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An Investigation of Current Educational Practices for Providing for Gifted children in the Elementary Schools of the State of Washington

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AN INVESTIGATION OF CURRENT EDUCATIONAL PRACTICES FOR PROVIDING
FOR GIFTED CHILDREN IN THE ELEMENTARY SCHOOLS OF THE
STATE OF WASHINGTON

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by

Earl Fredrick Knuth

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education in the Graduate
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for the degree of Master in Education, in the Graduate School of the
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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

The underlying philosophy of the public elementary schools in the State of Washington encompasses the objective of giving equal educational opportunities to all of the children of all of the people, regardless of their social, economic, racial, or religious status. It may further be stated that it is the obligation of our elementary educational systems to discover and develop, as fully as possible, the inherent abilities of each child intrusted to our care and training.

INDIVIDUAL DIFFERENCES

Educators have long accepted the fact that children of like chronological age are not necessarily capable of doing like quality or kind of school work. Individual differences of all people are with us constantly in or out of the school room. Anastasia has this to say about the difference of people.

Within the human species, individual differences have long been recognized. Many of our basic social institutions, and in fact the patterns of societies themselves are largely colored by the fact that individuals differ from each other. In our everyday activities we are constantly adjusting ourselves to individual

differences among our associates.¹

The literature abounds with studies that have been made to provide adequate educational opportunities for the mentally retarded children in the elementary schools. Gruhn and Douglas have this comment to make in regard to current practices for this exceptional group:

For example, for the mentally retarded pupil, there are opportunity rooms, special teachers and courses, and study materials suited to his interests and abilities. For the blind, the feeble-minded, and the deaf, there are special classes or separate schools. Even the truant and the chronic troublemaker are granted special consideration in the instructional program of many schools.²

What of the exceptional children who have mental capabilities far superior to their classmates? What provisions have been made for this group in our elementary schools? To quote from Hollingsworth:

Children testing at or above 140 I.Q. are unrecognized by the school, are unprovided for in mass education, are functioning far below their mental level in the elementary school, yet are maintaining themselves scholastically and socially without giving much trouble to either school or society. They earn high marks without effort and waste one-half or more of their time during the school day either in idleness or in the performance of routine tasks and errands, under the

¹Anne Anastasia, "The Nature of Individual Differences," Fields of Psychology, J. P. Guilford, editor (New York: D. Van Nostrand Company, 1940), p. 252.

²William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1947), p. 229.

general concept of helping the teacher.³

It is with the latter group of exceptional children that the author concerns himself in the present study.

CHARACTERISTICS OF GIFTED CHILDREN

At this point it would be well to define the general characteristics of mentally gifted children. Terman and Oden⁴ state that generally children with a high I. Q. are on the average superior to the general population. Gifted children's achievement quotients are usually high in all school subjects, and in trait and personality average above the general child population. Terman and Oden also indicate that two main facts stand out clearly concerning gifted children:

1. The deviation of the gifted subjects is in the upward direction for nearly all traits. This is another way of saying that desirable traits tend to be positively rather than negatively correlated. There is no law of compensation whereby the intellectual superiority of the gifted is sure to be offset by inferiorities among non-intellectual lines.

2. The amount of upward deviation is not the same in

³National Society for the Study of Education, Intelligence: Its Nature and Nurture, Part I, Thirty Ninth Yearbook (Bloomington, Illinois: Public School Publishing Company, 1940), p. 66.

⁴Lewis M. Terman and Melita H. Oden, The Gifted Child Grows Up (Stanford, California: Stanford University Press, 1947), p. 377.

all traits. It is greatest in those aspects of behavior most closely related to intelligence, such as originality, intellectual interests, and ability to score high in achievement tests. In school achievement the superiority is greatest in the abstract subjects and least in penmanship, spelling, and routine arithmetical computations. This unevenness is no greater in amount for gifted than for average children, but it is different in direction; whereas the gifted are at their best in thought subjects, average children are at their best in subjects that make least demands upon concept manipulation.⁵

Varying opinions concerning the dividing line between the intelligence of gifted and non-gifted children is reflected by statements of authorities and by current practices among some school systems. For example, Terman and Burks comment that those children with an I. Q. of 130 to 140 or more "are sufficiently unlike average children to need special educational opportunities."⁶ In the Cleveland schools, pupils with 120 or more I. Q. are eligible for special classes for gifted pupils.⁷ The practice in Baltimore is to examine the records of all pupils with an I. Q. of 110 or more in the belief that many of them may have special abilities which justify giving them an enriched

⁵Ibid., p. 57.

⁶Carl Murchison, editor, Handbook of Child Psychology (Worcester, Massachusetts: Clarke University Press, 1933), p. 774.

⁷Merle R. Sumption, Three Hundred Gifted Children: A Follow-Up Study of the Results of Special Education of Superior Children (New York: World Book Company, 1941), p. 48.

program.⁸

Purpose of the study. The preceding statements have indicated to the reader that there are mentally gifted children in our public elementary schools that need educational opportunities in addition to the program provided for the mentally average students. The purpose of this study is to make an investigation of the current educational practices in providing for gifted children in the elementary schools of the State of Washington, to the end of formulating recommendations for the development of an educational program that may more clearly meet the needs of gifted children in the elementary schools of Yakima, Washington.

How do other school districts of comparable size in the State of Washington meet this problem? Do they have a definite policy which is understood and accepted by the students, teachers and parents of the community? How do they determine their gifted children? If they do not have such a policy, what are the reasons? These are some of the crucial factors that need to be weighed prior to any effort to improve, or to recommend changes in the existing policy.

It is hoped that as a result of this study, further investigation will be made into the problem and that a

⁸Charles F. Willis, Aims for the Education of Gifted Children in the Elementary School (Baltimore; Bulletin of Education, No. 18, September-October, 1940), p. 3.

program will evolve that would more adequately satisfy the requirements of our gifted children.

Limitations of the study. While it would have been more desirable to secure information from all school districts in the State of Washington to insure more reliability, this was considered impractical in the light of the difficulties it presented. Moreover, for the purposes of this study, districts of comparable size were selected because it would seem that they should have similar problems as does the Yakima school system.

Of the thirty-six first class districts interviewed, thirty-five returns were received, or 97.2 per cent.

Among the questionnaires returned were some items that were not checked either negatively or positively. Therefore, it can be assumed that some of the interviewees failed to mark the items because they did not understand its meaning, preferred not to commit themselves, or had no experience of the type asked for in the items.

Some districts failed to complete the questionnaire, but instead sent a summary letter which had to be interpreted by the author, and tabulated according to his best judgment.

The questionnaire is secondary to the personal interview as to the scope and accuracy; however, it was deemed as the only practical method of securing the needed information.

Interpretation of findings may differ among individuals, therefore inferences suggested to the author from this research, may have a slightly different meaning to another investigator.

Survey of publishers. Twenty-two text-book publishers were sent letters of inquiry regarding special publications for gifted children. Ten companies responded. The assumption may be made that they had nothing to offer as help in the problem of gifted children, that the letter of inquiry was of no consequence to them; or that the letter never reached its destination.

Returns from several of the publishers contained much information that had to be tabulated according to the best judgment of the author.

If the reader considers the above mentioned limitations of the study, he will realize that the findings will not be conclusive, but will only indicate trends of practices of educational systems and publishers.

