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The Role of the Elementary School Principal in the Education of the Gifted Child

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THE ROLE OF THE ELEMENTARY
SCHOOL PRINCIPAL IN THE EDUCATION OF
THE GIFTED CHILD

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PREFACE

The greatest resource that any nation has is its youth. To discover every bright child, challenge him to work to his full capacity and receive all the education from which he can profit, is the great need of today.

It is the sincere hope of the author that this paper will serve as a source of inspiration and provide helpful information for all who read it. May it spur each to work with unstinted zeal toward the development of a more profitable and well organized program for the education of the gifted.

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CHAPTER I

INTRODUCTION

There is no educational field in which more dramatic progress has been made in recent years than that of special education for exceptional children. Local school programs, state services, legislative provisions, and even federal consideration of certain handicapped groups have stood out boldly as examples of educational development. Parents, parent-teacher associations, social welfare agencies, civic clubs, and women's organizations have often taken the initiative in bringing about the establishment of services for the exceptional child. Citizen's organizations have often cooperated with educational leaders in securing legislation for special classes. Many state departments of education have added Special Education Divisions to provide stimulation, supervision, and consultative services on a statewide basis. Thus, special education for exceptional children is on the way to receiving the attention which it deserves in the total educational program of our country.

The Forty-Ninth Yearbook of the National Society for the Study of Education states that "exceptional children" is a term being used to refer to those who deviate from what is supposed to be average in physical, mental, emotional, or social characteristics to such an extent that they require special educational services in order to develop to their maxi-

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 mum capacity.

The different groups of exceptional children discussed in the Society's Yearbook are:

1. Children with physical handicaps
 - (a) Crippled children--those with polio-myelitis, cerebral palsy, congenital deformities, and other orthopedic handicaps, and children with cardiac difficulties, sometimes called "crippled" hearts.
 - (b) Children with impaired hearing--the congenitally deaf, the adventitiously deaf, and the hard of hearing.
 - (c) Children with visual impairments--the blind and the partially seeing.
 - (d) Children with speech handicaps.
 - (e) Children with other types of physical handicaps, such as tuberculosis, epilepsy, and endocrine disorders.
2. Children with mental deviations
 - (a) Children of low intelligence, including both the feeble minded and those who are less seriously defective in intellectual development.
 - (b) Children with high intelligence, including both those with special talents and those who are superior in general intellectual abilities.
3. Children with emotional or social maladjustments, including those with² serious behavior disorders or emotional disturbances.

Many educators believe that children with high intelligence including those with special talents and those who are superior in general intellectual abilities have been neglected.

If our civilization and our way of life is to progress and survive, we must use the talents of all to the greatest degree of efficiency.

¹Yearbook Committee, "Basic Facts and Principles Underlying Special Education" in The Education of Exceptional Children, Forty-Ninth Yearbook for the Study of Education, Part II. (Chicago: University of Chicago Press, 1950) p.3

²Ibid, p. 7

For the many material and spiritual benefits enjoyed in this country's population of 170 million, we are indebted to a relatively small number of designers, creators, thinkers and leaders. These few comprise the "gifted" segment of our population which would seem as valuable to our nation as any natural resource.

It is the responsibility of our schools to see that the potential of these gifted be utilized to the utmost.

CHAPTER II

DEFINITION OF THE GIFTED CHILD

In order to discuss intelligently the "gifted child" it is imperative that there be a mutual understanding as to what is meant when the term "gifted" is used. Unfortunately this is difficult since no standard definition of giftedness or brightness exists. Most of the definitions currently used by research workers, by community committees, and by school systems are based on the intelligence quotient.

In 1916 Terman set the lower limit of the intelligence quotient for the gifted group at 110 on the Standard Revision of the Binet-Simon Intelligence Scale.³ When the revised scales appeared in 1937, only those children having IQ's of at least 120 (the highest 12.6 per cent of an unselected group) were classed as superior and only those with IQ's of 140 or higher (the highest 1 per cent) were classed as very superior.⁴

Norris and Damilson included children with IQ's of 125 and above in grouping children in Major Work Classes in Cleveland. Goddard employed an IQ of 120 as a lower limit in forming classes for gifted children.

³Lewis M. Terman, The Measurement of Intelligence. (Boston, Houghton Miffling Co., 1956), pp. 78-79.

⁴Maude A. Merrill "The Significance of IQ's on the Revised Stanford Binet Scales." Journal of Educational Psychology 29, 641-51; Dec., 1938.

Others included among the gifted children are those with special artistic and mechanical talents, and those who excel in creative thinking and abstract reasoning.

DeHaan and Havighurst in their book Educating Gifted Children define the gifted child as "one who is superior in some ability that can make him an outstanding contributor to the welfare of, and quality of living, in society." They also make an important distinction between the extremely gifted child and the solid, superior child. Children in the upper one-tenth of one per cent are called the "first order" or extremely gifted. The remaining children in the upper ten per cent in a given ability are considered as "second order" gifted children.

A much narrower definition of talent may be and is used by some schools. It might include only one area of giftedness, for example intellectual ability, and only the top one per cent of the children of a given age group. Thus, in a group of one-thousand children, only ten intellectually gifted children would be included in such a special educational program. This would be a "safe" group with which to work since the schools can be almost certain that only gifted children have been included in this group and that their educational efforts will be visible.

Actually a hard and fast definition is neither desirable nor necessary. All of the pupils in the classroom must be considered. Each has to be helped--the slow, the average, the bright. Knowing a child's approximate IQ helps the teacher to adjust the curriculum to his ability and decide whether he is performing as he should. The main problems with the gifted child are that he is not being held back and that methods

are being used which help him capitalize on whatever potentialities he may have. As the gifted child progresses, he must not only have a worthy goal, but he must be guided toward a field which will enable him to make full use of his abilities. The complete role of the teacher in this task of guidance and teaching cannot be determined by anything so simple as the score on a lone intelligence test. She must use enlightened judgment based on her general and professional knowledge plus the knowledge of the particular individual's capabilities and temperament.

