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# Study to enumerate new ways to challenge bright students who are using the basal reader approach in the sixth grade

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A STUDY TO ENUMERATE NEW WAYS  
TO CHALLENGE BRIGHT STUDENTS WHO  
ARE USING THE BASAL READER APPROACH  
IN THE SIXTH GRADE

**CARDINAL STRITCH COLLEGE**

**LIBRARY**

**Milwaukee, Wisconsin**

by

**Alfred H. Marquardt**

A RESEARCH PAPER  
SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATION  
(READING CONSULTANT)  
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**Milwaukee, Wisconsin**

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This research paper has been  
approved for the Graduate Committee  
of the Cardinal Stritch College by

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## CHAPTER I

### THE PROBLEM

#### Introduction

One of the most remarkable phenomena on the American scene in the past decade has been the rapid growth of public interest in the education problems of the superior child. The strength and scope of this interest has been attested to by the amount of attention given the subject by many popular magazines.

Numerous seminars and panel discussions on radio and TV have considered this problem. A comparable rise in professional interest is indicated by the increased number of professional conferences at state and national levels.

The general conclusion of these many articles and discussions can be summarized as follows:

1. The educational system is the obvious place for us to prepare ourselves for world leadership.
2. Superior children are among our most important national resources.
3. Our public educational system has not been doing the most efficient job possible for these children.

Although the accusing tone of some of the recent criticisms may disturb school people who have been straining conscientiously to meet the needs of these children, we must be willing to reexamine our educational goals for these children, and to evaluate the resources available to reach these goals.<sup>1</sup>

We have to admit that there are individual differences, and education has failed to meet the needs of children who learn at different rates. Therefore, quality in education is not being maintained in our country today.

Are we giving the superior child a chance to develop his God-given abilities to the fullest? Practically all the research in this area has brought out the vast waste of this national resource, because of the failure to identify the superior child and not doing an efficient job when they are recognized by our educational systems.

#### Statement of the Problem

It seems that most curriculums and programs in the schools of our country are geared to the average or below average student. Each grade level has its certain skills that are to be taught using like materials. Also each student has to learn these skills in a specified amount of time. Methods and procedures seem to be about the same

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<sup>1</sup>James Gallagher, "The Gifted Child in the Elementary School," What the Researcher Says to the Teacher, N.E.A. Bulletin, No. 17, Washington, D.C., 1959, p. 3.

for each student even if the student's potential says he could do and learn a lot more. The aim of this research paper is to create or unfold some new ways to challenge the bright students in the sixth grade who are using the basal reader approach. A secondary aim will be to bring out how these creative ways will benefit the superior child in the future.

#### Justification of the Problem

Superior readers will be found at every grade level.<sup>2</sup> At present there are in the United States approximately one and a half million children with intelligence for effective leadership.<sup>3</sup> In time society will have to realize that it will need to use all resources including human resources wisely and well. These boys and girls who have a higher intelligence for leadership will be needed no matter if they are rich or poor in background.

Superior pupils often require special attention since their reading ability may be far in excess of the norm for the grade in which they are enrolled. However, they need guidance and encouragement to develop well-balanced and individually appropriate patterns of reading.

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<sup>2</sup>Albert J. Harris, Reading on Reading Instruction (New York: David McKay and Company, Inc., 1963), p. 427.

<sup>3</sup>Jack Birch and McWilliams, Carl, Challenging Gifted Children (Bloomington: Public School Publishing Co., 1955), p. 1.



It is imperative that the superior child who is a superior reader have challenging experiences in reading from the first.<sup>4</sup>

The writer believes, then, that we have quite a lot of justification here to create ways so that the superior student can work to the potentials of his ability. He must be given opportunities in our school so that he can deepen his understandings and enlarge his levels of skills.

#### Limitations of the Problem

The writer will limit this research problem to the sixth grade because it is the grade at which he has had the most experience and has the most insights. In this endeavor, he shall try to create or unfold some new ideas that he has and enlarge on some that the researcher will mention in the review of recent literature. The writer shall be limited only by his own imagination and mind.

#### Definition of Terms

The common element in most of the large number of definitions of a "gifted child" is "intellectual ability" as measured by some form of intelligence test. These tests attempt to measure the ability to reason, define

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<sup>4</sup>Albert J. Harris, op. cit., p. 428.

verbal concepts, perceive essential similarities, and relate past knowledge to present situations.<sup>5</sup>

Many different terms are used for the superior student, namely: the talented, the bright, the able, the exceptional, the gifted, the rapid learner, and many others. The writer will use the term "superior" in this research.

The term "basal" or "basal reader" will mean-- "Reading aimed at the systematic development of reading ability by means of a series of books or other materials especially suitable for each successive stage of reading development."

"Individualized reading" in this research will mean a program in which the students read independently instead of in organized groups, using books that are self chosen. This would be books of special interest and at different levels of difficulty.

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<sup>5</sup>James L. Gallagher, "The Gifted Children in the Elementary School," What the Researcher Says to the Teacher, N.E.A. Bulletin # 17, Washington, D.C., 1959, p. 3.

## CHAPTER II

### REVIEW OF RECENT LITERATURE

#### Basal Review

Approximately ninety-five percent of today's schools use basal readers. In light of this recent estimate, we cannot overemphasize the importance of using the basic readers effectively for consistent, orderly, systematic and sequential development of basic reading skills.

The stories in these particular books are carefully selected for a definite purpose. They provide appropriate reading material to encourage concentrated practice in specific basic reading skills.