CHAPTER II

METHODS OF APPROACH

The author considered three areas of major concern in an analysis of the problem of providing educational opportunities for gifted children in the elementary school. The first of these was to investigate by the normative survey, current practices of elementary schools in the State of Washington. The second area of concern was to determine what is being done by the publishers of text-books to help the teacher in classroom instruction of bright children. The third was to investigate literature in the field concerning treatment of the problem. The first two of these investigations are discussed in the remainder of the present chapter and in Chapter IV. Chapter III will present a discussion of the problem as authorities in the field have expressed their findings.

The survey of current practices. The thirty-six first class school districts of the State of Washington, representing approximately 378 elementary schools, were selected to be interviewed as to their current educational practices in providing for the gifted elementary children in their schools because these districts fall under the same State Department classification as does Yakima, and would be more likely to be presented with like problems. Due to the fact

that these districts were situated in widely separated areas, for practical purposes, the questionnaire¹ type of interview was used for the survey.

The questionnaire devised consisted of arbitrarily selected items for the instrument according to areas of most concern to the writer, and was sent to the superintendent of each school district involved. After a period of fourteen days beyond the date responses were to be returned, a follow up questionnaire was sent to each of the superintendents that had not responded. Questionnaires were received from thirty-five of the thirty-six districts, giving a 97.2 per cent return.

Each interviewee was given the opportunity to request a copy of the results of the survey, with twenty-six indicating that they wished this service. Several accompanying letters expressed appreciation for the study and hoped that it would serve to assist their program.

The instrument was composed of six questions inquiring into the nature of how each district handled the problem under discussion. A list of possible responses was included under each question, which could be answered by a check mark placed in the appropriate place. The six questions are:

¹A copy of the questionnaire is Appendix A of this paper.

1. What criteria is used to determine mentally gifted children?
2. When mentally gifted children are discovered, what special provisions are made for them in your schools?
3. If an enriched curriculum is used within the regular classroom for the mentally gifted child, how is this done?
4. If special classes are provided, how are they organized?
5. If special provisions for mentally gifted children are practiced in your schools, what are the effects?
 - A. On the children?
 - B. On the teachers?
 - C. On the school?
 - D. On the parents?
6. If there is no planned program for providing for the mentally gifted children in your schools, is it because (reasons listed)?

To facilitate tabulation a form was established by which the returns could be compiled. The form consisted of a column that listed each school district concerned, and separate columns for each possible answer to the question, to be recorded as responses were identified. Each question was tabulated on a separate form, was totaled, and totals converted to percentages, which were to be interpreted to

reflect trends, common practices or weaknesses among elementary schools of the state.

The survey of text-book publishing companies. In a quest for further information that might be of some value to educators in determining a course of action, a letter of inquiry was sent to twenty-two text-book publishing companies, selected at random, requesting information concerning text-books available to assist teachers in the classrooms in providing for the needs of gifted children.² Comments from the publishers were requested in six areas:

1. Special editions of basic language, social studies, and arithmetic text-books that are designed specifically for the mentally gifted children at each grade level, and are correlated with subject matter in the regular text-book editions.

2. Supplemental text-books designed specifically to enrich the subject matter contained in the basic language arts, social studies, and arithmetic texts.

3. Supplements to the regular teacher's manuals or guides that give suggestions as to how to use this material to enrich the program of the mentally gifted children.

4. Other materials that would help classroom

²A copy of this letter is Appendix B of this paper.

teachers meet the needs of these mentally gifted children.

5. Future plans of the publishers in this field.

Of the twenty-two letters sent to publishers, ten were answered, giving approximately a 45 per cent of return. While this is by no means an adequate percentage of response, of those companies that did reply, many are publishers of text-books commonly used in the Yakima schools, and their practices and attitudes are closely associated with this problem.

Some of the responses gave definite answers to the points in question, while others made statements that had to be interpreted by the author as to their meaning. A chart was prepared which listed the publishers letters were sent to, and under each of the five headings, their replies were tabulated.

Text-books are invaluable to teachers in class instruction; therefore, if a clearer picture of materials available for use with gifted students was obtained, it would serve as a vital part in future curriculum planning. If only a meager contribution was being made by the publishers, the information compiled from the survey might point the way for a concerted effort of both educators and publishers in attacking the problem.

CHAPTER III

REVIEW OF RELATED STUDIES

The author has found no evidence of a previous study of the current practices of elementary schools among the first class school districts of the State of Washington, but there have been related studies made in other sections of the country. The findings of other investigations and the opinions contained in professional literature in the field would be of extreme value to the writer in the projection of proposed recommendations for the Yakima elementary schools.

A general philosophy regarding the rights of children is expressed in the following words of Hildreth:

The present thesis is in brief: mentally gifted boys and girls deserve a special kind of schooling that is worthy of their gifts, training that will furnish incentives to develop their special capacities to the highest degree, a favorable climate for early exercise of creative energies, and the expansion of superior mental powers, an environment conducive to insightful learning and experimentation in accordance with the gifted child's mental level and rate of mental growth. The school has no more important task than to make suitable provision for the education of the intellectual elite among the nation's children.¹

The concept of the rights of the gifted children for suitable educational provisions is also expressed by a report of the Educational Policies Commission, which was

¹Gertrude Howell Hildreth, Educating Gifted Children (New York: Harpers and Brothers, 1952), p. 5.

stated recently:

The democratic ideal can be most fully attained when every individual has opportunity for educational experiences commensurate with his abilities and for vocational responsibilities commensurate with his qualifications.²

In reference to the importance of making special effort to provide for the gifted elementary school students, a comment stated by Hildreth gives weight to the thesis of the present study:

The elementary school period is the time during which the basic foundation is laid in mathematics, in interpreting the printed page, in using language effectively for communicating and recording ideas, in achieving effective habits of study. Then the gifted student is ready to move ahead rapidly into broad areas of exploration and finally into specialization.³

The seriousness of the problem was more recently brought before the minds of educators and the public in general in many publications that emphasized the point of view that society, as well as the gifted children, is being deprived of the results of the inherent gifts bestowed upon these exceptional children. As one writer expresses the situation:

Perhaps the strongest plea for the provision of an education suited to the pupils of talent has been advanced by James B. Conant. He suggested . . . the

² Educational Policies Commission, Education of the Gifted (Washington, D. C.: June, 1950), p. 4.

³ Hildreth, op. cit., p. 11.

appointment of a committee to consider what can be done for gifted pupils. Referring to the provision of special schools for pupils of marked ability in music, the arts, and science, he deplores the absence of similar provisions for pupils of ability in languages, and mathematics, and went on to say, "Yet how much society has to gain by the early recognition of such pupils and their adequate education."⁴

The importance of determining who the children are that are exceptionally gifted is stressed in much of the literature. The methods of identifying these children are not completely satisfactory, yet enough of their characteristics is known at present to provide schools with a starting point in the selection of their gifted pupils for an enriched program. A recent publication stated the problem in the following manner:

Accurate identification of all varieties of giftedness is of such crucial importance in the conservation and development of human talent that great efforts should be made to increase the quantity and quality of research into this problem. Techniques of identification need to be refined. However, the improvement of educational practice need not wait on the completion of further research. Greater use of what we already know is the immediate need and the attainable end, if the current extent of talent waste is to be reduced.⁵

A discussion of some of the present known means of identifying gifted children should be presented at this time

⁴J. L. Kandel, "Conservation of Talent: Need for Special Schools for Pupils of Ability," School and Society, 71:347, June, 1950.

⁵Educational Policies Commission, op. cit., p. 46.

with respect to the various opinions offered by authorities writing in the field.