In this paper, the words "talented", "bright" and "gifted" will be used rather broadly. The talented will refer to all pupils who exhibit superior ability along non-academic lines and are capable of profiting from advanced instruction with the aim of making a career in a special field. Bright pupils will be considered as those capable of profiting from a college education and of doing well in any career they may choose. Gifted pupils will be thought of as those whose potential is greater than the bright; however, they will not be separated in a hard and fast manner.⁵

⁵Norma E. Cutts and Nicholas Mosely, Teaching the Bright and Gifted, (Prentice-Hall, Inc., 1957, Englewood Cliffs, New Jersey), p. 2-3

CHAPTER III

METHODS OF DISCOVERING THE GIFTED CHILD

It is very important that the gifted child be identified as early as possible. Neglect during the early period of his training may lead to the formation of bad habits of study and learning. Unfortunately it is not always easy to identify the child who is gifted. The youngster who does nothing in class or the child who causes the teacher trouble may be bored with the regular routine of the classroom. Often this troublesome pupil is isolated in the room or placed outside the classroom in the hallway instead of being given work which might prove challenging. Always and ever must classroom teachers be on the alert to identify the child who needs work to challenge his ability. In many instances where the child finishes his regular school tasks quickly, he is given extra chores to do for the teacher. Granted, we do want our youth of today to experience the joy and satisfaction of doing something for others but in some instances this practice may be carried too far. The teacher who recognizes the possible potential of the superior child should direct his efforts in the direction where the most satisfaction and good can be realized.

Certainly one of the best aids in identifying gifted children in a classroom is the cumulative record. A good record should include:

- (1) information about pre-school development;
- (2) results of reading-readiness tests;
- (3) age of beginning reading;
- (4) the results of a series of intelligence, achievement and aptitude tests;
- (5) marks;

(6) information about hobbies and out-of-school lessons; (7) specific anecdotes of incidents that indicate ability, e.g., a pupil's being letter perfect in a long dramatic role; (8) notes of conferences with parents about the pupil's work and about plans for future education; (9) samples of unusual work; (10) and teachers' opinions about work habits, character, and interests. Cumulative records must be stored in a convenient place for the use of both teachers and principal. It is not enough that the teacher be encouraged by the principal to study each child's record; it is important he do the same, particularly if he is to help the teacher in providing for the needs of each youngster. This cooperation is very important in both identifying and providing for the gifted child.

Some teachers have the theory they should not study the records of the children before they meet the class at the beginning of the term. They say they want the children to come to them with a "clean sheet". Cutts and Mosely⁶ in a survey of graduate students found that ten out of thirty teachers did not read records until some incident in the classroom or some doubt about their own judgment drove them to it. The subsequent discussion disclosed that all of the teachers did consult the records within a month or two and that twenty-seven of the thirty found them helpful.

A series of pupil-teacher-parent conferences have proven to be helpful in identifying the gifted child. The alert and well-trained

⁶Ibid, pp. 35-36.

teacher can often detect the talented youngster. However, a teacher sometimes fails in identifying the gifted child since she is inclined to evaluate a child in terms of school achievement and/or approved behavior; few gifted children are as advanced as their ability warrants. In many cases, boredom with school tasks which furnish little challenge to the child's intellectual abilities has developed in him poor habits of work and of thinking and a general lack of interest in school work.

Teachers in many cases underestimate the ability of the gifted child because they overlook the factor of chronological age. They sometimes forget that the gifted child may be one or more years younger than his classmates. Reactions to the personality of different children may also influence the teacher's evaluation of ability.

Increased training for public school teachers has improved ability in recognizing deviations in physical and emotional health among school children. Greater emphasis is now being placed on the value of observation in detecting signs and symptoms which indicate the need of medical attention. Since it is now recognized that the constant wanting of the gifted child's desire to satisfy himself may result in serious emotional disturbances, it is important that teachers be able to detect the pupil.

In many instances, gifted children are identified by professional people outside the classroom. Often they are pointed out by school nurses, physicians, or by public health nurses in their visits to homes. Social workers also come into contact with these youngsters in their professional work. Recreation leaders are often able to

identify gifted children in their activities. This also holds true among leaders of the Boy Scouts and Girl Scouts as well as in the 4-H Club and in church groups.

Many believe that outstanding ability in children will almost invariably be reflected by superior accomplishment in the classroom. Actually, this is not the case. Terman and Oden⁷ state that teachers' estimates of school achievement are often inaccurate; that when school marks in the various subjects are compared with scores on reliable and valid achievement tests, large discrepancies are found; that in every school grade there are gifted children whose achievements in one or more subjects are rated as average or below for the grade, but whose achievement test scores show them to be as much as two years above their grade norms in those same subjects.

While parents are quite likely to be biased in estimating the intelligence of their own children, their reports are often of considerable value in identifying gifted children. Few teachers or psychologists can hope to have as intimate a knowledge of a child's behavior over as long a period of time as his parents.

A report on gifted children in California by Terman and Oden⁸ states that early indications of superior intelligence most often noted by parents are quick understanding, insatiable curiosity, extensive information, retentive memory, large vocabulary, and unusual interest

⁷Lewis M. Terman and Melita Oden, Genetic Studies of Genius Vol. IV The Gifted Child Grows Up, (Stanford, California: Stanford University Press, 1947) p.23.

⁸Ibid., p. 25.

in such things as number relations, atlases, and encyclopedias.

Early walking and talking and the acquiring of the ability to read without training during the pre-school period also serve to call the attention of parents to giftedness in their children. Gifted children often have parents who are either gifted or definitely superior in intelligence themselves; they, therefore, are more likely to have insight into the ability of their own children.

DeHaan and Havighurst⁹ summarize a good program of identifying the gifted child thus:

- (1) Inclusive--A good screening program will include every child and will attempt to discover a number of different kinds of talent.
- (2) Systematic--It will use a wide variety of carefully chosen tests and instruments. It will record test results and observations regularly and accurately throughout a child's school career.
- (3) Efficient--The screening program will identify gifted children with the minimal expenditure of effort by teachers and administrators. The testing and observing will be distributed among all the teachers.
- (4) Flexible--It will be flexible in order to fit the particular objectives of the local educational program for gifted children.

⁹Robert F. DeHaan and Robert J. Havighurst, *Educating Gifted Children*, (Chicago: The University of Chicago Press, 1957), p. 57.

CHAPTER IV

MOTIVATION OF THE GIFTED CHILD

Having discovered the talented children, the next step is to assist them in developing the determination to make the most of their talents. This is a major problem which is seldom recognized as such by people who have fostered the idea that talent will always "out". This idea has been supported and spread in the past by a few shining examples of geniuses whose talents bloomed in poor environments, plus the common belief that inheritance was more important than nurture in human talent. Only within the present century have we learned enough about the nature of human abilities to recognize the fact that much of the potential talent of preceding centuries has not been developed. At present, it is believed that much of our best human material is not developed nearly to its capacity.