Any basic reader to be used effectively requires that the teacher study and have an understanding of the authors' philosophy, that she be familiar with the organization of the teacher's edition, and that she implement the teaching units according to the authors' plan.<sup>1</sup>

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<sup>1</sup>Faye Catledge, "Correct Use of Basal Readers," Vistas in Reading, Vol. II, Part I (Newark, N.J.: I.R.A., 1967), p. 107.

In the period of reliance on informal, incidental teaching, there was a strong tendency to abandon the use of basic readers in the middle grades and to depend on social studies texts and reference books in this and other content areas for continued growth in reading habits, tastes, and skills. The program was not wholly successful because the child at this level has never possessed the skill required to read reference books fluently. Today many schools use basic readers for the middle grades. Educators now realize that they cannot assume that children emerge from the primary grades with a complete mastery of the mechanics of reading. They still need the controlled vocabulary and systematic exercises provided by the basic workbook and the skills section in the teacher's guidebook. This type of sequential skill-building is absent from material dedicated exclusively to geographical and historical content. In these, new terms and concepts are introduced at such a rapid rate that even gifted pupils are sometimes confused. If children are asked to deal with materials that are too difficult, they become discouraged and are apt to want to abandon reading altogether. Thus reading development is halted, and instead of progressing, the children merely stand still and mark time, or worse regress.<sup>2</sup>

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<sup>2</sup>Lillian Gray and Dora Reese, Teaching Children to Read, 2nd edition (New York: The Ronald Press Company, 1949), p. 235.

Warren Cutts states that probably the most common accepted approach today is a program centered around basal readers. This approach may be good or bad depending upon the manner in which it is carried out.

One way to avoid this objection is to allow each teacher to select books from many available sets of readers in the book repository after having determined the instructional level of their pupils by using samples from these books. Three or more groups are then formed with each instructional level.<sup>3</sup> (See Appendix, pp.45-46)

Cutts also states that grouping can be flexible when one considers some of the many opportunities that teachers have for making use of groups as part of the total reading program.<sup>4</sup>

Nila Banton Smith also states in her well known book Reading Instruction For Today's Children, "The approach most widely used throughout the country at the present time is the basal reader approach." Several different series of readers are in use, each of which provides reading textbooks, together with teacher's guides and supplementary materials, covering all levels from beginning reading through sixth grade, and in many cases

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<sup>3</sup>Warren G. Cutts, Modern Reading Instruction (Washington, D.C.: The Center for Applied Research in Education, Inc., 1964), p. 73.

<sup>4</sup>Ibid., p. 76.

through eighth grade. Vocabulary is carefully controlled from book to book, and sequentially balanced skill development programs are provided. Authors are enriching and enhancing their programs in many desirable ways. While basal readers have undergone many changes in recent years, no doubt they will undergo many more changes in the immediate years ahead. Some of the changes may be concerned with vocabulary enrichment, increased provision for meeting individual needs, new types of content and innovations in skill practice materials. The basal readers of the present, however, are being used successfully by thousands of teachers; nevertheless, some teachers who are using the approach could use basal readers to a much greater advantage than they are now doing.<sup>5</sup>

Nila Banton Smith adds that basal reading programs have made significant advances in their provision for meeting individual needs. Multiple texts published, and procedures offered in teacher's guides promote for much higher degrees of flexibility.

The Winston Program is unique in that it describes two approaches in all of its guides. "The basic reader approach" and "the modified basic reader approach". The

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<sup>5</sup>Nila B. Smith, Reading Instruction For Today's Children (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 99.

latter is the approach that they recommend. In this "modified basic reader approach" the children are to use basal readers part of the time, and to read individually from books of their own selection during the other part of the time. Unusual growth is seen in the provision of books in addition to the basal readers for the purpose of meeting individual needs.

Some of the other types Durrell lists are The Macmillan Readers which include supplemental books and also preparatory material which are used in various ways, according to whether children are immature, average, or advanced.

In addition to their enrichment books, the Sheldon Basic Reading Program offers its "Independence Pod" as well as its "Activities Book" at each level, and a "Transition Reader".

The Ginn Reading Program includes enrichment readers, and in addition "By Myself" booklets, "Programmed Word Study Skills," and "Self Helps Activity Pads".

The Betts Basic Readers feature a set of "Individualized Phonic and Thinking Activities".

The Developmental Reading Series provides a simplified edition of each reader for use with the slow learning pupils.

The Scott Foresman Program includes its "Wide Horizons" books for its more able readers and its "Open Highways Program" for children below expectancy.

The tests provided with many of the basal reading programs are designed for use in diagnosing individual weaknesses and in grouping pupils in terms of their reading competency and needs. These tests should be considered as tools which the authors provide for assessing and meeting individual differences.<sup>6</sup>

During the intermediate stage, roughly grades four to six inclusive, speed of reading makes a steady advance and a variety of comprehension techniques are more or less well perfected. Greater reading speed is possible, because of improvement in the basal techniques of word and phrase recognition, an increase in reading vocabulary, and further development of some of the special forms of reading comprehension among the types of comprehension.<sup>7</sup>

Ability develops gradually and in a typical case reaches a stage of considerable perfection in grade four to six, where wide reading and diligent study of different types are required by the typical school curriculum.<sup>8</sup>

Nila Banton Smith tells us that the basal reader is a big help to the new teacher. Until the beginning teacher becomes better acquainted with reading skills and techniques

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<sup>6</sup>Nila Banton Smith, American Reading Instruction (Newark, Delaware: I.R.A. Silver Burdett and Company, 1965), pp. 364-5.