While a high intelligence test score is often thought of as being the most prominent characteristic of a gifted child, Anastasia states that there are other factors that are important:

. . . in the case of a child with a very high I. Q., we may inquire in what ways he is superior. How uniformly does he excell the average child in intelligence performance? The intelligence test, furnishing a single summary figure to characterize the child's general mental level, often obscures important facts. If the individual's abilities were all more or less on a dead level, a single summary score would be quite informative. But if appreciable variation in the individual's standing in different traits is the rule, then such a score is crude at best and may at times be definitely misleading. It is necessary to inquire into the extent of variation within the individual.⁶

With this word of caution as to the relative importance of the intelligence quotient score in identifying gifted students, the use of these scores in the division of gifted and non-gifted children is discussed in a publication of the Educational Policies Commission:

The line that is used to separate the gifted from their fellows is purely arbitrarily designation. No external point of reference can settle the matter. Where the line is drawn is largely a matter of convenience and usually varies in accordance with the purpose at hand.

⁶Anne Anastasia, "The Nature of Individual Differences," Fields of Psychology, J. P. Guilford, editor (New York: D. Van Nostrand Company, 1940), p. 278.

. . . In formulating general statements of social and educational policy to guide the education of the intellectually gifted, it seems desirable to distinguish between the highly gifted and the moderately gifted. In this statement, the term 'highly gifted' is used to designate those who are in the top one per cent of the total population with respect to intellectual capacity (that is, roughly, individuals with an I. Q. above 137). Similarly, the term 'moderately gifted' will only apply to individuals who fall within the top ten per cent but below the top one per cent (that is, between 120 and 137 I. Q.).⁷

Terman and Oden make this recommendation with respect to the intelligence quotient scores of children and their proficiency in school subjects;

It is our conservative estimate that more than half of the children with I. Q.'s of 135 or above had already mastered the school curriculum to a point two full grades beyond the one in which they were enrolled, and some of them as much as three or four grades beyond.⁸

With respect to other means of identifying gifted children, than that of the use of the intelligence quotient scores, perhaps the most used is that of the observations made by the classroom teacher. However, this method of identifying gifted students has limitations, which is discussed in the following statement by the Educational Policies Commission:

⁷Educational Policies Commission, op. cit., pp. 43-44.

⁸Lewis M. Terman and Melita H. Oden, The Gifted Child Grows Up, Genetic Studies of Genius, Vol. IV (Stanford, California: Stanford University Press, 1947), p. 28.

One important and useful guide in the determination of the relative abilities of different children and youth is the estimate of such abilities that a teacher can make after observing classroom performance. . . . The usefulness of teacher's judgments with respect to student's abilities is, however, limited. . . . With care to exclude irrelevant factors from their judgments, many teachers can make excellent estimates of the capacities of their students. But such estimates, for most teachers, are not sufficiently accurate to serve as the sole guide for identifying the gifted.⁹

It has been suggested that teacher's observations of children can result in erroneous conclusions as to whether or not pupils have gifted mental qualities, and that it would be well to supplement their judgment with more exact information. In this respect, and in support of the use of achievement tests as an aid for identification of gifted students, Witty comments:

When school marks in the various subjects were compared with scores on reliable and valid achievement tests, large discrepancies were found. . . ."

. . . Standard tests of achievement pick out gifted children very much better than do school marks.¹⁰

A summary statement of the present means of identifying gifted children that would be of help to teachers is presented in the following words of Witty:

⁹Educational Policies Commission, op. cit., pp. 35-37, et passim.

¹⁰Paul Witty, editor, "The Gifted Child," The American Association for Gifted Children (Boston: D. C. Heath and Company, 1951), p. 18.

In determining whether a child is or is not gifted many factors must be taken into consideration besides his performance in tests of intelligence and achievement. These factors include his physical, emotional, and social characteristics and his pattern of behavior as observed day by day in many different situations. Anecdotal records, photographs, and even self-evaluation are helpful in studying the child's potentialities and needs.¹¹

When pupils have been identified as gifted, the emphasis is then transferred to the problem of what shall be done in the school for them. The answers to this question are the subject of controversial points of view, but Hildreth suggests a common base that all schools may use as a point of departure in the formulation of a curriculum for gifted children:

Education for gifted children must be essentially a child-like type of training, but functionally adapted to these children's superior intellects so that they can deal with problems of their own child world but with the exceptionally competent insights they have for problem solving.

The task in curriculum making for the gifted is to organize studies which fit the mature minds of these children but at the same time to take account of their relative immaturity in actual age.¹²

One method of attempting to meet the educational needs of gifted students is by grouping them into special classes. This practice has long been a debatable issue that

¹¹Ibid., pp. 12-13.

¹²Hildreth, op. cit., p. 49.

is not settled today. According to Witty:

In several recently published articles, classes for gifted elementary and secondary school pupils are reported to have been unusually successful in bringing about effective learning and desirable personality development. Despite such evidence, many teachers and administrators doubt the advisability of establishing classes for gifted children.¹³

In a study made by Berry of practices for providing for gifted children in schools of the mid-western states, he found certain trends suggested from the data obtained. Of the large city school systems that are attempting to meet the needs of gifted children, there was a tendency toward the enrichment of classroom opportunities rather than segregation of the superior students. Segregation, where it was practiced, was seldom complete. The difficulties involved in segregation apparently were too great for the small cities, exempted villages, and rural communities to provide special classes for their superior children.¹⁴ Terman and Oden make this comment in regard to special classes for gifted pupils:

In view of the fact that at present special classes are available to only a small minority of gifted children, we are usually faced by the choice between

¹³Paul Witty, "Educational Provisions for Gifted Children," School and Society, 76:181, September, 1952.

¹⁴Charles Scott Berry, The Education of Gifted Children for Leadership (Columbus, Ohio: The Ohio State University, 1945), p. 23.

acceleration and non-acceleration in grading systems designed primarily for the average child. Attempts are often made to enrich the program for especially bright children in the ordinary classroom, and such programs at their best can be very helpful. Unfortunately, the so-called enrichment often amounts to little more than a quantitative increase of work on the usual level. This may keep the gifted child out of mischief, but it is hardly educational.¹⁵

If, as has been suggested, the problems engendered by the use of special classes outnumber the advantages, then some other means of meeting the needs of gifted children should be devised. The acceleration of superior students through the grades has been mentioned as a possible method of accomplishing these purposes, but it too presents problems. The Educational Policies Commission has indicated that acceleration of the gifted pupils is the easiest method of treating the problem for instruction and administration purposes. While the gifted child is provided with challenging educational experiences, and he can be given the opportunity to assume increased responsibilities, the dangers are great that emotional or social maladjustments will occur from too rapid promotion. The hazards of acceleration does not mean that it shouldn't be used, but should be used only with extreme care.¹⁶

¹⁵Terman and Oden, op. cit., p. 264.

¹⁶The Educational Policies Commission, op. cit., p. 50.

Enrichment of the program for the gifted children in their regular classroom has been indicated as another method of meeting their educational needs. The term enrichment is used by the Educational Policies Commission¹⁷ to describe the deliberate differentiation of curriculum content and activities for the superior pupils in a heterogeneous class.

In the process of enriching the curriculum, problems are also encountered that may well deprive superior students of the opportunity to develop as fully as they should. The burden of the enriched program falls staggeringly upon the classroom teacher because of the extreme variations in a heterogeneous group. Particular attention must be given to the brilliant student, because as Hildreth comments:

Creative genius does not arise in a vacuum. Gifted children will show creativeness and originality to the extent that their environmental opportunities stimulate and encourage intellectual curiosity, imaginative play, spontaneous experimentation, question asking and answer seeking.¹⁸

To the teacher who is familiar with only the more traditional type of instruction, the problem of enriching the gifted pupil's classroom experiences may seem almost insurmountable. To quote Hildreth's comment upon the type

¹⁷Ibid., p. 56.