Statistics show us that approximately half of our most able pupils do not seek education beyond the high school. Many believe that lack of motivation is a major reason; therefore, our nation loses each year a sizeable number of youngsters who could be leaders in specialized fields. It is in keeping with American social ideals to state the basic proposition that all talented children should be given full opportunity to develop their talents.

Talent, in order to develop to its fullest potential, must have favorable environmental conditions. Human talent differs from the potential for high level performance found in plants and the lower

animals in that the quality of motivation must be added to favorable environmental qualities for its fruition.

Children must want to develop their talents if they are to make the most of themselves. Lack of motivation may result from:

- (1) Ignorance of one's potential ability.
- (2) Emotional disturbance.
- (3) Lack of good work habits.
- (4) Parent's indifference or hostility to the particular talents which their children possess.
- (5) The community's attitude that certain talents are not appropriate for certain groups of children--for girls, for boys, for negroes, etc.
- (6) Lack of opportunity to display talents and be rewarded.¹⁰

In order to move with any degree of assurance on a program of motivation, the administrator and the teacher need a basic knowledge of the types of motivation and their sources. This knowledge is, as yet, incomplete, but enough is known to make a good beginning. Havighurst, Stivers, and DeHaan mention three elements of motivation.¹¹

1. Achievement Motivation. This is a tendency to do one's best at anything or almost anything one tries. It indicates generally a high aspiration level. Apparently, this is developed quite early as a part of the basic personality; but studies are presently underway to find out how to modify it.

¹⁰Robert J. Havighurst, Eugene Stivers and Robert DeHaan, "A Survey of the Education of Gifted Children." The University of Chicago Press Supplementary Educational Monographs. Number 83--No., 1955. p.13.

¹¹DeHaan and Havighurst, op. cit., pp. 130-33.

2. Intrinsic Motivation. This is a deep desire to carry on a certain kind of activity for the joy it gives. An individual will work toward developing his talent without any thought of reward or approval outside himself. This desire is often found in people who like to paint, to create music, to dance, to read, or to tinker with a motor.

3. Social Motivation. Some have a desire to develop a certain talent because of the prestige it will bring, because it will please parents, or because it will bring rewards of other kinds from the social environment.

The school administrator should discuss with the classroom teachers the various methods of securing and increasing motivation. An alert teacher already knows the value of motivation in securing maximum efficiency from a child.

A number of children possess unusual potential abilities without ever becoming aware of them. This is true of certain intellectual qualities, such as spacial imagery, which is not cultivated or discovered in the usual school curriculum. It may also be true of artistic talent or dramatic or musical talent in families which do not naturally encourage their children in these areas. Occasionally the mere giving of information on specific abilities may stimulate a child and his parents to seek training and experience which may activate one of the motivational forces.

This procedure is followed in a number of places, including Quincy, Illinois, Portland, Oregon, Cleveland, Ohio, and Cedar Rapids, Iowa. In the Quincy program, a graph is made for each talented child, showing his relative standing on various aspects of a particular talent. A

counselor shows this graph to the child's parents and discusses it with them. In certain cases the disclosure to a child that he has an IQ of 130, for example, while his school achievement has been only average, has resulted in much greater effort at school work.

Separating talented children into special groups may provide motivation to both parents and children; however, a personal interview with a guidance specialist or even a teacher may have greater motivating effect, since this furnishes an opportunity to discuss the specific type of talent shown by a particular child and to consider definite steps which parents might take on behalf of their youngsters.

Guidance is the device most generally used by schools for the motivation of their more able pupils. A low degree of motivation, caused by faulty attitude and work habits, provides an opportunity for counseling with the child and his parents. It is possible that as more is learned about achievement motivation, we may find that traits and habits can be improved by counseling. If so, pupils with potential talent but with low achievement will become a target group for counselors.

The school can bring talented children into close contact with talented adults both from the school staff or from the community. Here the example set by a chemist, engineer, artist, musician, or writer will serve to increase the motivation of teenagers who possess unusual ability in one of these areas. This is practiced in Evanston, Illinois, North and West Phoenix, Arizona, New York, New York, Pittsburg, Pennsylvania, and Brooklyn, New York.¹²

¹²DeHaan and Havighurst, op. cit. p. 135.

Social motivation can be maximized in a school by setting up a system of rewards for those who make a good achievement in a number of areas. Prizes might be given or publicity arranged for exceptionally good work for the pupils on the honor roll and in honor societies. Assemblies might be arranged to honor outstanding performance.

A popular device in the field of social motivation is the contest. It is used often in the area of science. The Science Talent Search, a powerful motivating influence, is reported as an important feature of programs at Forest Hills, Bronx High School of Science, Evanston High School and North and West High Schools in Phoenix, Arizona.

Scholarship awards used in many high schools provide annual awards which not only furnish motivation but financial aid as well. Many schools make wide use of this method as more and more scholarships become available from many different sources.

CHAPTER V

ADMINISTRATIVE ASPECTS OF A PROGRAM FOR THE GIFTED CHILD

The Role of the Principal. The principal of the elementary school plays a very important part in the education of the gifted child. It is imperative that he support the program as he usually has more influence than any other person on the staff. His leadership is essential in developing an all-school policy for the gifted pupil in cooperation with the entire school staff. The established policy need not be particularly his policy; in fact, it is more important that it result from the work of all teachers. It is essential that suggestions and criticisms of the teachers be incorporated.

The principal should make clear what an established policy will mean to the school as a whole, as well as to the youngster. Each teacher should understand what her responsibilities are to the child and to the total school program.

The principal's attitude toward the program will be reflected in the morale of the teaching staff. He himself, should contribute something besides efficient administration. Chances are he will find genuine stimulation from his contacts with the testing program and through individual conferences with the teachers, pupils and parents.

Orientation of the Teaching Staff. One of the principal's duties is that of orientation of the teaching staff. He should make every effort

to inform his staff of the essentials of a good program for assisting the gifted child. These points may be brought up as topics for fall orientation meetings, faculty meetings, or teacher's institutes.

Perhaps one of the best ways of orienting the faculty is by means of a workshop. DeHaan and Havighurst in their book Educating Gifted Children present the following plans for a workshop. These may be adapted to one school or they can be used in a system-wide effort.