<sup>7</sup>Arthur I. Gates, The Improvement of Reading, 3rd edition (New York: The Macmillan Company, 1947), p. 36.

<sup>8</sup>Ibid., p. 37.



it is advisable for her to follow the sequence of the stories in the reader and to make careful use of the aids and instructions in the teacher's guide. It is hoped, however, as she gains in experience, she will become increasingly flexible in using the materials, more selective in choosing and following guide aids, more resourceful in creating supplemental practice materials, and in providing interesting and productive practice activities of her own. From the very beginning she should, of course, extend her pupils interests to many reading sources other than the basal reader and its accompanying material.<sup>9</sup>

A set of stories centering around a topic in a basal reader offers more opportunities for varied activities than a single story because there is more material from which to choose. These books were planned with possibilities for unit activities in mind and teachers will find many suggestions for interesting activities in the accompanying manuals.<sup>10</sup>

The aims of a good basal reading program as stated by Helen Caskey and Margaret McKim are:

1. Achieve wider reading purposes.
2. Gain more skill in adapting techniques to purposes.

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<sup>9</sup>Nila B. Smith, Reading Instruction For Today's Children (Englewood Cliffs, New Jersey: Prentice-Hall, 1963), p. 100.

<sup>10</sup>Margaret G. McKim, Guiding Growth in Reading (New York: The Macmillan Company, 1955), p. 353.

3. Increase ability to locate information independently.
4. Become more adept in handling the technical difficulties of reading materials.
5. Grow increasingly independent in the recognition of words.<sup>11</sup>

In the summary, Lillian Gray and Dora Reese tell us about the reasons for using the basal readers. Basic readers not only provide progress in skills and abilities but help to promote new interests and tastes by offering a systematic sampling of many types of reading content. Most basic readers at the intermediate levels introduce the children to both modern literature and excerpts from the classics. In the course of a basic series, children will read stories dealing with history, biography, science, travel and sports. There is usually a bibliography at the end of each story or unit to spur the child to more good reading. For example, a child may acquire a lifelong interest in the superb writings of the Great American Humorist, Mark Twain, through an excerpt from The Adventures of Tom Sawyer, supplemented by a list of his books, in a sixth-grade reader.

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<sup>11</sup>Margaret G. McKim, Helen Caskey, Guiding Growth in Reading (New York: The Macmillan Company, 1963), p. 263.

All things considered, in handling reading at the intermediate and upper levels, it is highly desirable to continue the use of basic readers. It is the most reliable method of developing basic reading skills. The teacher will find many helpful suggestions in the teacher's guidebooks of the basic series for developing comprehension, vocabulary growth, and interpretation and application of meaning. The teacher can rely on a manual in teaching basic reading much as a pilot relies on radio and signal beams. They contain directions to teachers for the sequential development of all the essential skills.<sup>12</sup>

#### Identification of the Superior Child

There are some problems as to who are the superior and how the teacher can locate them.

In a book by Adams and Brown, they identify the superior pupils as follows:

Genius or near genius. . . . .	above 140
Very superior. . . . .	120-140
Superior . . . . .	110-120
Average. . . . .	90-110
Dull normal. . . . .	80-90
Dull . . . . .	70-80
Feeble-minded. . . . .	below 70 <sup>13</sup>

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<sup>12</sup>Lillian Gray and Dora Reese, Teaching Children to Read, 2nd ed. (New York: Ronald Press Co., 1949), p. 236.

<sup>13</sup>Fay Adams, Walker Brown, Teaching the Bright Pupil, (New York: Henry Holt and Company, 1930), p. 12.

Children with an I.Q. above 110 represent about 20% of the population according to the following chart:

The highest 1 percent go to 130 or above

The highest 2 percent go to 128 or above

The highest 3 percent go to 125 or above

The highest 5 percent go to 122 or above

The highest 10 percent go to 116 or above

The highest 15 percent go to 113 or above

The highest 20 percent go to 110 or above

It is this twenty percent of our juvenile population which has an intelligence quotient of 110 or above who can be classed in rapid groups. Only one child in every hundred tests 130 I.Q. or above, and few superior children ever reach an I.Q. of 190. In fact, not more than one child with an I.Q. of 190 can be found among many thousands of our school population.<sup>14</sup>

A summary of the mental, physical, social, and emotional qualities that characterize superior children is as follows:

1. They have a high degree of general intelligence.
2. They have remarkable powers of analysis and of general reasoning ability.
3. They have a longer span of attention than the average and dull children.

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<sup>14</sup>Ibid., p. 13.

4. They can understand and follow directions better than the average and dull children.
5. They have an outstanding degree of originality, resourcefulness, initiative, play of imagination, and ability to interpret abstract ideas.
6. They can recognize related material and can therefore look up reference material pertinent to the lesson.
7. They can relate their thought, illustrations, and answers to life situations.
8. They can learn through their mistakes and avoid repeating errors.
9. They have a natural, aggressive interest in most subjects, and therefore less motivation is required on the part of the teacher.
10. They like to read. The superior child of seven years frequently reads more than the average child of fifteen.
11. Their ability usually is general, not special or onesided.
12. Their superiority shows in early life, and is little influenced by formal instruction.
13. They are often underestimated by parents, and occasionally by themselves.