¹⁸Hildreth, op. cit., p. 52.

of teaching that does not produce desirable results with superior students:

Routine assignments that require little original thinking are wasteful for the gifted. Imposed lesson learning and recitation from texts can have little place because these assignments bear little relation to the students own individual problems, to timely topics of the day. The memorized recitation would be an insult to their intelligence.¹⁹

The controversy regarding the best methods of providing for the mentally gifted in the schools, as discussed by Witty,²⁰ discloses many reasons for confusion in the minds of educators regarding the problem. Some writers and educators believe that the segregation of gifted children is undemocratic, and that the removal of bright students from a regular classroom deprives them of their relationship with average students. The advantages of segregation, it is said by others, is that the child receives the stimulation, encouragement, and guidance necessary for him to develop to his capacity, which he can not do in a regular class. Other writers have stated that they believe that more frequent acceleration should be used for gifted students in conjunction with better enriched classroom experiences.

¹⁹Ibid., p. 69.

²⁰Witty, Educational Provisions for Gifted Children, op. cit., p. 181.

Experimental data has not developed satisfactory conclusions as to which are the best procedures in meeting the problem of the brilliant student.

Whatever methods of providing for the needs of gifted children are used, it would appear mandatory that the classroom teacher would need specific training and guidance in the techniques of administering to the intellectual, emotional, and social requirements of these exceptional children. The opportunities for teachers to receive special preparation for the instruction of gifted children is extremely limited in the nation's colleges and universities. From a study discussed by Wilson²¹ it was found that only six institutions offered courses to teachers that were designed specifically for teaching gifted pupils. It would appear that with teacher training institutions offering such a limited program for the guidance of teachers in the instruction of gifted children, each school district must do its own research at the present time as to how it can best meet the needs of the brilliant pupils within its community.

In 1947, Santayana²² reported that there were not

²¹Frank T. Wilson, "Suggestions for the Preparation of Teachers of Gifted Children," The Elementary School Journal, 52:157, November, 1951.

²²Witty, Educational Provisions for Gifted Children, op. cit., pp. 178-179.

more than thirty or forty school systems that gave any special recognition to the mentally gifted, other than by acceleration of these students through the grades. A study of practices of school districts in Ohio as to how schools provided for their gifted children was made by Oswalt²³ in 1950; 288 cities, counties, and exempted village superintendents were interviewed. He found that 2 per cent of the schools have special classes for the gifted; 9 per cent provided enrichment programs; 71 per cent are interested in the gifted, but are restricted in positive efforts by inadequate facilities; 8 per cent make no provisions for the gifted. The data from another survey reported by Witty²⁴ which included more than 100 large cities, directors of departments of education, and colleges and universities offering teacher training, indicated that little attention was being given to gifted children. However, there was a strongly felt need among teachers and educators for materials for enriching the curriculum of gifted children, for trained teachers who understood the nature and needs of these students, and more information concerning the nature of the gifted children.

²³Ibid., p. 178.

²⁴Loc. cit.

While it is alarming to note the lack of provisions being made by the schools of our nation for their mentally gifted children, as revealed by the published writings on the subject, there are indications that the problem is being brought to the attention of teacher training institutions, educators in the public schools, and to the public in general. It was to this end that the present study was undertaken, in the hope that even though the methods of making special provisions for the gifted pupils in the Yakima elementary schools may be controversial, the need will be recognized and some positive action will be taken. The gifted may be the principal beneficiaries but certainly not the only ones.

CHAPTER IV

ORGANIZATION AND INTERPRETATION OF DATA GATHERED

THE SURVEY OF FIRST CLASS SCHOOL DISTRICTS IN THE STATE OF WASHINGTON

The data obtained from this survey was organized into tables, which are included in the present chapter, with responses to each of the questions summarized and interpreted in the order that they were asked.

What criteria is used to determine mentally gifted children? Thirty-one school districts, or over 88 per cent of those districts interviewed used intelligence quotient scores to determine what children in their elementary schools were to be classified as mentally gifted. Of those that reported using this factor as one of the criteria, seven indicated that a minimum score was involved. Districts were grouped by minimum scores as shown in Table I.

TABLE I

MINIMUM SCORES OF INTELLIGENCE TESTS USED BY
DISTRICTS TO DETERMINE GIFTED CHILDREN

Number of districts	Minimum score used
4	120
1	125 7

TABLE I (continued)
 MINIMUM SCORES OF INTELLIGENCE TESTS USED BY
 DISTRICTS TO DETERMINE GIFTED CHILDREN

Number of districts	Minimum score used
1	130
1	130 (below 14 years)
24	140 (below 11 years)
Total	None designated
31	

Achievement test results were included as one of the criteria by twenty-eight districts, or 80 per cent of those responding. Twenty-seven systems, totaling over 77 per cent, considered the classroom teacher's observation in identifying gifted children, while performance test results were used by fourteen, or 40 per cent.

It is interesting to note the number of different factors that are used as criteria by each district that attempted to designate their gifted children. Table II shows the grouping of school systems in these categories:

TABLE II
 NUMBER OF FACTORS USED AS CRITERIA BY DISTRICTS
 TO DESIGNATE GIFTED CHILDREN

Number of districts	Number of factors used
2	1
2	2
13	3
14	4
Total	31

In each case, where any effort was indicated to select gifted children, the intelligence quotient was used as one of the criteria. Two districts showed that this was the only determining factor used. Achievement test results and intelligent quotient scores were the basis of selection used by two systems, while twelve depended upon intelligence quotients, achievement tests, observations made by the teachers, and performance tests. One district indicated that an individual study by a psychologist was practiced in addition to the previously mentioned methods, while performance tests, intelligence quotients, and teacher observation were employed by one other district.

It is evident from these samplings that the most commonly used criteria employed in the identification of gifted children are the intelligence quotient scores,

achievement test results, and observations made by the classroom teacher. While performance tests were used frequently, they were not as prominent as the other three mentioned. A conclusion may be drawn that no one of the methods of identifying these children is generally used by itself, but usually in conjunction with one or more other mediums of identification. It is likewise evident that the minimum intelligence quotient score that a gifted child should have to receive special consideration is not universal among first class school districts of the state.

When mentally gifted children are discovered, what special provisions are made for them in your schools? Thirty-two respondents, or over 91 per cent, indicated that they used the technique of enriching the curriculum within the regular classrooms to provide for their gifted children. Three districts, or slightly over 8 per cent, provided special classes for gifted children in their regular schools. Fourteen, amounting to 40 per cent, attempted to meet the needs of their superior children by accelerating them through the grade levels. There were no responses that indicated a policy of sending pupils to special schools where mentally gifted students from all other schools of the district were congregated. No other method of provision was indicated, while two school systems, or less than 6 per

cent, did not show any means of meeting this problem.

Little reflection by the reader is required to determine that the method most frequently used by elementary schools of the state to provide for their gifted children is the practice of enrichment of the regular classroom program. The acceleration of these pupils through the grade levels, while frequently mentioned, is a much less common practice, and there are exceedingly few special classes set up for gifted children in the elementary schools.