(1) Formal presentations and Seminar Discussions

- a. The thinking and long ranged planning of the administration concerning the community's gifted children should be discussed. The local plans, policies and program, insofar as these have been formulated should be clarified.
- b. The importance of educating the gifted and how this is an application of the important concept of individual differences should be examined.
- c. A study of what other school systems and communities have done should be made.
- d. The contributions of American educators--Terman, Hollingworth, Witty, and others--should be described.
- e. Gifted children should be described and methods of identifying them should be discussed.
- f. Acceleration, special-class grouping, special interest grouping and classroom enrichment need to be thoroughly understood.
- g. Local community resources, art museums, libraries and arrangements for using them need to be discussed.

(2) Committee Work

- a. If the principal and enough teachers are present from any one school, in a summer workshop for instance, they can form a steering committee to make plans for their school.
- b. Teachers can work on units for their classroom in the coming year. They should concentrate particularly on extending the units to meet the individual needs of their gifted children. Another approach is to try to find ways to aim the teaching methods and materials at the above-average children.

- c. A committee of teachers can profitably spend their time collecting and writing up unusual teaching techniques as well as small projects that have been successfully used in the classroom.
- d. Teachers should study the personal qualities of the gifted children in their classrooms, using cumulative records, home interviews, and information gathered by other teachers.
- e. Another excellent project or combination of projects is to study the material needed for the regular classroom enrichment, classroom management for enrichment, "centers of interest" in the classroom, and the use of inexpensive equipment.¹³

Teachers are often willing to extend themselves in providing a more challenging education for the gifted; in many instances, they are at a loss to know just how to proceed. Much of the emphasis in the past years in our schools has been on the slow learner. Good programs for the training of the gifted are scarce.

Aid to the Guidance Program. The principal should give very careful consideration to the use of techniques in developing a program for the gifted child. The daily schedule should be arranged so teachers and children have time for conferences. Teachers who have had little or no training in guidance should be encouraged to take further work. The principal, himself, must keep up with the modern developments in the field.

In-Service Education of Teachers. Many effective methods of in-service education and supervision have been developed. Both the workshop and the institute mentioned elsewhere in this paper are used quite extensively. The most frequent means employed for teacher improvement seems to be that of conferences, attended usually by entire staffs, and

¹³Ibid, pp. 74-74

planned and executed by committees made up of both teachers and administrators.¹⁴

Often special courses on the gifted are offered at near-by colleges or universities. Some are of a seminar nature while others give full credit.

In Los Angeles, teachers and administrators of the system organized a volunteer committee. Frequent evaluations, exchange of ideas and suggestion of materials and resources were provided. Consultants for the program were six teachers, three psychologists and an adjustment-class teacher for gifted children.¹⁵

Testing Program. Good testing programs usually result from the cooperative efforts of the principal and his staff. Certainly valid and reliable tests provide an excellent means of identifying the talented child. Some schools use both achievement and IQ tests. Results of these tests when compared with class performance often give evidence as to whether the child is working up to his ability.

Library Facilities. If the gifted child is to develop to his maximum potential, he needs to have a place, easily accessible, where he can find plenty of resource material. In many instances elementary libraries are stocked with material for the average child. The principal, working together with the librarian, should check carefully when purchasing new books, to be sure that the needs of the gifted child are met. The function of the library is discussed more fully in a later chapter.

¹⁴Nelson B. Henry (ed) Education for the Gifted, the Fifty-Seventh yearbook of the National Society for the study of Education, (Chicago: University of Chicago Press, 1958), pp. 369-370

¹⁵Ibid., p. 371

Types of Programs. The principal, working in close cooperation with the teachers, must decide upon the type of program which can be provided in the particular school and at the same time meets the needs of the gifted children in the school.

Three major types of programs presently being used in educating the gifted child are those of acceleration, special grouping and enrichment. In many instances certain variations and combinations of these are used.

Providing for Evaluation. Before an evaluation of a program can be completed, certain goals must be set up by the principal and the members of the staff. Evaluation must be in terms of aims. Certain areas can be measured by test scores given "before" and "after". It is probably desirable to obtain some measure of gains in knowledge if for no other reason than to prove that the special program has been successful.

The opinions of teachers and parents as well as of the pupils should be considered in an evaluation program. Evaluations by the pupil are valuable when they report that they learn more, that they work harder but like it, and when they feel a greater need to achieve after participation.

Before an evaluation is complete certain common questions relative to the special program for the gifted should be answered. Among these questions are: (1) Are the gifted children receiving more than their fair share of the time and effort of the teacher in the classroom? (2) Do gifted children in the special program tend to become snobbish? (3) Do those not in the program develop unfavorable attitudes toward the gifted? (4) Are gifted children generally emotionally unstable?

The above list could be of great length. It would seem advisable that the faculty, in the initial steps of evaluation, determine which questions they wish to have answered. They should then decide on the procedures for answering them.

CHAPTER VI

PROGRAMS FOR GIFTED CHILDREN

In general, there are three kinds of programs which have proven successful. These may be used separately or in combination depending upon the situation in the particular community. The school administrator needs to study his own school and community along with his teachers. The program which best fits the needs of school and community should then be adopted. In selecting a program for the gifted it is well to keep in mind that welfare of the "whole" child is at stake. True, we want to develop his intellectual potential to the maximum, but not to the point where he will become emotionally and socially maladjusted.

The gifted child should be encouraged at all times to associate in play and other activities with children who are not too far from his own age. Nothing can take the place of such experiences. Children who are deprived of them rarely become leaders and are likely to develop character traits which make them seem "queer" and render them unacceptable to others. The gifted individual who cannot understand people and mingle with them on equal terms is likely to be less successful than the person of less talent who is socially well-adjusted. The child who is deprived of the opportunity to play is not only robbed of his childhood; he is also being deprived of his chance to become a normal adult.

Acceleration. Acceleration, the first type of program to be discussed, offers opportunity for a gifted child to move at a pace appro-

priate to his ability and maturity and to complete an educational program in less than the ordinary amount of time. One form of acceleration is grade skipping; another is steady progress through a particular series of grades in less than the usual time; and a third is early entrance to school.

Skipping is the promotion of pupils on the basis of past high-quality performance into classes at a higher level than their age would ordinarily allow, then requiring the regular work of the new level. Acceleration of this kind may consist of pushing a child rapidly through a barren curriculum which for him is little more than busy work which he can do more quickly than other students. Although this method may have the advantage of promoting him to a higher grade where the opportunities are richer, it has several disadvantages.