14. They often have the home advantages of superior cultural conditions.
15. They are, as a group, taller and heavier.
16. They are stronger and healthier than average and dull children.
17. While they are likely to be accelerated on the basis of chronological age, they are usually two or three grades retarded on the basis of mental age.
18. They are usually small for their grade, but large for their age.
19. They are average to above average in nervous stability.
20. They show marked superiority in moral and personal traits.
21. They are usually good citizens, and their general deportment is satisfactory.
22. They occasionally tantalize teacher and prove to be a source of worry to them, because they are so keen that they surpass the teacher in mental activity.
23. They resent corporal punishment more than average children of the same chronological age.
24. They are reasonable and easy to discipline if their elders are kind and tactful in dealing with them.

25. They are interested in play and tend to choose playmates of their own mental age.
26. They usually like to be leaders.
27. They usually come from superior parental stock.<sup>15</sup>

A good teacher would recognize these and use them as a guide more as an informal recognition method.

It is probably true that more teachers depend upon their observation of the child in the classroom setting to determine his needs than on any other method of appraisal. Day by day observations are very important, since they reveal the persistence of behavior which a child may evidence. Here are some examples of the type of observation which may be of value to the teacher:

1. Completion of assignments.
2. Ability to follow directions.
3. Independence in reading assigned material.
4. Amount of reading which is done in addition to assigned lessons.
5. Oral reading as contrasted or compared to silent reading.
6. Participation in group planning and work.
7. Evidence of good study habits.
8. Social and emotional adjustments.

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<sup>15</sup>Ibid., pp. 24-25.

9. Interest in other content areas.
10. Physical well being.
11. Persistence of problem areas with reference to specific reading skills.
12. Motivation for learning.
13. Evidence of growth in each of the reading and study skills.<sup>16</sup>

Gallagher sums up the identification of the superior child in the following manner:

Many superior children identify themselves by their outstanding performances. Their parents can see it; the neighbors can see it; and teachers can see it. If a child in the third grade is reading books at the eighth-grade level of difficulty, conversing sensibly with adults about atomic physics, and constructing his own rocket, the standardized tests merely confirm rather than identify this superior child. Those superior children who are hardest to identify are usually the ones who are most in need of special help. One reason for errors in teacher identification is the expectation that a superior child should be enthusiastic and cheerful in responding to the classroom program. Indeed, many of them are willing, perhaps too willing, to go along with the program. Since some of these superior children resist routine and conformity, as a general policy, they may be classified as behavior problems by their teacher. Other superior children have been labeled slow learners by their teacher because they are not interested in and do not respond to classroom activities. This disinterest may be caused partly by lack of challenge in the classroom program.<sup>17</sup>

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<sup>16</sup>Mildred A. Dawson and Henry Bamman, Fundamentals of Basic Reading Instruction, 1st ed. (New York: Longmans, Green and Co., 1959), pp. 270-1.

<sup>17</sup>James J. Gallagher, "The Gifted Child in the Elementary School," What the Researcher Says to the Teacher, Bulletin # 17, Washington, D.C., N.E.A., 1959, p. 8.



### Reasons for Intellectual Stimulation

Skilled readers are able to plan for more elaborate units, and to work independently for longer periods. These readers are also capable of using a wider range of materials through wide reading for information and for recreation. More of their time may be scheduled for independent reading experiences.<sup>18</sup>

The superior child can relate the material in the books they read, or questions, answers, and illustrations used in class discussions to actual life situations. This ability to think from the abstract to the concrete as well as a similar ability to generalize readily from specific data, is manifest in their interest in working their original ideas into concrete form. Since they have a natural, aggressive interest, even in the more abstract theories which are merely boring to the average child, less conscious motivation on the part of the teacher is required to arouse their interest; together with the ability to work independently with "orderly and systematic effort", is probably one of the reasons that experimental classes of large groups of superior children frequently have been successful.<sup>19</sup>

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<sup>18</sup> Paul A. Witty, Reading for the Gifted and the Creative Student (Newark, Delaware: I.R.A., 1971), p. 270.

<sup>19</sup> Fay Adams and Walker Brown, Teaching the Bright Pupil (New York: Henry Holt and Company, 1930), p. 17.

Since the superior pupil is often able to detect his own errors he should be encouraged by the teacher in his self analysis. His general reasoning ability helps him to find illogical statements or conclusions. He has a longer span of attention and can concentrate for a greater length of time without allowing his interest to lag. We often find these children carrying on an activity over a long period of time.<sup>20</sup>

What merit is there in becoming a skillful reader if that skill is used to little purpose either during school years or in later life? Reading habits, interests, and tastes acquired during school years determine to a considerable degree the nature of the reading activities of the adult.<sup>21</sup>

The teachers of superior students have a responsibility to them. William Durr states the following:

Everyone who comes in contact with the superior student has an opportunity to influence that student's learnings. In the final analysis, however, it is the classroom teacher who has the ultimate responsibility for organizing in-school learning experiences. The best efforts of counselors, school psychologists, administrators, and

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<sup>20</sup>Ibid., p. 15.

<sup>21</sup>Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Meredith Corporation, 1967), p. 447.

other school personnel will be of little avail if the classroom teacher cannot provide the most effective learning environment.<sup>22</sup>

The teacher has a greater responsibility for helping the student master requisite knowledge and skills. He stimulates intellectual curiosity and then helps students satisfy that curiosity. Since this is a major concern, he possesses particular competencies in promoting academic learnings. His non-academic concerns for the student are generally oriented toward factors which directly or indirectly affect the students academic development.<sup>23</sup>

Durr offers an interesting summary about the teacher in relation to the superior students.