If an enriched curriculum is used within the regular classroom for the gifted child, how is this done? Twenty-nine, or better than 82 per cent of the school systems responding, stated that they enriched the curriculum of the regular classroom for their gifted children by providing a greater variety of study materials within the same curriculum used by their class. The provision of study materials from grades higher than their own was a method employed by fourteen, or 40 per cent of the respondents to enrich the curriculum for their gifted. Assignment of special projects to gifted children was a medium used by twenty-eight, or 80 per cent of the reporting districts. A total of six, or over 17 per cent of the systems used special study materials designed specifically for use with mentally gifted students. Five, or over 14 per cent of the

school districts, did not indicate the use of any method of classroom enrichment for their gifted children.

Table III groups the districts using curriculum enrichment for gifted children into the number of different methods used.

TABLE III
NUMBER OF METHODS USED BY DISTRICTS
FOR CURRICULUM ENRICHMENT

Number of districts	Number of methods used
2	1
11	2
15	3
2	4*
Total	30

*This column represents total number of factors used.

While there is a variety of methods used to enrich the gifted child's program, the predominance of districts attempted to do this by providing a greater variety of study materials within the same curriculum of the regular class. The question arises as to the nature of the study materials used, and does the gifted child receive adequate guidance in its use. If materials provided lead the student into broader field that exploit his abilities to the fullest extent, then they are accomplishing their purpose. If they

are only additional amounts of the same materials used by the regular class members, then it can only be termed as "busy work", which would defeat the purpose of the program.

The practice of using study materials from grades higher than the grade level of the gifted child would need a great deal of articulation between teachers of the different grade levels if it is to be successful.

Of significance is the indication that some districts were using materials of study specifically designed for work with gifted children. Perhaps it is through this medium that teachers will secure their greatest help in meeting this problem in the classroom. This presumption was the basis for a survey of text-book publishers, discussed in the second section of the present chapter.

If special classes are provided, how are they organized? The provision of each gifted child with an individual curriculum according to his abilities and interests was not a practice of any of the reporting school systems. One district used a single advanced curriculum for all members of the special class, and one respondent used the procedure of keeping the special gifted class intact for all studies. The practice of keeping the special gifted class together for only part of the school day was employed by two districts, or over 5 per cent. No other organizational

practices were used in regard to special classes for the gifted.

A total of thirty districts, or over 88 per cent, did not indicate the use of any form of special classes for their gifted students.

It is emphatically emphasized by the data above that special classes for gifted children is not the common practice among elementary schools of the first class districts in the State of Washington. This fact appears to be directly correlated with the practice of providing for gifted children in the regular classroom. However small the percentage, there were some districts that indicated some separation of gifted children for special classes. This then, points up the question for further study: Can the needs of the gifted child be more adequately met in the regular classroom in a heterogeneous setting, or, can his abilities and talents best be developed in special classes in a homogeneous group?

If special provisions for mentally gifted children are practiced in your school, what are the effects on children? When asked if such an arrangement developed snobbery, eighteen, or over 51 per cent of the districts answered in the negative, while there were none that replied in the affirmative. Sixteen, or over 45 per cent of the

responses indicated that there was not too much stress on academic achievement, but two responses indicated that there was. In reply to the inquiry as to whether jealousy or friction was created, sixteen, or over 45 per cent of the responses were negative, and one response was affirmative. When asked if the experiences of all class members were enriched by special provisions for gifted children only one district replied that they were not, whereas twenty-four, or over 68 per cent, stated that they were enriched. Only two districts interviewed stated that the program of enrichment did not develop leadership, while twenty-two, equaling more than 62 per cent, indicated that it did. There were no respondents that replied in the negative when asked if superior scholarship was developed, whereas twenty, or more than 57 of the districts agreed that it was developed. When asked if special provisions for gifted students were well received by the students, only one system replied that the special provisions were not well received, while nineteen, or more than 54 per cent of the districts answered in the affirmative. Of the total school districts replying to the survey, nine, or over 25 per cent, did not check any responses to this section of the questionnaire.

From the opinions expressed by these samplings, it would seem that a significant number of respondents agreed that special provisions for the gifted child had far more

beneficial than adverse effects upon him.

If special provisions for mentally gifted children are practiced in your schools, what are the effects upon the teachers? Ten districts, or approximately 28 per cent, stated that their teachers were not satisfied with present practices, whereas eleven, or over 31 per cent were satisfied. Only two school systems, or less than 6 per cent, pointed out that their teachers did not enjoy working with the gifted children, while twenty-three, or over 65 per cent felt their teachers did enjoy this work. No opinions were expressed by ten, or 28 per cent of the respondents.

It would appear from the above data that the attitudes of teachers toward the practices in use are somewhat divided, but that a fair majority do enjoy working with gifted children. Because of the fact that nearly a third of the school districts did not express opinions on the attitudes of their teachers, the investigator believes that no conclusions can be drawn. No expression, however, could infer that the problem of the gifted child was not a clear issue in those districts not responding.

If special provisions for mentally gifted children are practiced in your schools, what are the effects on school? Nineteen, or over 54 per cent of the systems interviewed expressed the opinion that factions were not created

within the school. There were no indications that factions were created. Sixteen, or over 45 per cent of the school districts stated that organizational problems were not created, while six, or about 17 per cent, stated that providing for gifted children did cause organizational problems. There were thirteen districts, over 37 per cent, that did not express an opinion.

From the above cited data, the author is under the impression that in school systems where special provisions are made for gifted children that factions are not created within the school, and that some organizational problems were faced. With no opinions being expressed by over 37 per cent of those interviewed, it may be that those districts had no experiences that would be a basis for an opinion.

If special provisions for mentally gifted children are practiced in your schools, what are the effects on parents? Sixteen reporting districts, or approximately 47 per cent, gave negative answers when asked if jealousies were developed among parents while only one stated that they were. Four, or over 11 per cent, of the districts indicated that their parents did not understand the program, and thirteen systems, equaling more than 37 per cent, stated that their parents did.

It is very significant that a total of fifteen school

systems interviewed, equaling nearly 43 per cent of those surveyed, did not express any opinion regarding the understanding or attitude of the parents of their schools. The author interprets this to indicate that parents are not aware of any special provisions being made for gifted children in those schools.

If there is no planned program for providing for the mentally gifted children in your schools, is it because of the following reasons? Seven, or 20 per cent, of the districts interviewed stated that a lack of suitable facilities was one reason for not providing an adequate program, while twelve, or more than 34 per cent, attributed the absence of a planned program to over-crowded classrooms. Lack of teacher preparation was considered by eleven, or over 31 per cent of the respondents, as a reason for the lack of a suitable program. Only one indicated that the community had a hostile attitude toward a program of this sort, while three districts, or more than 8 per cent, did not feel that the need to make special provisions for their gifted children was apparent. Other reasons given included financial inadequacy, four, or over 11 per cent; failure of district to face the need, one; and one district stated that they didn't know how to meet the problem.

It appears that the most prominent reasons for the

lack of provision for gifted children are over-loaded classrooms, lack of teacher preparation, and a lack of suitable facilities. This suggests two areas for additional attention, an underlying financial support for such a program, and more extensive preparation for teachers in this field.

THE SURVEY OF TEXT-BOOK PUBLISHERS

The letters of inquiry, sent to twenty-two text-book publishing companies, requested information as to what materials were available that were designed specifically to meet the needs of gifted children in the classroom. Ten publishers, representing slightly more than 45 per cent, responded to the letters sent to them. Their replies to each of the five areas they were asked to comment upon were not all direct answers; therefore, many of the remarks have been interpreted according to the best judgment of the writer.

Do you have available special editions of basic language arts, social studies, and arithmetic text-books that are designed specifically for the mentally gifted children at each grade level, and are correlated with subject matter in the regular texts? Ten, or 100 per cent of the responses, indicated that no text-books of this nature were available.