One disadvantage of grade-skipping is that it gives the child a plausible precocity, mainly verbal, without adequate backing in a variety of experiences in areas where he might excel. It may even produce a boy who knows what the textbooks say about chemistry and physics but who has never performed an experiment in a laboratory.

Another disadvantage of this type of acceleration is that the new work may prove very uninteresting to the youngster. He may, as a result, lose his motivation to do good work. It has also been found that even if the skipping provides an intellectual challenge to a child it also may place him in a group which is far beyond his physical, social, and emotional stages of development. For these reasons many educators have been opposed to grade-skipping and have attempted to meet the needs of a tal-

ented child by enrichment. On the other hand, some claim, with a good deal of evidence, that as much as two or even three years of acceleration does not harm a bright child.

Other methods of acceleration feature special-progress plans by which individuals or whole classes may complete work at a faster pace than is usual.

Acceleration in various forms is now being used quite successfully, when judged by the opinion of parents and teachers and when evaluated by tests of scholastic achievement and social adjustment. It seems that one or two-year acceleration of a gifted child works out quite well providing the child is physically and socially developed at least to the average level for his age. Mere acceleration into the grade above often fails to provide enrichment of the gifted child's experience.

Special Grouping. Special grouping, the second type of program to be considered, provides for the placing of a gifted child in special groups for all or part of the school day. The purpose of course is to provide for enrichment of the child's experiences in both depth and breadth and to permit the children of the group to stimulate one another.

The most common plan of special grouping is to select the ablest children on an intellectual basis. They are then placed and given an enriched program.

If the size of the school system warrants it, the gifted children may be placed in a special school as is done at Hunter College Elementary School. Special grouping can also be accomplished by bringing the gifted children from several schools together as is done in Allentown,

Pennsylvania, Brockton, Massachusetts, Birmingham, and Indianapolis.¹⁶
The "Cleveland Major Works Groups" represent this type of grouping; it has proven successful over a period of twenty years.

One of the most common forms of grouping is to place the talented youth in a special group for a part of the school week--one or two periods a week or even as much as two periods a day. Colfax Elementary School in Pittsburgh has a program of Workshops for gifted children set up in this manner. University City (St. Louis) has an ingenious plan of "enrichment classes" which meet once or twice a week under a special teacher. These groups average about ten in size and carry out special projects which are often shared with the school through an assembly program or a presentation to a particular grade group.

Special grouping makes it relatively easy to provide for special interests of children. Where this is the aim, the children may be placed in ordinary classrooms with a heterogeneous group most of the time and then be selected for special classes in the areas of their particular interests.

The principal should exercise great care and judgment in the selection of pupils for high-ability groups. Nomination by the classroom teacher is of prime importance. Generally she knows best whether the pupil has the ability and the willingness to do the work which a special class requires. Only when the teacher fears that she is prejudiced against ability grouping or against a particular pupil should her role in the selection of the child be minimized. Since records reflect the judgment

¹⁶Havighurst, Stiver and DeHaan, op. cit., p. 64

of successive teachers, it is important that they be studied. The area of specialization should be related to the student's present vocational plans, although changes should not be impossible.

The wishes of the pupil and the parent should always be considered. The principal should, whenever possible, arrange a meeting of the home-room teacher, the pupil and his parents, and perhaps the teacher of the special group.

If the pupil should voice an objection to being placed in a special class, arrangements should be made for him to talk to some of the other students already in the class. The principal should also make arrangements for the pupil and the parents to visit one of the special classes. Questions of the parents should be answered as fully as possible. (Usually it is unwise to discuss the IQ of the candidate or any of the other children.) A decision definitely should not be rushed. If the parents wish to know the names of other families in the neighborhood who have children in the class, the principal may well oblige.

In large communities or in cities where the number of students in each classroom is 40 or more and there are no special teachers for music, art, or other special fields, the tendency is to resort to some form of special grouping as a means of enriching the curriculum for the abler children. This practice is recommended with great caution by the Educational Policies Commission which says:

Special classes for the gifted may be used in schools with large enrollments to make them administratively feasible. However, the dangers and disadvantages of the plan should never be ignored. In some circumstances, strong objection to the plan by school staff, student body, or community

may in itself be sufficient reason for avoiding its use. Evidence on the relative advantages and disadvantages of grouping gifted students in separate classes for some of their school work is inconclusive. Well-controlled long-termed experimentation to determine values and limitations of such grouping is greatly needed.¹⁷

Since the Educational Policies Commission published the above statement in 1950, there has been considerable growth in the practice of special grouping.

Hunter College Elementary School of New York, previously mentioned, is a public nursery, kindergarten, and six-year elementary school. It has a faculty of 23 with an enrollment of 450 pupils. Pupils are admitted on the basis of IQ and achievement test scores, together with a visit to the school by the child and an interview with the parents.

Class groups are based on chronological age and range in size from 15 to 20 pupils in the nursery to from 25 to 28 in the higher age groups. There is an attempt to keep the number of boys and girls equal in each class. At each level there are two or three classes of the same age. Individuals are placed in one of these groups primarily on the basis of social and emotional need and may be transferred to another at any time.

The three R's, the social studies, science, health, literature, the arts and crafts, and physical education all have a place in the school curriculum. Considerable attention is paid to the academic skills which are required for success in both school work and daily living. These include oral and written language, reading, spelling, and penmanship. As far as possible, these skills are treated as tools for problem-solving in various curriculum areas. Music, arts and crafts

¹⁷Havighurst, Stivers, and DeHaan, op. cit., p. 111-112.

foreign languages and physical education are taught by special teachers who are experts in these areas; the instruction is related to other class projects.

An important feature of school life at Hunter is the club period. For one hour each week other school activities cease, and interest groups meet for activities in art, cooking, dancing, dramatics, French, poetry, photography, radio workshop, science, hobbies (stamps and coins), and music. Pupils compete for membership in the clubs as each group is limited to 15 members, regardless of age. Sponsoring teachers make the final decision in terms of interest and ability shown. A child may, if he prefers, engage in an individual hobby during this period. Many of the activities of the clubs are carried on at other times in the classroom, and those in the clubs share experiences with their classmates who would enjoy them equally but belong to other groups. Sometimes club activities are described or demonstrated to the entire school assemblies.¹⁸

Enrichment. It is generally agreed that enrichment of the regular school program is the chief and perhaps the most satisfactory way of providing for gifted pupils.

