; increased depth and range should be provided by use of the unit method in the regular classroom.

### Description

The unit method of teaching offers opportunity for use of the group skills, thereby placing emphasis upon the democratic attitudes. It is a good medium for taking care of individual differences because the work is divided into phases of varying difficulty, complexity, and length. The gifted child draws the difficult assignment. The subject matter of the unit is grouped around a central problem or subject matter area and all possible school subjects are integrated into the problem. Various types of activities are planned in order to provide work in the fundamental skills, the group skills, writing, reading, physical activities, art, music, and creative activities. The teacher spends a day or two in introducing the unit of instruction, as, for example, a unit on children of other lands. The pupils help to set up the problems, plan the activities, collect the materials, and divide the tasks. The pupils work on individual or committee assignments, or both. At the end of the time allotted, the class spends a day or more, as needed, in presenting their material,

summarizing, and drawing conclusions. The gifted child would cover as much as ten times the material as the slower students.<sup>4</sup> Usually, a culminating activity is provided--a display, a program, a dramatization, a field trip, or any one of a number of activities that sum up the work of the unit. A unit may last from a few days to a semester, or even longer.

The teacher with a large class of wide ability particularly needs to make use of this method. Under it each child: (1) works at his own level, (2) does group work on group projects and individualized work in his special interest field, (3) does advanced individual assignments in tool subjects, (4) has opportunity for using the scientific method, (5) receives experience in making generalizations and drawing conclusions, (6) has his all-round development furthered by constructive and creative activities, (7) experiences social-personal growth through planning, executing, evaluating with others, and (8) receives training in both leadership and followership.<sup>5</sup>

---

<sup>4</sup>Elsie H. Martens, Curriculum Adjustments for Gifted Children, U. S. Department of Health, Education, and Welfare, Bulletin 1946, No. 1 (Washington: United States Government Printing Office, 1953), pp. 16-17.

<sup>5</sup>Scheifele, op. cit., p. 51.

The teacher must keep in mind the fact that the gifted child needs less drill, works faster, and has greater powers of self-direction than other children.

### Part Played by the Gifted Child

In beginning a unit of work, the superior child can take an active part in the planning, he can supply background information, do research, make independent trips of investigation, and make necessary interviews. If the class is studying myths, he can read many more and perhaps write one of his own. If the class is dramatizing, he can write songs and dialogue. If the class is studying sound, he may find out how a phonograph works, make models of various devices, or make a musical instrument. He can construct and explain models and graphs; he can do wider reading and should share it with the class. The gifted child can easily learn the use of the library and research skill which will be invaluable to him. The emphasis should be on understanding. Enrichment is not running errands or doing five extra arithmetic problems of the same kind; it must be a new and varied content which furnishes more intensive contacts with people, the arts, and problems demanding creative thought and critical analysis.

If the gifted child needs it, he joins the class in drill; otherwise he devotes his time to independent study. He participates in

group planning, perhaps acting as recorder. He summarizes. His assignments are differentiated. He participates in evaluation. Unless he is too far advanced, he participates with the top group in reading; or he does independent directed reading in an area of special interest such as science, biography, history, or poetry. In physical education he participates with the group. In mathematics he may study time, the metric system, measuring area, or any of the areas which the group will be omitting. In the language arts he can study the techniques of the various kinds of writing. Work on the school paper is an excellent opportunity for these children.<sup>6</sup> The teacher must be on the alert for interests she can foster by pointing the way.

#### IV. ENRICHMENT CURRICULA AND ACTIVITIES

##### Areas of study

Hollingworth, a pioneer in the field of education for the gifted, set up these criteria for enrichment: (1) preparation for life as it is to be lived, and (2) education for originality and initiative. She suggested use of such units as history of civilization, study of biography, study of Greek architecture, modern foreign languages, mythology, electricity, and similar studies.<sup>7</sup> A survey of the present programs

---

<sup>6</sup>Ibid., pp. 55-59.