Apart from what we do or say, students, particularly superior students, react to our attitudes and habits. The qualities of the teacher who has a love for learning, a thirst for answers, and a drive for self-improvement will not be lost on pupils. Superior students can become infected with them.

The effective teacher of the superior student searches actively for those procedures that will most benefit his students. In some cases this means striving for better methods in the face of difficult obstacles. A realistic appraisal of administrators and teachers leads to the conclusion that some will not support our efforts to improve instruction for the superior child. When a teacher meets such resistance, he must direct his efforts to overcoming these obstacles, or be willing to ignore them and the possible consequences of doing so.

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<sup>22</sup>William K. Durr, The Gifted Student (New York: Oxford University Press, 1964), p. 250.

<sup>23</sup>Ibid., pp. 227-8.

How much can a teacher really do to help a superior child when all other forces seem to be against him? Of course we are not magicians who can remake a student with the aid of some secret potion. But the effective teacher must be fired with a desire to see his student reach full potential against all odds. And he must translate this desire into action, which may sometimes be the only saving factor in the child's life.<sup>24</sup>

Some Ways That Have Been Used  
To Enrich the Superior Student

Books, Materials and Pamphlets

The array of books offered must be kept up to date. This means that the best of the new and suitable books for children should be made available to pupils as those publications come from the press. Usually the teacher can get help needed for choosing such books by examining the printed reviews and evaluations of current publications. Such comments may be found in the following:

1. The Horn Book, published every other month by The Horn Book Inc., Boston.
2. The Booklist, published twice each month by the American Library Association, Chicago.
3. The Saturday Review of Literature, published by Saturday Review Company, New York.
4. The book review section of the New York Herald Tribune.
5. The book review section of the New York Times and

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<sup>24</sup>bid., p. 251.

6. The book review section of Elementary English, published monthly from October to May by the National Council of Teachers of English, Chicago.<sup>25</sup>

The ability to do independent work depends on the student's knowledge of study techniques.

A good "how to study" manual, Tips Prepared by the New York State Counselors Association, will help students learn how to attack problems, teach them the most efficient ways of memorizing and note taking, give them hints about concentration, and discuss the do's and don't's of where, when, and how.<sup>26</sup>

The teacher will be helped by using Rue's Subject Indexes (American Library Association) to assist pupils in finding appropriate and challenging short episodes or stories. In these guides, stories for the middle grades are conveniently classified according to topic and grade level. Similarly, children who are superior readers may be expected to contribute to centers of interest from the field of children's literature. To aid the teacher in finding such books, the Cadmus Catalog (E. M. Hale) will

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<sup>25</sup>Paul McKee, The Teaching of Reading in the Elementary School (Boston: Houghton Mifflin Company, 1948).

<sup>26</sup>Norma Cutts and Moseley, Teaching the Bright and Gifted (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957), p. 60.

be especially helpful, since it contains short annotations of many excellent and well liked children's books. Of distinct help to the teacher in quest of the right book for the right child will be the Combined Book Exhibit (950 University Avenue, New York), an annual catalog of children's books.

One of the objectives of instruction for the superior reader is to lead him to become independent and resourceful in using the library to satisfy his own needs. He should be encouraged to follow his interests and to develop a balanced and varied reading program. He should have guidance in the use of source materials and should be encouraged to make extensive use of dictionaries, maps, encyclopedias, and other reference materials. The use of magazines should also be encouraged.<sup>27</sup>

The superior reader often needs help in satisfying his personal needs. The teacher who is thoroughly acquainted with children's books may give substantial help to such pupils by directing them to appropriate books.

The reading of well written and well documented biographies such as Genevieve Foster's Abraham Lincoln's World (Scribner, 1944), affords the superior reader an opportunity for examining the authenticity of various

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<sup>27</sup> Albert Harris, Reading on Reading Instruction (New York: David McKay Company, Inc., 1963), p. 430.

presentations about national heroes. Series books such as The Landmark and The World Landmark books (Random House) may be used to advantage if their contents are examined critically. Helpful professional books are now available to aid teachers; for example Mary Hill Arbuthnot's Children and Books (Scott Foresman, 1947) and Time For Poetry (Scott Foresman, 1952). Among others are Annis Duffs Bequest of Wings (Viking, 1944) and Anne Eaton's Reading With Children (Viking, 1940). Another provocative book about children's literature is Josette Frank's Your Child's Reading Today (Doubleday, 1954).<sup>28</sup>

#### Librarian and Library Helps

Superior children are omnivorous readers. The more books of all sorts you can keep in your room, the better your superior children will like it. Your public librarian will be delighted to help you.<sup>29</sup>

When an individual pupil or a group is working on a project, you will want to help make a list of books that may be needed and the sources from which they can be borrowed for the time they are needed. In some cases the books will have to be borrowed in relays, those needed first, and so on. Try to include a few surprise volumes in each

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<sup>28</sup> Ibid., p. 431.