Various administrative arrangements have been made to make possible the enrichment of programs for gifted children, but the enrichment practices themselves have the following characteristics in common:

1. The children have the opportunity for more thorough investigation of topics of interest, additional reference work, and projects of a "research" type. Their reading is more extensive and on a more mature level than the average.

¹⁸Ibid p. 111.

2. The program encourages these pupils to develop their abilities to analyze, organize, and generalize, and to take opportunities for independent thought.
3. The children are encouraged to approach problems creatively; they are also encouraged to undertake various types of creative expression, as in art.
4. The children have opportunity to cultivate their talents and to attempt activities that may disclose unsuspected ones.
5. Gifted children are encouraged to share their knowledge and skill with others and, at times, to undertake activities that serve both the school and the community.
6. Gifted children are encouraged to develop their talent for leadership.
7. Gifted children are given the opportunity to acquire knowledge or skills not ordinarily taught at their particular grade level, as typing or foreign language in the elementary school, if they would not necessarily study it later.¹⁹

Again the elementary principal is faced with a problem which is peculiar to his own situation. It would, indeed, be helpful if he could turn to the results of research for decisive answers on the comparative merits of various methods of enriching education. Research findings on this problem are in conflict. Furthermore, it is difficult to generalize these findings from one community or school and apply them to the situation in another. Every community has its own special problems and resources which alter the situation in one way or another. In considering the subject, therefore, educators will be wise to put aside, as much as possible, long-standing traditions and biases and look anew at the problem of the most effective methods for teaching gifted children.

Every good teacher is very keenly aware of individual differences in pupils and has made provision in her teaching to do at least some

¹⁹National Education Association of U. S., N.E.A. Research Division Programs for the Education of Gifted Children, 1201 Sixteenth St., Northwest, Washington 6, D. C., p-4.

grouping in order to facilitate learning. Enrichment increases, rather than decreases, individual difference among children. A school system can expect gifted children to become less like each other and less like the average if its enrichment program is successful. As children become more individualistic, their educational program becomes less easily managed in the regular classroom. To be efficient, a teacher needs to work with children in groups. Therefore, one of the limiting factors in classroom enrichment will always be the extent to which the teacher can provide for the individual needs of her children and, at the same time, deal with them in groups.

Hobbies may be used as for not only enriching the education of the individual child but also for all the youngsters in the room. A child who is deeply interested in his hobby often welcomes all the help he can get. He also delights in the recognition which comes when he explains what he is doing.

Many bright students have hobbies which bear directly or indirectly on the regular subject of the curriculum. A young scientist might well work at his hobby during the portion of the day he does not need for other work on his regular subjects. On some occasions, the gifted child will bring in books and apparatus which could not be purchased by the school. Similarly, many social studies units can be made much more interesting by the contributions of hobbyists.

Hobby clubs, in both elementary and secondary school, have the advantage of cutting across grades, making it possible for a fair number of enthusiasts to get together. This gives each a chance to share and to give and receive criticism.

Hobby exhibits are very popular. Every principal should encourage children who have hobbies to delve deeper and those who have no hobby should be encouraged to develop one. This can often be done by providing opportunities for them to become acquainted with the hobbies of other children.

Hobbies lose a large part of their educational value if one succeeds another too rapidly. It is true that some gifted children keep three or four at the same time for long periods, and profit from all of them. In many cases a childhood hobby leads directly to a vocation.

Field trips can be very valuable features of school life. School-board regulations limit some schools to one trip per year to each class. A limited budget might also often prove a handicap; however, calls to parents may bring an eagerness to support such trips.²⁰

Bright pupils do not only contribute much to a class excursion but they gain much for themselves. They can help suggest places to go, plan the arrangements, discover and provide background materials, write reports, and evaluate results.

Individual differences can best be served by confining some excursions to committees or to individuals who have special interests. Often places to be visited are ones to which the students can go alone after school.

Enrichment in the regular classroom is more widely used than any

²⁰Cutts and Mosely., op. cit., p. 65

other method. It is perhaps the only method which can be used in the small school with a faculty of only four or five. Schools which must operate a fairly limited educational program for the gifted may find it advisable to begin their program by this plan. Large schools must often rely on classroom enrichment. In some cases, they are able to provide supporting administrative measures which help make the program more effective.

CHAPTER VI

THE FUNCTION OF THE SCHOOL LIBRARY IN THE EDUCATION OF THE GIFTED CHILD

In making provisions for the maximum education of gifted children, the principal should not overlook the value of the school library. The gifted child is usually a voracious reader and when the classroom does not satisfy his quest for knowledge, he seeks the aid of the library. If this facility does not satisfy him, he will use the public library. Many educators believe that approximately twenty per cent of the books purchased for the library should deal with biographical substances. The gifted child may want to study well-known men and women who have held similar interests in life. The imagination, curiosity, initiative, methods of attack, and resourcefulness which aided them in gaining success will greatly interest the gifted child.

The talented child normally has superior reading comprehension, but home conditions are not always conducive to good concentration. Younger brothers and sisters, television, radio, and many other existing conditions may be disturbing factors. The school library offers the ideal place for studying. It provides a quiet place for him to browse, and to advance at his own rate.

The alert librarian studies and provides for the interests and needs of all who use the library facilities. She may make available a list of reading materials which she feels is especially appropriate for gifted children. To accomplish this, she must be familiar with books being

written today for children of all levels; appealing, absorbing books and those of high literary quality. Source materials, prepared by library organizations are very helpful to the average librarian.²¹

An alert librarian who is conscious of the needs of children may often be called upon to act as a counselor or even a therapist to the individual child. In this capacity, she proves to be particularly valuable.

The role of reading in the formation of personality has been explored by Louise Rosenblatt and Paul Witty. The present day concept of personality is considered to be the total effect of everything that has happened in the individual's life. From this we conclude that experience plays an important part in its formation.

The child's reading constitutes one form of experience. It is a vicarious experience, but such experience is none the less vivid, effective, formative of personality. It can give the child a wide sampling of experience, a comprehension of different levels of reality which most children can experience in no other way. This kind of vicarious experience is truly a highly personal process, for the insight which a child derives from the literary experience grows out of its relevance to aspects of his own intellectual or emotional nature. It can thus be related to the child's intensely personal needs and can be a powerful educative force.²²

The library and a good librarian truly play an important role in the education of the gifted child; thus, it is important that the elementary principal, when possible, strengthen his program with an efficient and well-qualified librarian, plus a well-stocked library.²³

²¹Virgil G. Catlin, "The School Library can Help Gifted Students," Illinois Education, December, 1957, p. 128.