<sup>7</sup>Hollingworth, op. cit., pp. 313-27.

described in Chapter III show that her suggestions are widely used today. The subject matter area around which units are most easily and usually built is the social sciences. The various sciences are another such area. The problem or unit must be broad enough in scope to provide for numerous and varied activities. Martens suggests general categories under which these units fall: (1) experiences in understanding citizenship such as problems of democracy, a students' session of Congress, present problems as an orientation in an up-to-date history course, and study of American ideals, (2) experiences in intercultural education such as a "trip" to the Orient, a study of a foreign country, a look at the class's own backgrounds, or holding a Pan-American conference, and (3) experiences in science such as building a drug store, an astronomy unit, a medicine unit, or units of biology, conservation, and similar problems. The literature of the world offers unlimited opportunities for enrichment activities which are particularly rewarding to the gifted child. Speech and creative English offer such possibilities as publishing a magazine or newspaper, creative writing in a number of fields, creative drama, or presenting plays found in the literature.<sup>8</sup>

---

<sup>8</sup>Martens, op. cit., pp. 37-62.



### Need for Curriculum Development

Although progress has been made in understanding the nature of the gifted child, in the means of identifying him, and in developing various types of education for him, so far little has been done in the line of developing curricula for him and in the organization of specific bodies of knowledge or of text books developed to meet his needs. This is an area in which writers of educational literature report need for study. The Philadelphia Suburban Council undertook a cooperative study of education of the gifted in the fall of 1948 with nine member school districts participating. The key teachers are released for afternoon meetings two hours a month, and the individual schools consider the ideas brought back by their representatives. In 1950 the group published Programs for the Gifted which describes organizational procedures and suggests enrichment ideas. This study represents a beginning in the area of curriculum development which is being continued.<sup>9</sup>

### Activities

Numerous creative activities associated with units studied with the class can be undertaken by the gifted child. Writing dramas, poems, dramatic sketches, or personality sketches is one group

---

<sup>9</sup>Albert I. Oliver, "Administrative Problems in Educating the Gifted," Nation's Schools, 48:44-46, November, 1951.

which calls for imagination. In history units he may, in addition to his academic assignments, write diaries, make models, or write comic strips. In the dramatic activities he may do research on costumes, design costumes, and stage properties, and locate or make them. Writing a radio program or television show can be an enriching experience and a socializing one. The fast learner needs the extra work with the library and reference skills. Most of all he needs to be kept interested and busy.<sup>10</sup> Hobbies should be encouraged as they serve both as a learning activity and as a source of a feeling of personal satisfaction and accomplishment.

Service and leadership activities, as a means of enrichment must not be overlooked. It is important that every child acquire the ideal of belonging to the group and doing his share; it is crucial to the gifted for social and emotional reasons. These children have more to offer and a greater need to offer it. There are various service and committee jobs in any school which the gifted may help plan and execute. Leadership opportunities should be accorded the gifted. Among these are serving as officers and committee chairmen in homerooms, serving on the student council, planning homeroom and

---

<sup>10</sup>Chester W. Curtis, "Providing for the Fast Learner," American School Board Journal, 127:32, August, 1953.

club activities, and participating in clubs and panel discussions.<sup>11</sup>

Notebook and bulletin board work can serve to develop organizational ability. As the gifted child has many interests, he can, by keeping notebooks, develop his interests further. By planning and executing bulletin board displays and notebook activities, his work can be an inspiration to others. Mentally superior children can draw up rules of conduct for discussion. They can plan and organize a "Book Fair" or similar sharing activities.<sup>12</sup>

### Elective Courses

At the high school level elective courses provide for enrichment. The choice for the gifted of high general intelligence is more difficult than for those with special talents or highly specialized interest. Such courses should prepare them for making maximum use of their gifts later in life. Fortunately, the gifted child can more easily recognize deferred dividends, the Educational Policies Commission observes. The Commission recommends for the most highly gifted: (1) a foreign language, (2) advanced mathematics,

---

<sup>11</sup>Karl C. Garrison, Psychology of Exceptional Children (New York: The Ronald Press Company, 1950), p. 261.

<sup>12</sup>Nelda Davis, "Creative Activities for Gifted Pupils," School Review, 43:88-89, February, 1955.

possibly through calculus, and (3) additional work in the social studies.<sup>13</sup>

## V. USE OF SCHOOL PERSONNEL AND FACILITIES

The gifted child cannot satisfy the demands of his active, inquiring mind if he is limited to the resources of the average classroom. Effort should be made to permit him to make use of every facility that his stage of maturity enables him to understand. Scheifele suggests that he be allowed to use the science laboratory and visit the science classes. The same is true of the art and shop facilities. He should be allowed to play in the orchestra, sing in the glee club, or take roles in plays. He could see films with more advanced classes, and he could learn to operate the projector. If possible, he should be tutored in a foreign language. Participation in surveys of school and community problems is another possibility.<sup>14</sup>

---

<sup>13</sup>Educational Policies Commission of the National Educational Association and the American Association of School Administrators, Education of the Gifted (Washington, D. C., 1944), p. 61.