<sup>29</sup> Norma Cutts and Moseley, Teaching the Bright and Gifted (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957), p. 62.

batch and watch to see if they are discovered and used. This is one way to increase the range of offerings and it will help the teacher judge next time how high in the offerings to go.<sup>30</sup>

Librarians are proud of the library's popularity with young readers and they do everything they can to increase it and to make the use of the library a lasting habit. They welcome even very young readers, especially when they are superior children. Teachers in the upper grades should check to be sure that their superior pupils do have cards. Most libraries schedule a variety of services adapted to children of different ages: story-telling hour for the youngest, instruction in the use of the library for older students, special exhibitions of books in fields that may interest superior pupils, art exhibits and hobby shows. The Los Angeles Public Library holds a special semi-monthly library class for superior pupils. If your public library publishes a bulletin be sure to post it where your superior students can see it. Call their attention to anything mentioned in the bulletin that you think they might like.

If your class is taking a field trip to the library try to let the librarian know in advance the names of your superior pupils and the special interests of each. An

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<sup>30</sup>Ibid., p. 63.



artful display of books might be perfect bait, and do not forget that the librarian may have identified as superior some quiet readers whom you have missed.<sup>31</sup>

### Student Help

Students can do things for personal purposes. Some of these are:

Keeping a notebook for supplementary individual research.

Building a telegraph set, model volcano, motorized plane, and the like.

Compiling a local history from newspaper files.

Personal growth is encouraged through extensive reading along many lines: biography, history, travel, informational fiction, science, poetry, juvenile books that have won awards, and current events. There should be multiple opportunities to pursue specialized interests by locating all available books and pamphlets to be read to the point of saturation. The program for reading for superior children should be both wide and in depth.<sup>32</sup>

A superior student can keep a file of book reviews to guide choices of classmates, he can engage in choral

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<sup>31</sup>Ibid., pp. 63-4.

<sup>32</sup>Mildred A. Dawson and Henry A. Bamman, Fundamentals of Basic Reading Instruction, 1st ed. (New York: Longmans, Green and Co., 1959), p. 244

speaking, put on puppet shows and plays, read orally, and stage programs on special days. Some can make maps, charts, graphs, or posters.<sup>33</sup>

Students can share their hobbies with the rest of the class as a means of general enrichment. Many superior pupils have hobbies which bear directly or indirectly on subjects of the regular curriculum. A young scientist can well be allowed to work at his hobby during any part of the science period which he doesn't need for learning the day's lesson. He can probably tell you what there is in the textbook that he would like to study, what other books he would like to have in the room, and what apparatus.

He may be able to bring in his books and a science kit that are beyond your resources. When the class is studying a point on which he has specialized, he can give demonstrations or put on an exhibit.<sup>34</sup>

Hobby exhibits are perennially popular. School, state, and national science fairs have monopolized public attention of late, and a teacher will want to sponsor any pupil who wishes to submit an entry. But you and your class can have a lot of fun, and you will learn much about your pupils, interests and abilities, if you hold an occasional show in your own room.<sup>35</sup>

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<sup>33</sup>Ibid., pp. 244-5.

<sup>34</sup>Norma Cutts and Moseley, Teaching the Bright and Gifted (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957), p. 66-7.

<sup>35</sup>Ibid., p. 67.

### Teacher's Ways to Enrich

Margaret McKim suggests the following ways:

1. Dramatizing the lives of famous people.
2. Dioramas in shoe boxes (scenes from books).
3. Creative writing after reading fanciful tales.<sup>36</sup>

Luther Bradfield suggests for enrichment activities:

1. Reading stories.
2. Reports.
3. Recordings.
4. Sharing.
5. Songs
6. Musical Instruments.<sup>37</sup>

Arthur Gates suggests the following enrichment activities:

1. Special assignments and projects.
2. Free and independent reading; access to great variety of material.
3. Creative writing and thinking; also art and music.
4. Written and oral reports.
5. Learning a foreign language.

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<sup>36</sup>Margaret G. McKim, Guiding Growth in Reading (New York: The Macmillan Company, 1955), p. 353.

<sup>37</sup>Luther E. Bradfield, Teaching in the Modern Elementary Schools (Columbus, Ohio: Charles Merrill Books, Inc., 1964), p. 4.

6. Reports on research.
7. Probing behind events of the day and the acts which led up to them.
8. Vocabulary expansion and word derivation.<sup>38</sup>

Nila Banton Smith suggests keeping a reading diary where students would write down interesting things from the extra books they have read. They may add interesting things they may wish to add about the book. Many children keep these diaries as prized possessions in later years.<sup>39</sup>

William Durr suggests these ways:

1. During an election year, evaluate positions or important issues.
2. Prepare a Who's Who of those responsible for the welfare of the people in your community.
3. Make a map show early routes; air, rail and highway routes now.
4. A survey of community resources.
5. Three shopping lists: pioneer, today, future.
6. A diary of imaginary happenings.
7. Trace your family tree.
8. Organize and maintain a bulletin board of current events.

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<sup>38</sup> Arthur I. Gates, The Improvement of Reading, 3rd ed. (New York: The Macmillan Company, 1947), pp. 88-9.

<sup>39</sup> Nila B. Smith, Reading Instruction for Today's Children (Englewood Cliffs, New Jersey: Prentice-Hall, 1963), p. 424.

9. Time lines--events in life of important figure.
10. Select an issue of paramount importance in your community and evaluate community opinion on it.
11. A study of games played in our country; then and now.
12. Hobby exhibits.
13. Correspond with other children; exchange stamps, coins, and pictures.
14. A radio news broadcast.
15. Organize a travel agency in your room.
16. Films, records, and tapes.<sup>40</sup>

Austin, Bush and Huebner state that the teacher should give enriching and satisfying activities to challenge the superior child.<sup>41</sup>

Paul Torrance suggests creative writing folders. He calls it the "idea trap" habit.<sup>42</sup>

Some of the enrichment activities listed by Witty are:

1. Stamps, coins, and specimens.
2. Explore plant, animal, and bird life.

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<sup>40</sup>William K. Durr, The Gifted Student (New York: Oxford University Press, 1964), pp. 165-72.