Are supplemental text-books, designed specifically to enrich the subject matter contained in the basic language arts, social studies, and arithmetic texts available? Nine, equaling 90 per cent of the companies interviewed, stated that they did not have text-books of this type. One publisher indicated that they had some of these text-books available in language arts and social studies designed for this purpose.

Do you have supplements to the regular teacher's manuals or guides that give suggestions as to how to use this material to enrich the program of the mentally gifted children? Ten of the responses, or 100 per cent, indicated that they did not have manuals or guides of this nature available.

Do you have other materials that would help classroom teachers meet the needs of these mentally gifted children? Eight publishers, totaling 80 per cent of those responding to the survey, stated that some materials designed for this purpose were available. Two, or 20 per cent, did not respond to this question. Table IV shows the "other helpful materials" mentioned, and the number of publishers that indicated them as being available.

TABLE IV

NUMBER OF TEXT-BOOK PUBLISHING COMPANIES OFFERING
HELPFUL MATERIALS FOR THE TEACHING
OF GIFTED CHILDREN

Number of publishing companies	Other materials available*
7	Suggested activities in manuals and guides
1	Social studies
2	Language arts
1	Readers
1	Science

* Other materials refers to those materials not included under basic texts, supplemental texts, or teachers guides and manuals, not specifically designed for gifted children in the elementary school.

If you are contemplating other materials for publication that would help the classroom teacher meet the needs of gifted children, please so indicate. No future plans for the publication of materials were disclosed by any of the companies replying to the letter of inquiry.

It would appear from the above data that the publishers of school text-books have not undertaken a program that is designed specifically for the mentally gifted children in the elementary grades. In most cases, the publishers indicated that their text-books were so written that there was ample opportunity for the teacher to guide the gifted student into further activities and study that

should meet his educational needs of program enrichment. However, certain comments contained in some of the replies to the survey indicated that the failure to provide textbooks specifically designed for gifted children, was not due to the adequacy of present publications, but to other reasons. One publishing company representative stated the problem thus:

Briefly, however, the economics of the situation (high overhead, including high manufacturing costs) has made it increasingly necessary that we aim our basal textbook offerings at the largest market, i.e., the great majority of boys and girls in elementary and secondary schools between, let us say approximately, the lowest fifteen per cent and the upper fifteen per cent in general intelligence and ability. Insofar as possible, however, we have attempted always to not only include extra material in our textbooks for the superior student but to point the way and offer suggestions and helps in our teacher's guides, manuals, and handbooks for course enrichment for this upper fifteen per cent.¹

Another respondent had this to say in regard to the problem of meeting the needs of gifted children:

In general, of course, all publishers are making, and must make, books for the vast majority of pupils and this means those who are neither gifted nor retarded. However, as you know there is much material designed for the retarded, and there is a great deal of direction and suggestion provided for teachers who want to do a better job than is usually done with gifted children.²

The general position that seems to be taken by publishing companies is expressed in the following statement

¹A copy of this letter is Appendix C of this paper.

²A copy of this letter is Appendix D of this paper.

concerning the help provided teachers in text-book publications and manuals:

The arrangement of the materials in the text, the end-of-chapter activities, plus the many excellent suggestions in our teacher manuals are so written as to provide the teacher with more than enough activities to challenge the mentally gifted child in her classroom. The effective use of all this program is contingent on the skill of the teacher.³

The author recognizes the limitations of this study, but considers the data obtained to indicate a trend in the practices of text-book publishers with respect to publications designed to specifically help the mentally gifted children in the elementary schools. No conclusions may be presented; however, the interpretations of the writer gathered from the data obtained are:

1. In general, text-books, designed primarily for the gifted children in the elementary schools are not published by the publishing companies interviewed.
2. Very few supplemental text-books, designed specifically for gifted children in the elementary schools are published by the publishing companies interviewed.
3. There are no special supplements to the teacher's guides or manuals that give suggestions as to how to use the specially prepared text-books for gifted children.
4. There is some help offered to the classroom teacher in the areas of social studies, language arts, readers, and science in new publications of

³A copy of this letter is Appendix E of this paper.

these text-books. A large per cent of the manuals and guides contain suggested activities that are intended to enrich the program of gifted children using regular text-books.

5. Publishing companies are not, at present, planning to publish text-books designed specifically for the gifted children in the elementary schools.

These trends would seem to indicate that if the need is shown for the use of text-books that are made specifically for the gifted children in the elementary schools, that it would entail considerable guidance and pressure from educators as a whole.

CHAPTER V

SUMMARY AND CONCLUSIONS

It is the contention of numerous writers that there are many school children who have been endowed with exceptionally high intelligence quotients and other capabilities that make them potential leaders in our nation. It is further contended that a great many of these gifted children never have the opportunity of developing their special abilities during their elementary school experiences. The responsibility of identifying and providing for the special needs of these children lies with the school, for it is the underlying philosophy of American public education that the educational needs of all our children should be provided for.

The purpose of this study was to investigate the current practices of the elementary schools in the State of Washington in providing for the educational needs of their gifted children, with the ultimate goal of discovering new practices that would be useful to the elementary schools of Yakima, Washington.

The thirty-six first class districts in the State of Washington were contacted because it was considered that they would have comparable problems as Yakima. The wide distribution of these districts in the state made the use of

the normative survey the only practical means of conducting the study. A questionnaire, consisting of six areas, was sent to the superintendents of each of the school systems selected. These questions were:

1. What criteria is used to determine mentally gifted children?
2. When mentally gifted children are discovered, what special provisions are made for them in your schools?
3. If an enriched curriculum is used within the regular classroom for the mentally gifted child, how is this done?
4. If special classes are provided, how are they organized?
5. If special provisions for mentally gifted children are practiced in your schools, what are the effects?
 - A. On the children?
 - B. On the teachers?
 - C. On the school?
 - D. On the parents?
6. If there is no planned program for providing for the mentally gifted children in your schools is it because of (reasons listed)?

The study revealed that the most commonly used criteria for identifying gifted children were the intelligence quotient, achievement test scores, teacher's

observation, and performance tests. Intelligence quotients ranged from 120 to 140 as minimum scores for identifying gifted pupils, and were used as a basis by all reporting districts that attempted to identify these children.

Over 91 per cent of the schools contacted attempted to provide for their gifted students by enriching their curriculum in a regular classroom, while over 40 per cent occasionally accelerated brilliant students through the grade levels. Only three districts reported the use of special classes designed for their gifted pupils. It is obvious that the first class school districts in the State of Washington use the method of regular classroom enrichment as the basic means of meeting the needs of their gifted children. This was accomplished, in the majority of cases, by providing a greater variety of study materials within the same curriculum used by the regular students, and by the assignment of special projects to the brilliant pupils. Some evidence of using materials from higher grades for classroom enrichment were found, and some materials were used that were designed specifically for use with gifted children.

The use of special classes for gifted children was almost negligible, as over 88 per cent of the reporting districts indicated that this procedure was not used, and only four systems showed that some type of special classes

were established. The evidence clearly points out that enrichment of regular classrooms is practiced far more frequently than the provision of special classes to meet the needs of gifted children in those elementary schools represented.

While the great majority of opinions indicated the effects of special provisions on their gifted pupils were beneficial, it must be remembered that only a small per cent of special classes had been established in the districts surveyed. What the adverse effects upon these children would be in a program that encompassed special classes was not revealed in this study.

The attitudes of teachers toward the current practices of providing for gifted children in their schools was not conclusively established. A fair majority of districts, however, did indicate that their teachers enjoyed working with brilliant pupils.