<sup>14</sup>Scheifele, op. cit., p. 68.

## VI. MOVING OUT INTO THE COMMUNITY

The teacher should make use of the resources of the community for all children. One of the most important of these activities is the field trip. Trips such as visits to museums, zoos, places of scientific or historical interest, airports, factories, laboratories, and art galleries should be made. The gifted child profits more than others from these trips and can engage in planning, recording, and evaluating the activity. He will probably be the one to make the arrangements and do the courtesies following the trip. Attendance at plays, concerts, and lectures of various kinds is desirable. He should be given opportunity for discussion with adults with worthwhile hobbies and with knowledge, interests, and experiences which will increase the child's knowledge and broaden his interests.<sup>15</sup>

The teacher of the gifted child must discuss with the parents the desirability and need for private lessons in the areas of special talent, pleasure trips of educational nature, membership in Y. M. C. A., Boy Scouts, and hobby and other clubs. Gifted children should be encouraged to use the facilities of the city library.<sup>16</sup>

---

<sup>15</sup>Ibid., p. 71.

<sup>16</sup>Ibid., p. 72.

## VII. CHALLENGE TO THE TEACHER

The presence of even one gifted child in her classroom is both a challenge and an opportunity for the teacher. All of her ingenuity, her skill, and her knowledge must be brought to bear on the problem of bringing to fruition the abilities for leadership, service, and social contribution which may lie in her hands. The best method for giving the gifted child in the regular classroom his greatest opportunity appears to be the use of the unit method of teaching, with numerous widely-varied activities. The gifted child needs to engage in those activities which call for organizational skills, advanced use of reference material, creative activities of all kinds, and critical thinking. He should be encouraged to make wide use of the facilities available in his home, his classroom, his school, and his community.

The teacher must ever be alert to open new fields to the view of the gifted and be ever on her guard lest the sheer weight of numbers and the multiplicity of her duties lead her to forget or overlook the precious gift in her hands to shape or neglect.

## CHAPTER V

### SUMMARY

It has been the purpose of this paper to discuss the education of gifted children as it is carried on in the elementary and secondary schools of the United States. An examination of the literature was conducted in an attempt to answer these questions: (1) Who are the gifted? (2) How can they best be educated? (3) Is ample provision being made for them at the present time? (4) What can the average teacher do for the gifted in her classroom?

Gifted children are generally considered to be those with an intelligence quotient of 130 (Stanford Binet). They possess greater ability in thinking, generalizing, and dealing with abstractions. They have a greater intellectual curiosity and greater personal resources for satisfying it. They are usually larger, stronger, and healthier than other children. If they are in an environment which fosters their development, they are socially and emotionally well adjusted. The number of gifted children in our schools is variously estimated at from two hundred fifty thousand to more than a million.

During the past thirty years a number of advances have been made in the study of education of the gifted and progress is continuing. Progress has been made in devising scientific measures which would locate the gifted children and in using those instruments, notably the work of Terman, Hollingworth, and Witty. Progress has been made in experimenting with special classes for the gifted and in follow-up studies of the experiments. It would appear that we are on the threshold of a new era in regard to meeting the needs of the individual child.

In the past educators have relied too much upon unplanned acceleration for taking care of extreme cases of giftedness, but that method is at best only a device to use in the absence of a better one. It is not adequate. As pointed out in Chapter III, planned educational programs for the gifted employ four types of programs: enriched acceleration, enrichment in part-day classes, segregation, or the project or laboratory plan of individualized instruction. The advantages and disadvantages of each, as seen by educators, were listed. The main areas of controversy pointed out in the literature are: (1) the relative merits of heterogeneous and homogeneous grouping, and (2) the question as to whether certain social values are present in heterogeneous grouping and completely absent in



homogeneous grouping. There is no answer yet as to which method of grouping is best, but writers concur in the opinion that enrichment is the ultimate purpose of any plan for education of mentally superior children. Establishment of special classes could never solve the problem unless it were used as a means of more complete enrichment. Those systems which use the plan of special classes claim that it does exactly that. Obviously, no one plan will fit all situations.