<sup>41</sup>Austin, Bush, Huebner, Reading Evaluation (New York: Ronald Press, 1961), p. 135.

<sup>42</sup>Paul E. Torrance, Encouraging Creative Behavior (Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1965), p. 313.

3. Following outer space discoveries.
4. Use an interest inventory with the superior students who would need it.
5. Play writing and production.
6. Creative dramatics.
7. Debate of social issues.<sup>43</sup>

Lastly, Adams and Brown supply this list:

1. Create something new; not copy -- they prefer to work with their minds and not their hands.
2. A study of young people in fiction; freaks in fiction, business men of fiction, loveliest ladies, etc.
3. Literary journey -- planning trips to author's homes.
4. Programs about poets or authors.
5. Author recall games -- pictures and descriptions for matching.
6. Draw own cartoons.
7. Make a miniature Elizabethan Theater.
8. Literature memory contest.
9. Book making actual construction, etc.
10. Slang survey.
11. Book advertising -- an advertising copy of a book that student has read.

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<sup>43</sup>Paul A. Witty, Reading for the Gifted and Creative Student (Newark, Delaware: I.R.A., 1971), p. 56.

12. Establish own library in class called "Five Foot Bookshelf"; poetry, biography, fiction, etc.
13. Bulletin board: quotations, literature, bookcovers, etc.
14. Magazines on Trail: discuss pros and cons of them.
15. Discussion clubs.
16. Autobiographical notebooks and snapshots, etc.  
Aim: to provide an interesting challenge in composition.
17. Home-made reading tests. Aim: to call attention to the bright student to the problems involved in rate in comprehension in reading.
18. Who's Who in Music. Aim: to interest pupils in modern musical artists.
19. Greeting cards. Aim: to familiarize pupils with holiday greetings and customs of foreign lands.
20. Matching games; a collection of Spanish, Latin, and French proverbs.<sup>44</sup>

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<sup>44</sup>Fay Adams and Walker Brown, Teaching the Bright Pupil (New York: Henry Holt and Company, 1960), pp. 84-117.

## CHAPTER III

### IMPLEMENTATION OF IDEAS AND TECHNIQUES

The writer shall enumerate ways in which teachers of intermediate grades can initiate in the classroom or ways the superior student can take it upon himself to further his enlightenment on educational materials and methods. In no way should the teacher force the student to do these things. However, the student must understand why the teacher is encouraging him on, and the teacher should understand that these things should be recognized as extra credit or additional work on the part of the student. The ideas and techniques are as follows:

1. A dictionary root examination. List all Greek and Latin roots and their meaning.
2. A "wish" inventory. A teacher and a student can learn a lot from this.
3. Make your own card games. Use "Abacca" and "Swap" games as models.
4. Chess and checkers should be used during free times. This builds reasoning power.
5. Book report folder. The superior student should keep an accurate record of all books read in an orderly and systematic manner.



6. Listen critically. Listen to performers on radio or T.V. List any errors they make or list all new words you hear.
7. Listen to a symphony. See if you can list all the instruments you hear.
8. Tape record yourself. Play back and listen for your errors. Try to improve yourself.
9. Tape record to see if you can make new sound effects. Play for the class to see if they can guess them.
10. Tape record a play or poem. Play for the other classes with their permission. Tape important speeches and analyze the important points.
11. Invent new debate techniques. Try some out.
12. Listen to a new T.V. show and have a panel to discuss its educational implications.
13. Make original stories and act them out to the class.
14. Read technical materials to deepen ones knowledge.
15. Set up for yourself a balanced leisure time reading program.
16. Keep a list of all new words and their meanings.

17. The girls can make a dress design or costume notebook.
18. The boys can make a hunting, sports or swimming notebook.
19. Study the "Thesaurus" to improve the exactness of your vocabulary. Make dictionary games or glossary games. Excellent for vocabulary building.
20. Make an exhibit each month of new products or new books.
21. Create an original cartoon. Display a cartoon each month in a prominent place in the building. All ages enjoy cartoons.
22. Compose song lyrics and write the music. One could even send to a music house for appraisal.
23. Put together a small musical group. Play a concert.
24. Start studying a foreign language. Get some elementary books about it.
25. Be a teacher assistant. Be cooperative and help the teacher in any way you can.
26. Be a "researcher" in reading. Discover new ways to be more successful.
27. Write short articles for the classroom. Be a consistent submitter.

28. Start a new club. You name it and be chairman.
29. List all your talents and develop more of them even if you do not like them at first. Do not be afraid to try something new.
30. Start a new encyclopedia research committee. Check different volumes for information.
31. Start a corner work center. Be innovative. Move some desks if necessary.
32. Think of new ways to make the class library more attractive. Make it a real "knock out".
33. See how many different kinds of things you can round up for the work center: tools, brushes, paper, etc.
34. Decorate an old serving cart or moveable stand to use as a moveable book library.
35. Catalog and card index all class books. Be a class librarian and keep it up to date.
36. Make reading enrichment envelopes or packages (for skills or study skills).
37. Make a file of interesting pictures of people or scenes and add to this file often.
38. Make a file of all your best work. Take it home and show your parents often.
39. Submit ideas to teacher to change the room for different purposes or occasions.