²²Earl Herminghous, From a speech given at the convention of the American Association of School Librarians, Illinois Education, December, 1957. p. 129-30

²³Ibid, p. 130

CHAPTER VIII

GUIDANCE FOR THE GIFTED CHILD

In most elementary schools the principal is either directly or indirectly responsible for the guidance program. Few disagree that adequate provision must be made for all types of youngsters; the slow, the average and the bright. Too often the bright are left to shift for themselves.

Guidance in a gifted-child program must be given careful consideration by the administrator. It should be planned as a continuous function. Teachers should be furnished with guidance information pertinent to their pupils. Supplies for an adequate testing program as well as adequate files for records need to be provided.

The goals of mental health are wholesome and satisfying human relations and realistic and socially acceptable attitudes toward oneself, other persons and the world.

Maintenance of good mental health among the gifted is very important for several reasons. First, undeveloped talent is expensive to society. Second, misdirected ability or talent, as in the case of the criminal or the mentally disturbed leader, constitutes a social menace; intelligence and talent can be misused for aggressive, destructive purposes. Third, the maladjusted individual himself fails to attain the deep satisfaction that accompanies self-fulfillment and service.

Generally, gifted children are superior in mental health as well as in mental ability; they are accelerated in character development as

well as in intellectual accomplishment. Contrary to popular opinion, gifted children are not emotionally unstable. Lewis'²⁴ study of superior children in the elementary school, Terman's²⁵ genetic study of geniuses, Witty's study of one hundred gifted children²⁶ as well as other investigations present evidence that gifted children are equal or superior to the general population in degree of emotional maturity and in ability to adapt to conditions that cannot be altered. Witty²⁷ found that gifted children were above average on every one of a battery of seven character tests. These children also scored higher in emotional stability and wholesome social attitudes.

Although highly intelligent children tend to be more emotionally stable and better behaved than children in general, they do, nevertheless, have special perplexities and problems of adjustment which vary with the range of intellectual ability. Both children and adolescents of superior ability have the normal problems of growing up, some of which are intensified by high intelligence.

Some parents exploit their children's cleverness; others push and overstimulate them; still others are possessive and over-protective.

²⁴William D. Lewis, A Study of Superior Children in the Elementary School, George Peabody Contribution to Education, No. 226 (Nashville, Tennessee: George Peabody College for Teachers, 1940) p. 97

²⁵Lewis M. Terman and Melita H. Oden, Genetic Studies of Genius: Vol. IV, The Gifted Child Grows Up (Stanford, California: Stanford University Press, 1947) pp. 86-90.

²⁶Paul Witty, A Study of One Hundred Gifted Children, University of Kansas Bulletin of Education, Vol. II No. 7 (Lawrence Kansas: Bureau of School Service and Research, Univ. of Kansas, 1930) p. 102.

²⁷Paul Witty, op. cit., pp. 122-23.

Some parents, evidently afraid of being outwitted, have tried forcibly to repress their bright offspring. Many times the children are handled inconsistently and are sometimes subjected to undue corporal punishment. Children often respond aggressively and self-assertively to these unfavorable home conditions. Guidance clinics in many cases find them on their doorsteps.

Our schools often are unable to provide the experiences which children need for their optimum development. In so many instances, teachers recognize only those children of superior ability who strive for honors and awards and who are socially well adjusted. The so-called behavior problems which arise from unfavorable home and school conditions often result from the child's efforts to obtain the conditions he needs for his self-fulfillment.

Gifted children become concerned very early with problems of religion and a philosophy of life. Inasmuch as a religious orientation to life contributes to mental health, it should be fostered in the education of gifted children. Too often the problem receives little attention.

Attention to all aspects of development--social, emotional, and intellectual, is necessary in the education of the gifted. In fact, neglect of emotional and social factors may interfere with intellectual development. Emotional blocks frequently prevent gifted children from realizing their potentials. A striking example given by Witty²⁸ is that of a six-year-old child whose speech was comparable to that of a two-year-old and whose rating on an intelligence test was very low. His well-to-do, intellectual parents were ashamed because they believed they had a

²⁸Paul Witty, The Gifted Child (Boston: D. C. Heath and Company, 1951) p. 137

mentally deficient child. In a series of play therapy sessions in which he felt himself completely accepted and understood, he gradually lost his anxieties and began to express himself in almost poetic language. His intellectual ability was freed and his true IQ proved to be 130 or above.

Feelings of "aloneness", of inadequacies, of failure in social relations, fear of the future, and lack of confidence in their ability to make their own decisions are frequently mentioned by older gifted adolescents. A gifted child is more likely to feel inferior in physical skills. One reason is that it takes him much longer to learn to play baseball or to swim than to master intellectual tasks. He is often less interested in physical activities and consequently does not learn the skills which so often make young people popular and accepted. Placing the gifted child with older children who in most cases excel in sports and social graces might well result in more feeling of inferiority. Then, too, if the gifted child has not learned the required physical skills, he is quite likely to be left out of the group. Since he is young and physically smaller than the other children, he feels socially inadequate.

Both Terman and Hollingworth found that children with IQ's above 170 face serious problems of social adjustment. The higher the intelligence of the child, the greater is his difficulty in adapting himself to the more ordinary interests, activities, and conversations of his companions. Weary of thinking, working, and playing on the immature level of his chronological equals, he tends to withdraw from social contacts and devotes himself to his own more satisfying solitary pursuits. If he is an only child, as is often the case, he cannot turn

to brothers and sisters for companionship.

In order to prevent the highly intellectual child from becoming a shy, unsocial adult, the teacher should try to create an atmosphere of friendly acceptance. She may encourage group discussions on problems of social relations or may even take the lead in forming a small congenial group in such as a science club, camera club, book club, swimming, or skating group in which the abilities of the gifted child can be utilized in a social situation.

Children with high intelligence and those with special talents in art, music, and other fields need special environments in order to attain their best possible growth. Some of them require expert educational and social guidance if they are not to become neurotic or mentally ill.²⁹ To provide programs in which the gifted child could develop socially and emotionally and at the same time find expression for their natural intellectual interests would seem quite possible.