There is apparently complete agreement that the needs of the gifted are not being adequately met in most school systems, if they are in any. Although enrichment in the regular classroom has to be the answer in the average school, it is inadequate at present and has been left to chance and to the whims, inclinations, and abilities of the teacher. There is need for planning, better teacher training, suitable textbooks, and organized bodies of information for enrichment, no matter where it is to be carried on.

A number of school systems, but surprisingly few, do have planned provision for educating their gifted. Outstanding among these are the Cleveland major-work classes, the Opportunity Rooms of Los Angeles, and the special classes in New York City. Many such programs are still in the experimental stage and are not yet city-wide. Some twenty specific programs are described briefly

in Chapter III. It is apparent that these successful programs:

(1) are planned, (2) make use of the principle of enrichment, (3) recognize the need for special competency of teachers in special classes, (4) use broad experience areas in curriculum planning, and (5) stress creative activities. Many of these programs have been evaluated by follow-up studies, and the results reported have been in favor of the special classes.

Recognition of the gifted by the community is the motivation behind community programs provided in many cities by museums, libraries, Community Chests, clubs, and other community organizations. Among these activities are projects in art, drama, weaving, creative writing, music, and various club activities. Although these activities are not limited to the gifted, they, especially, benefit from them.

The regular teacher in her classroom knows that she must provide for her own gifted pupil. She must recognize him, accept him, differentiate his assignment, and encourage those special gifts and abilities which must be developed now. He cannot wait until these controversies are resolved and something definite is done about education for his kind. The unit method of teaching, which is a good way of providing for the individual differences of all children, is a special boon for the gifted child as he can do work

at his own level, but not alone. The feeling of aloneness which is frequently a problem of the gifted is a matter calling for the careful attention of the teacher of a heterogeneous group.

We need to re-examine the false idea that we need not worry about the gifted child as he can get along by himself. "Getting along" is not enough. If only for selfish reasons, it behooves us to utilize the resources of the gifted in our midst for the sake of their potential contribution to society.

## BIBLIOGRAPHY

### A. BOOKS

- Baker, Harry J. Introduction to Exceptional Children. New York: The Macmillan Company, 1953.
- Garrison, Karl C. The Psychology of Exceptional Children. New York: The Ronald Press Company, 1950.
- Heck, Arch O. Education of Exceptional Children. New York: McGraw-Hill Book Company, 1940.
- Heck, Arch O. Education of Exceptional Children. New York: McGraw-Hill Book Company, 1953.
- Hildreth, Gertrude H. Educating the Gifted. New York: Harper and Brothers, 1952.
- Hollingworth, Leta. Gifted Children: Their Nature and Nurture. New York: The Macmillan Company, 1936.
- Scheifele, Marian. The Gifted Child in the Regular Classroom. Practical Suggestions for Teaching, No. 12. New York: Bureau of Publications, Teachers College, Columbia University, 1953.
- Terman, Lewis, and Melita Oden. The Gifted Child Grows Up. Volume IV of Genetic Studies of Genius. 4 vols. Stanford, California: Stanford University Press, 1947.

### B. PUBLICATIONS OF THE GOVERNMENT

#### AND LEARNED SOCIETIES

- Davis, Watson. "Search for Talent in Science," in Paul Witty (ed.) The Gifted Child, pp. 235-42. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.