40. Volunteer to help slower students with skills you are excellent at. (Share your talents).
41. Study national, state, or city problems. Write your suggestions to authorities.
42. Get a pen pal and write him. You may exchange ideas or small samples.
43. Be an engineer. Design new expressways or think of a new traffic light system. Think of new ways to save money for cities or counties, etc.
44. Think of new ways to stop pollution.
45. Think of new ideas for inner space: underground railways or mining methods, etc.
46. Design or write about how you think things will be ten or fifteen years from now.
47. Study all communications. Think of new ways man could communicate.
48. Take an "imaginary" trip. Write or tell the class about it.
49. Study the significance of current problems and explain to others why you think the way you do about them.
50. Set aside a time for quiet thinking each day or at least once a week.

51. Make a mural of reading skills or about the "Right to read for all by the 80's".
52. If you have any good insights, ask teacher if you can write about them or explain them to the class.
53. Think of better ways to get work done. Grass cutting, snow removal, etc. (Write them and illustrate them.)
54. Think of better ways to do the everyday things of life. Eating, sleeping, resting, etc.
55. Be a conservation thinker. List ways that we can conserve our natural resources and improve some of the "eye sores" around the country.
56. Try to think of new ways to use old things.
57. Play a new game called "Improvement": self, home, school, community, etc. Get others involved.
58. Bibliographies: Tell your reasons why you think others are distinguished. (Good for self identification.)
59. Get involved in plays and play acting. (Be the director or be one of the actors. Help make the costumes.)
60. Invent and make a toy or game. Write the rules how it is made or played.

61. Plan field trips: stone quarries, T.V., etc.
62. Learn to typewrite and type some lessons.
63. Investigate requirements for different vocations and professions.
64. Think of new foods or methods of preservation. Make a new recipe in class. Pass out samples. Discuss why it is good or bad.
65. Increase your range of the books you read. Try reading things you haven't read before.
66. Help build "Five Foot Bookshelves" in the classroom for extra books.
67. Check out public library books and bring to class.
68. Keep a fresh variety of books on the bookshelves.
69. Take up a new instrument. Play a tune for the class. "Guitar is popular lately."
70. Look for buried treasure. Check the attic or basement. (You don't need an electronic detector).
71. Not only follow outer space discoveries, but make a picture scrapbook about each journey.
72. Try to visit as many kinds of museums, historical societies, and industry exhibits as

you can. Take a notebook along and write down all interesting data.

73. Visit your State Fair. See if you can interview a judge and find out how judging is done.

The writer has enumerated some things which may help superior students. The teacher should remember that each class and each superior student is somewhat unique. Some things may unfold better than expected and others may not; nevertheless, more encouragement should be given the superior student. The results should prove interesting.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

In conclusion, the discovery and fostering of a superior child's talent is necessary or otherwise it would go on unrecognized. It is necessary because it does not evolve of its own accord. Superior students need help and a lot of encouragement as well as a lot of motivation. There must be opportunities for the superior student to use his talents in a worthwhile way in society. Since the school is the major institution for helping the superior children, it is the teachers job to see to it that more should be done for them in the classroom. This can be accomplished by providing a good program of enrichment. Talent must also be discovered and trained.

This enrichment will give the superior student an increased love for learning, an increased ability to think better, and give them a greater awareness of their talents.

If all teachers would help in the solution of this problem, our nation and our world will be much better in the future.



**APPENDIX**

## WEEKLY PLAN FOR INTERMEDIATE-GRADE READING

### Monday

All groups first meet together to receive assignments. It is wise to have at least three levels of difficulty. There may be several children in the class who require remedial help.

Group I	Group II	Group III
Silent recreational reading or independent reading related to the unit.	Silent reading in basic reader, with word analysis in workbook.	Teacher-guided silent and oral reading in basic reader.

### Tuesday

All groups meet together to receive assignments. Perhaps it is necessary to correct mistakes made in workbooks or to help some child find a reference for the unit.

Group I	Group II	Group III
Teacher-guide oral and silent reading in basic reader. Word analysis or dictionary skills.	Silent recreational reading or reading correlated with the unit.	Silent study with workbook or dictionary or practice reader, (Gates-Huber type), word analysis, etc.

### Wednesday

All groups meet together for planning period so the teacher can answer questions and make assignments.

Group I	Group II	Group III
Silent study in basic reader or workbook, or doing comprehension or rate exercises individually, followed by recreational reading.	Same as Group I at their level of ability. Teacher-guided oral and silent reading.	Teacher-guided oral reading. Work in structural and phonetic analysis.

Thursday

## Group I

Recreational reading to prepare for audience reading on Friday.

## Group II

Silent recreational reading, teacher-guided oral reading to prepare for Friday audience reading.

## Group III

Teacher-guided oral reading to prepare for Friday. Study period, dictionary skills, etc.

Friday

All groups meet together. The program is varied to feature the following reading activities. (Friday's session may resemble an informal literary club):

Current Events  
Audience Reading  
Poetry Enjoyment  
Choral Reading

Dramatizations  
Book Reports  
Play Radio Reading  
Teacher Presentation  
of Library Books

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Lillian Gray and Reese, Dora, Teaching Children to Read (New York: The Ronald Press Company, 1949), pp. 235-239.

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