The schools were not affected by factions developed from making special provisions for the gifted, and very few organizational problems developed. It is well to consider, however, that the vast majority of districts had no special classes for their gifted. What problems would arise from the use of special classes in their elementary schools was not disclosed from the investigation.

Nearly 43 per cent of the districts interviewed gave

no expression as to the effects of special provisions for gifted children upon their students' parents. This would seem to indicate a lack of communication between parents and the schools, or that parents are not aware of any special provisions being made. No cases of jealousies were reported among parents in their schools, and only four districts stated that the parents of their schools did not understand the program, while 11 per cent did. An interpretation may be made that the efforts of these school districts to provide for their gifted children are not of general knowledge to the parents, or that little is being done by the districts that is significant enough to warrant the attention of the parents.

The most prominent reasons for not providing for gifted children among the districts surveyed were overloaded classrooms, lack of teacher preparation, and a lack of suitable facilities. These reasons suggest needed improvement in the financial support of such a program, public knowledge of the problem, and a program of training teachers and administrators to work with these exceptional children.

In an attempt to discover what materials are available that are designed specifically for use with gifted children, a letter of inquiry was sent to twenty-two text-book publishers. The letter contained the following questions:

1. Do you have available, special editions of basic

language arts, social studies, and arithmetic text-books that are designed specifically for the mentally gifted children at each grade level, and are correlated with subject matter in the regular texts?

2. Are supplemental text-books, designed specifically to enrich the subject matter contained in the basic language arts, social studies, and arithmetic texts available?

3. Do you have supplements to the regular teacher's manuals or guides that give suggestions as to how to use this material to enrich the program of the mentally gifted children?

4. Do you have other materials that would help classroom teachers meet the needs of these mentally gifted children?

5. If you are contemplating other material for publication that would help the classroom teacher meet the needs of gifted children, please so indicate.

Returns from the ten publishers responding, can be summarized briefly by saying that no text-books are available that have been designed specifically for the instruction of gifted children, and that few supplemental text-books designed primarily for use with gifted children are published.

There is some help offered to classroom teachers in the areas of social studies, language arts, readers, and

science in new publications of these books. A large per cent of the manuals and guide books contain suggested activities that are intended to enrich the program of the superior students using regular text-books. At present, publishing companies are not planning to publish text-books designed specifically for the gifted children in the elementary schools.

While these indications are derived from such a limited number of publishers and cannot be construed as conclusions, the trends presented would seem to indicate that much needs to be done in the publication of instructional material designed specifically for the teaching of gifted children.

The limitations of the study must temper any recommendations that could be made from an interpretation of the data obtained. These limitations are listed as follows.

Limitations of the survey of first class school districts.

1. Only the thirty-six first class districts in the State of Washington were surveyed.
2. The normative survey was employed, rather than personal interviews.
3. Only thirty-five of the thirty-six districts replied to the survey.
4. Some items were not answered either positively

or negatively.

5. Possible variances in interpretation of the questionnaire by the respondents.

Limitations of the survey of text-book publishers.

1. The limited number of text-book publishers surveyed.

2. The small per cent of returns.

3. Variances of interpretations of the letter by the respondents.

4. Some questions not replied to by direct answers, necessitating the factor of the author's judgment in interpreting the answers received.

RECOMMENDATIONS

In light of the findings obtained from the survey of first class school districts in the State of Washington, from the letter of inquiry to the text-book publishers, and from a review of the literature in the field, these recommendations are made:

1. That a committee, consisting of representatives from the teaching corps, supervisory staff, and elementary principals, be appointed by the administrative officers of the school district to study the general problem of providing for the gifted children in the elementary schools of

Yakima.

2. That the appointed committee make recommendations to the appointive officers in regard to:
 - A. Establishing consistent methods of identifying gifted children in the elementary schools of the city.
 - B. Desirable practices for providing for the gifted children in the elementary schools of the city.
 - C. Materials of instruction that should be available for the use of the classroom teacher in providing for gifted children in the elementary schools.
3. That a portion of the city-wide in-service training of teachers be devoted to the problem of meeting the needs of the gifted children.
4. That the specific needs of the gifted be provided for by the Yakima elementary schools, in at least to the same degree that the retarded pupils are provided for.
5. That requests be made to publishers to provide more suitable material for the instruction of gifted children in the elementary schools.

The author does not consider these recommendations to be adequate nor complete, but due to the inconclusiveness of the entire study, more specific recommendations are not

possible at this time. It is the writer's hope that this study will play a small part in focusing attention upon the neglected gifted children in our elementary schools.

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APPENDIXES

APPENDIX A

Barge-Lincoln School
North Naches and "E" Street
Yakima, Washington

Dear

In cooperation with Central Washington College of Education, a study is being made to determine what the practices are among the first-class school districts in the State of Washington in providing for the mentally gifted children in the elementary schools.

Since this survey is based on a selected sampling, the report of each school is extremely important if the results are to be valid. Your cooperation will be greatly appreciated.

If you desire to have the results of this survey sent to you, please indicate below:

 Please send me a copy of the results of this survey.

If possible, we would like to have this questionnaire returned by April 30, 1953.

Thank you for cooperating in this matter.

Sincerely yours,

Earl Knuth

Please check all items in the series that apply to the elementary schools of your district.

1. What criteria is used to determine mentally gifted children?
 - (a) Intelligence quotient scores. _____
 Minimum score used. _____
 - (b) Achievement test results. _____
 - (c) Teacher Observation. _____
 - (d) Performance Tests. _____
 - (e) Other _____

2. When mentally gifted children are discovered, what special provisions are made for them in your schools?
 - (a) Enriched curriculum within their regular classroom. _____
 - (b) Provide special classes for mentally gifted children in their regular school. _____
 - (c) Sent to a special room where mentally gifted children from all other schools of the district are congregated. _____
 - (d) Accelerate child's progress through the grade levels. _____
 - (e) Other _____

3. If an enriched curriculum is used within the regular classroom for the mentally gifted child, how is this done?

(a) Provide a greater variety of study materials within the same curriculum used by his class. _____

(b) Provide study materials from grades higher than his own. _____

(c) Assignment of special projects. _____

(d) Use special study materials designed specifically for mentally gifted children. _____

(e) Other _____

4. If special classes are provided, how are they organized?

(a) Each child is provided with an individual curriculum according to his abilities and interests. _____

(b) One advanced curriculum for all members of the class. _____

(c) Class remains intact for all studies. _____

(d) Class is together only for part of the school day for advanced study. _____

(e) Other organizational practices

5. If special provisions for mentally gifted children are practiced in your schools, what are the effects?

(a) On children.

1. Develops snobbery Yes ___ No ___
2. Too much stress on academic achievement. Yes ___ No ___
3. Creates jealousy and friction. Yes ___ No ___
4. Enriches experiences of all class members. Yes ___ No ___
5. Develops leadership. Yes ___ No ___
6. Develops superior scholarship. Yes ___ No ___
7. Well received by students. Yes ___ No ___

(b) On teachers.

1. Teachers satisfied with present practices. Yes ___ No ___
2. Teachers enjoy working with mentally gifted. Yes ___ No ___

(c) On school.

1. Creates factions within the school. Yes ___ No ___

2. Creates organizational problems. Yes ___ No ___

(d) On parents.