- Educational Policies Commission of the National Education Association of United States and the American Association of School Administrators. Education of the Gifted. Washington, D. C.: The National Education Association, 1944.
- Hobbs, Nicholas. "Community Recognition of the Gifted," in Paul Witty (ed.), The Gifted Child, pp. 163-84. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.
- Krueger, Louise, W. Paul Allen, Elsa Ebeling, and Robert H. Roberts. "Administrative Problems in Educating Gifted Children," in Paul Witty (ed.), The Gifted Child, pp. 257-266. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.
- Martens, Elsie H. Curriculum Adjustment for Gifted Children. United States Department of Health, Education, and Welfare, Bulletin 1946 No. 1. Washington, D. C.: United States Government Printing Office, 1953.
- Meister, Morris. "A High School of Science for Gifted Students." in Paul Witty (ed.), The Gifted Child, pp. 210-34. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.
- Ryan, W. Carson, Ruth Strang, and Paul Witty. "The Teacher of Gifted Children," in Paul Witty (ed.), The Gifted Child, pp. 106-30. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.
- Sumption, Merle R., Dorothy Norris, and Lewis M. Terman. "Special Education for the Gifted Child," The Education of Exceptional Children, pp. 259-78, Forty-Ninth Yearbook of the National Society for the Study of Education, (edited by Nelson B. Henry), Part I. Chicago: University of Chicago Press, 1950.
- Terman, Lewis, and Melita Oden. "Stanford Studies of the Gifted," in Paul Witty (ed.), The Gifted Child, pp. 21-46. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.

Witty, Paul. "Education of Gifted Children and Youth--Summary and Recommendations," in Paul Witty (ed.), The Gifted Child, pp. 267-275. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.

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

Witty, Paul. "Progress in the Education of the Gifted," in Paul Witty (ed.), The Gifted Child, pp. 1-10. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.

Witty, Paul. "Nature and Extent of Educational Provisions for the Gifted," in Paul Witty (ed.), The Gifted Child, pp. 185-204. Boston: D. C. Heath and Company, 1951.

### C. PERIODICALS

Altic, Carole, Thomas Frost, and Gail Van Slyke. "High School Seminar for Three," The School Executive, 74:68-69. February, 1955.

Barbe, Walter B. "Are Gifted Children Being Adequately Provided For?" Educational Administration and Supervision, 40:405-13, November, 1954.

Boardman, Rhea K., and Gertrude Hildreth. "Adjustment Problems of the Gifted," Understanding the Child, 17:41-44, April, 1948.

Cathel, Dorothy. "Honors English: A Break for Bright Students," The Clearing House, 29:331, February, 1955.

Curtis, Chester W. "Providing for the Fast Learner," American School Board Journal, 127:32, August, 1953.

Davis, Nelda. "Creative Activities for Gifted Pupils," School Review, 43:85-90, February, 1955.

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

- Freese, Theron. "The Challenge of the Gifted Child," Educational Leadership, 11:156-59, December, 1953.
- Glover, Katherine. "Are We Wasting Tomorrow's Leaders?" Parents Magazine, 27:49, June, 1952.
- Holcomb, Paul H. "A Program for the Gifted," Exceptional Children, 19:201, February, 1953.
- Ivins, Wilson H. "How Can the Needs of the Gifted Student Be Met?" National Association of Secondary School Principals Bulletin, 38:268-72, April, 1954.
- Justman, Joseph. "Obstacles to the Improvement of Teaching in Classes of the Gifted," Exceptional Children, 18:41-44, November, 1951.
- Lorge, Irving. "Social Gains in the Special Education of the Gifted," School and Society, 79:4-7, January, 1954.
- Meister, Morris. "What Are Some Promising Programs for Gifted Students" National Association of Secondary School Principals Bulletin, 38:316-23, April, 1954.
- Mooney, Ernest W., Jr. "A Workout for the High I. Q.'s," The Clearing House, 29:392-94, March, 1955.
- Norris, Dorothy E., "Tailor-Made for High I. Q.'s," Journal of the National Education Association, 42:276-77, May, 1953.
- Oliver, Albert I., "Administrative Problems in Education of the Gifted," Nation's Schools, 48:44-46, November, 1951.
- Pregler, Hedwig O. "The Colfax Plan," Exceptional Children, 20:198-201, February, 1954.
- Santayana, S. George, "The Intellectually Gifted Child," The Clearing House, 21:259-67, January, 1947.
- Sheehan, Mary A. "How Can the Needs of the Gifted Child Be Met?" National Association of Secondary School Principals Bulletin, 38:266-69, April, 1954.

Silverman, Milton and Margaret. "So That's What Happens to the Child Prodigies," Saturday Evening Post, 224:22-23, February 2, 1952.

Wilson, Frank T. "Suggestion for the Preparation of Teachers of Gifted Children," Elementary School Journal, 52:157-61, November, 1951.

Wilson, Robert C. "The Under-Educated: How We Have Neglected the Bright Child," The Atlantic, 195:60-62, May, 1955.