Children and adolescents dislike being different. One gifted girl said, "It's bad enough to be taller than boys, but when you're brighter, too, it's fatal!"³⁰ For this reason gifted children sometimes are reluctant to use their true abilities. In order to have friends they try to be like other children. Consequently, they may not develop their full potentialities.

Wide interests may cause some gifted to scatter their energies and fail to apply themselves to any one major field of study. Since they

²⁹Paul Witty, "The Gifted Child: Facts and Fallacies", National Parent-Teacher, Vol. XLII, June, 1948, pp. 4-7.

³⁰Ibid., p. 6

are interested in and capable of entering so many fields, choosing a vocation becomes difficult. Conflict between vocational goals set for the gifted child by his parents and the goals set by the child may result in far-reaching emotional disturbance.

Gifted children may be placed under such pressure to achieve that they feel their gifts are being used against them. For instance, they are forced to study music, or spend their time with books rather than in carefree play with other children. Their attention is focused so intently on intellectual activities that they do not gain experiences necessary for good social poise. Parents and teachers often fail to recognize the fact that gifted children need more than intellectual stimulation.

Gifted children need practice and instruction in developing their mental abilities. They need to have successful experiences in seeing relations between ideas, budgeting their time, spending leisure time wisely, using the library, writing well-documented reports, translating ideas into socially useful action, developing mature reading skills, fulfilling the obligations they accept and developing aesthetic appreciation. Their education should pave the way for initiative, originality, and constructive endeavor.³¹ Hollingworth suggested that gifted children should receive additional training in parliamentary law and in the psychology of thinking.³² He also felt they should read biographies of the builders of modern-civilization. Training of this nature is often

³¹Paul Witty (ed.) The Gifted Child, D. C. Heath and Company, 1951, p. 152.

³²Leta S. Hollingworth, Boston, Gifted Children: Their Nature and Nurture, (New York: The MacMillan Company, 1926), p. 201-209.

neglected. Hollingworth cites the case of a nineteen year old boy who had never been challenged to put forth his greatest efforts. This young man had attended a private ultra-permissive elementary school where children followed their own interests and received very little guidance in learning. His high school catered to the average student. It required little effort on his part to "get by". When he transferred later to a private preparatory school, he was rigidly required to spend certain hours in study halls. Here the authority was from without; it was never translated into self-direction. In his college, students were allowed to sink or swim with very little guidance. He associated with a non-studious group and followed the path of least resistance. Nowhere in his educational career did he learn to discipline his mind and to develop the habits of thinking and study of which he was capable. Nowhere in his career did he find a situation which brought forth his maximum efforts.

Maladjustment in gifted children may be caused by a curriculum that does not challenge their abilities or provide education in inter-personal relations, self-understanding, and family living, along with the commonly-taught academic subjects. Schools that provide a broad scope of experiences for all levels of children are not common--thus the problem of providing for the gifted.

Gifted children have better than average capacity for self-analysis; they are able to think through many of their problems without help. They often feel, however, the need of assistance from adults. A competent teacher-counselor can usually give such help. Where maladjustment has gained headway, expert counseling or psychotherapy is needed. Parents, as well as children, require assistance in understanding themselves and their relations with others.

Seriously disturbed gifted children may be given help by any number of methods: play therapy, counseling and psychotherapy, group therapy, psychiatry, and psychoanalysis. Both successes and failures with various methods of diagnosis and therapy have been reported.³³

Gifted children, in general, need the type of counseling which will help them develop an understanding of themselves. The counselor should encourage gifted children to take as much responsibility as possible for their own guidance, and to seek him only as a resource and consultant. Through skillful "self direction" counseling, in which they consider their abilities and limitations, these pupils acquire a sense of social responsibility for their gifts. Many flounder aimlessly because they have never gained insight into the social usefulness of their abilities. Goals are of great importance to most gifted children. Without them, effort often is not commensurate with ability.

³³Paul Witty, (ed.) The Gifted Child, (D. C. Heath and Company, Boston: 1951), pp. 161-62.

CHAPTER IX

EVALUATION OF THE PROGRAM FOR THE GIFTED CHILD

Continuous evaluation of a program for gifted children is a necessity if sound and orderly improvements are to result. Evidence must be collected by means of various instruments, techniques and procedures. Upon this evidence decisions must be reached.

While it may not be possible for the principal to be an expert in evaluation, he needs to have a comprehension of its basic principles as well as an ability to distinguish between good and bad practices. He will be responsible for helping the teachers set up their methods and procedures of evaluation. He will assist his faculty in making constant comparisons of accomplishments and goals. Evaluation will not stop measurement of academic achievements but will include measures of change and growth in interests and attitudes.

The first evaluations should be concerned with the reactions to the program on the part of teachers, parents, gifted children, administrators, and the other children. Improvements in the program should result from these evaluations. Later, long range assessments of the effects of the program should be made in terms of the achievement and social and emotional adjustment of the children, their increased post-high school training, as well as their increased motivation to be productive and successful.

The importance of continuous evaluation is attested by the Cleveland schools. There they find that graduates of the Major Works Classes make

unusual records as youth and young adults. They are, as a group, equal or superior to other groups of the gifted in the many traits studied. Their adjustment is unquestionably superior.

The work of the regular classroom teacher must not be overlooked in evaluating the program. Every administrator knows that for many years the only teacher the gifted child has known is his classroom teacher. Even today, with our stepped-up program and emphasis on the education of the gifted, we find that over half of our gifted children live in small cities, towns, and rural districts. Many have no special arrangements for their training.

It has become quite clear that no single plan can be recommended to care for the gifted, since different types of programs are used successfully in various communities.

Full utilization of the best ability of the nation is essential for continued leadership and progress. Our country has shown clearly how man's ingenuity can develop vast sources of power as well as how this power may be used to make life more comfortable, happy, and secure.

Our country has been the leader in many fields of scientific exploration. If we were to be selfish, we would be concerned about the development of the gifted so that our own welfare might be enhanced. But we also need talented leaders in education, industry and arts.

The abilities of our brightest persons are needed for more than material progress. We are in a struggle to determine by which goal and ideals the people of the world will live. Democracy and freedom offer the best answers for man today. In our effort to help people learn to

live in amity and peace, spiritual guidance and courageous leadership are needed--offered usually by talented men and women equipped through education to find solutions to both old and new problems. Brilliance in diplomacy and human relations is also needed. The resourcefulness and the imagination of the gifted are treasures which can play, and no doubt will play, even a greater part in the future of our society.

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