1. Develops jealousy. Yes ___ No ___

2. Parents understand the school program. Yes ___ No ___

6. If there is no planned program for providing for the mentally gifted child in your schools is it because of

(a) Lack of suitable facilities. _____

(b) Over loaded classrooms. _____

(c) Lack of teacher preparation. _____

(d) Hostile community attitude. _____

(e) Need not apparent. _____

(f) Other _____

APPENDIX B

Barge-Lincoln School
North Naches and "E" Street
Yakima, Washington
May 13, 1953

Gentlemen:

In cooperation with the Central Washington College of Education and the public schools of Yakima, Washington, a survey is being conducted to determine what provisions are made for exceptionally mentally gifted children in text book publications available for use in the elementary grades of public school systems. To be specific, would you indicate what materials are available from your company that would fit the following needs of gifted children:

1. Special editions of basic language arts, social studies, and arithmetic text books that are designed specifically for the mentally gifted children at each grade level, and are correlated with subject matter in the regular texts.
2. Supplemental text books designed specifically to enrich the subject matter contained in the basic language arts, social studies, and arithmetic texts.
3. Supplements to the regular teachers manuals or guides that give suggestions as to how to use this material to enrich the program of the mentally gifted children.

If you have, or are contemplating, other materials that would help the classroom teacher meet the needs of these mentally gifted children, please so indicate.

We would appreciate it very much if your comments would reach us before the end of May. Thank you for your cooperation in this matter.

Sincerely yours,

Earl F. Knuth

EK:wla

APPENDIX C

THE MACMILLAN COMPANY

Pacific Coast Branch
350 Mission Street, San Francisco 5
J. E. Leslie, Manager

May 18, 1953

Mr. Earl F. Knuth
Barge-Lincoln School
North Naches and "E" Street
Yakima, Washington

Dear Mr. Knuth:

Your letter of May 13, with reference to what textbook materials we have available for the exceptionally mentally gifted child, just reached my desk. Offhand, judging from the continual flow of requests we receive for "textbooks of small vocabulary load but of more mature concepts and a higher interest level", we might assume that all of the elementary textbook materials available today were for the exceptionally mentally gifted child.

While I can hardly speak with authority about what The Macmillan Company is planning for the future in the way of special textbook materials for the mentally gifted, I am sending your letter and a copy of my reply to our New York Editorial Division with the thought that the people in our Head Office may have some comments for you on this subject.

Briefly, however, the economics of the situation (high overhead, including high manufacturing costs) has made it increasingly necessary that we aim our basal textbook offerings at the largest market, i.e., the great majority of boys and girls in elementary and secondary schools between, let us say approximately, the lowest fifteen percent and the upper fifteen percent in general intelligence and ability. Insofar as possible, however, we have attempted always to not only include extra material in our textbooks for the superior student but to point the way and offer suggestions and helps in our teacher's guides, manuals, and handbooks

Mr. Earl F. Knuth - Page 2

May 18, 1953

for course enrichment for this upper fifteen percent.

To answer specifically your questions, The Macmillan Company does not at the present time offer:

- (1) Special editions of basic language arts, social studies, and arithmetic textbooks designed specifically for the mentally gifted child at each grade level and correlated with subject matter in the regular texts.
- (2) Supplemental text books designed specifically to enrich subject matter contained in the basic language arts, social studies, and arithmetic texts.
- (3) Supplements to the regular teachers manuals or guides that give suggestions as to how to use the material described under (1) and (2).

I cannot tell you whether our Company is contemplating the publishing of materials specifically designed to meet the needs of these mentally gifted children. Perhaps our Editorial Division in New York will write you on this point.

We appreciate your writing us about this problem.

Sincerely yours,

Signed
(J. E. Leslie)
J. E. Leslie^{bm}

JEL:bm

APPENDIX D

LAIDLAW BROTHERS
INCORPORATED328 South Jefferson Street
Chicago 6, Illinois

May 20, 1953

Mr. Earl F. Knuth
Barge-Lincoln School
North Naches and "E" Street
Yakima, Washington

Dear Mr. Knuth:

Your interesting and challenging communication in regard to material for gifted children has been sent on to me here.

I may say that this is a matter that has engaged the attention of authors and publishers for a long time. I am not at all sure that we or anyone else has done anything very final about the problem. In general, of course, all publishers are making, and must make, books for the vast majority of pupils and this means those who are neither gifted nor retarded. However, as you know there is much material designed for the retarded, and there is a great deal of direction and suggestion provided for teachers who want to do a better job than is usually done with gifted children.

Adding a specific answer to your three points, I have this to say:

(1) We do not have special editions of any of our books designed specifically for mentally gifted children.

(2) We do have supplemental material designed specifically to enrich the subject matter in some of the basic language arts and in the social studies program. These enrichment programs accompany the following titles in our elementary social studies program: Our Country, A World Background of Modern Nations, and The United States of America. These supplemental enrichment programs would provide just about all the suggestions and actual additional study that

- 2 -

Mr. E. F. Knuth, Yakima, Washington

5-20-53

gifted children would be likely to want in this area. We also have additional practice books and directional exercise material in the elementary language program though the enrichment as such is not so prominent in this area.

(3) We do not have what we should call supplements to the regular teachers' manuals or guides that are helpful in this respect. However, in every manual that we publish we make every effort to provide for individual differences within class groups, and when we say "individual differences" we have almost always in mind those pupils who may benefit from the additional work--that is, the gifted. In all our reader manuals, for example, additional activities are suggested. This is true also of our complete manual series that accompanies our health books and our English books. These suggestions for further related activities appear consistently in these manuals and we consider them an important part of the guidance we attempt to give teachers. I may say in this connection that in all our texts themselves we have suggested activities and present additional activities for capable pupils to do more than the minimum requirements of a particular class. These additional activities, appearing in the textbooks themselves, are a definite part of our exercise program in all our social studies texts.

We believe that material designed for gifted children should be integrated so far as possible with the material presented for average children. That is why I am unable to give you lists and titles that would make my reply seem more specific. I can only say that I feel quite certain that any complete program that we have published does a good job of taking care of gifted children, even though we cannot say-- "Here are our 6, 8, 10, books designed specifically to accomplish this purpose."

I hope this reply is of some use to you in your survey, and I do want to assure you that I consider the survey very much worth while because I believe that by and large gifted children are too often neglected in our schools.

Very truly yours,

L A I D L A W B R O T H E R S

By (Signed
Arthur F. Giddings
Editor

AFG:al

APPENDIX E

SILVER BURDETT COMPANY . . .

TEXTBOOK PUBLISHERS

J. K. Gill Building
408 S. W. Fifth Avenue
Portland 4, Oregon
May 27, 1953

Mr. Earl F. Knuth
Principal
Barge Elementary School
North Naches and E Street
Yakima, Washington

Dear Mr. Knuth:

Thank you for your letter of May 13, inquiring about our materials for the exceptionally mentally gifted child. Your letter was sent to me for reply. I am the Silver Burdett representative for Washington and Oregon.

The honest answer to your specific questions is no. We do not publish any materials that are intended solely for the use of mentally gifted children. At Hunter College in New York, and in several other schools that have special classes for gifted children our materials are used, but they were not prepared for that special purpose.

The arrangement of the materials in the text, the end-of-chapter activities, plus the many excellent suggestions in our teacher manuals are so written as to provide the teacher with more than enough activities to challenge the mentally gifted child in her classroom. The effective use of all this program is contingent on the skill of the teacher.

The Silver Burdett Company, on a nation-wide basis, is the leading publisher in the fields of arithmetic, music, spelling, and geography. Much of the success we enjoy is due to the careful attention to the needs of individual pupils in the preparation of our programs.

Enclosed is a order list giving a listing of our more important titles. I trust this information will be helpful to you on your project.

Sincerely yours,

A. M. (Sam) Johnson