

THE INTELLECTUAL CHARACTERISTICS
OF GIFTED CHILDREN

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TABLE OF CONTENTS

	Page
PREFACE.....	iii
Chapter	
I. INTRODUCTION.....	1
II. CHARACTERISTICS OF GIFTED CHILDREN.....	3
III. IDENTIFYING GIFTED CHILDREN.....	10
Testing As Means of Identification	
Observation As Means of Identification	
IV. EDUCATING THE GIFTED.....	17
Acceleration	
Enrichment	
Homogeneous Grouping	
V. A CASE STUDY OF GIFTEDNESS.....	27
VI. A COMPARISON.....	35
VII. CONCLUSION.....	39
APPENDIX.....	40
BIBLIOGRAPHY.....	42

PREFACE

Recent trends in American education continually call for the American educator to "meet the needs of each individual" within the homogeneous classroom. The future teacher is spoonfed methods which are designed to help him carry out this task. Too often, however, the beginning teacher comes armed with an arsenal of neat tricks designated as "enrichment" which are used primarily to keep the quicker youngster busy while the needs of slower youngsters are being individually met. But, meeting individual needs calls for more than special attention to the slow learner. Indeed, the slow learner is a special educational problem, but another education problem exists in the gifted child. Too often neglected, the gifted child is receiving increasingly more attention today because of his special skills which are so needed and desired in our society. Hence, this study was undertaken to examine the child of high abilities, methods of discovering him, and ways of meeting his individual needs.

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CHAPTER I

INTRODUCTION

Practical interest in persons of high ability has varied from time to time. Between 1900 and 1930 there was great scientific interest and the conduct or initiation of many famous studies. Then came the great emphasis of the 1930's upon the common man with the theory that all individuals should have essentially the same experience. Now we have a marked return to the attention of talent.¹

Giftedness is sometimes a marveled phenomenon in American education. The gifted child has been studied, tested, taken apart, and too often forgotten. Educators may tend to "leave the gifted alone" because they do not cause problems in the classroom, and they usually progress satisfactorily. Hence, the gifted take their places among the average in society; they are often unchallenged and go through life as underachievers. Yet, giftedness is one of America's most important resources. "Society is ever dependent on the insight and the foresight of its ablest citizens."² Hence, study of the gifted must continue, and the results of such study can reveal to society the satisfying methods of preserving and developing this great natural resource. Maurice Freehill presents a summary of the different attitudes about what the gifted child should do for society:

The theocentric humanist calibrates success in units of moral and spiritual

¹John E. Anderson, "The Nature of Abilities," Talent and Education--Present Status and Future Directions, ed. E. Paul Torrance (Minneapolis: The University of Minnesota Press, 1960), p. 9.

²Maurice F. Freehill, Gifted Children (New York: The Macmillan Company, 1961), p. 1.

rather than temporal and material accomplishment. He requires the able and individual to dedicate his leadership and to contribute his comprehensive insights and special capabilities for the advantage of the less blessed. The pragmatic liberal emphasizes contemporary usefulness, the social nature of man, and the value of group decision on intelligence. In his view status assigned to brightness is contingent on group approval and may be removed by the changing demands of society. The individualist proposes that individual success is good for society, and the gifted persons must search out and use the advantages offered in a competitive culture.³

American education must provide a setting in which the child can grow to his fullest intellectual capacity while functioning as a normal member of society. He has much to give, but without careful guidance he may not grow to achieve in accordance with his ability.

Hence, the school is one of the most important factors in developing the gifted child. "A cautious view discredits the proposal that the best of and the most educational services should be reserved for able children."⁴ But still, they must receive special education equal to that offered those who fall at the opposite end on the intelligence scale.

The parents have a serious responsibility in the upbringing of a gifted child. They must realize their child is above average in ability, and they must then provide for his special education. Goertzel and Goertzel emphasize in their Cradles of Eminence the influence of parents on exceptional children. They feel that parents today will find it even more difficult to keep their child from simply conforming to mediocrity.⁵

Yet, it is the duty of all of society to permit these children to investigate, to find answers, and to set out on their own to discover.

³Ibid., p. 4.

⁴Ibid., p. 7.

⁵Victor Goertzel and Mildred Goertzel, Cradles of Eminence (Boston: Little, Brown and Co., 1962), p. 293.

CHAPTER II

CHARACTERISTICS OF GIFTED CHILDREN

Giftedness is a product of the interaction of native ability and life experiences.¹

"Who is the gifted child?" Definition of the high-ability child is based almost always on intellectual ability. However, this has not always been the case. "What many people in our society fail to recognize is that the definition of 'giftedness' is culture--bound."² The early Romans used strength as their criterion of giftedness. "Our complex, modern society demands a high level of conceptualization in order to reach the high echelons of performance."³ Hence, in America, giftedness is defined in terms of intellectual power--the ability to do advanced thinking at a quicker pace.

Even though giftedness has been defined in terms of intellectual ability, there exists a wide variance among educators as to how great the ability must be to be considered a gift. "Indeed, some authorities define giftedness so rigorously that not more than one of each one hundred persons might be expected to fulfill the requirements."⁴ James Gallagher of the University of

¹Ruth Strang, "The Psychology of Gifted Children," Psychology and Education of the Gifted: Selected Readings, ed. Walter B. Barbe (New York: Appleton-Century-Crofts, 1965), p. 114.

²James J. Gallagher, Teaching the Gifted Child (Boston: Allyn and Bacon, Inc., 1964), p. 1.

³Ibid., p. 2.

⁴Paul Witty, The Gifted Child (Boston: D.C. Heath and Company, 1951), p. 11.

Illinois attempts to classify the gifted into three categories. He uses the word "gifted" in referring to the top two percent of the population at a given age, achieving a Binet IQ of 132-148. A second title, "highly gifted," comprises about one child in one thousand at a given age level. These children would achieve a Binet IQ of 148 or better. The term "academically talented" is used in reference to the top sixteen percent of the general population at a given age who achieve a Binet IQ of 116 to 132.⁵ In Lewis Terman's classic study of giftedness, the majority of the children achieved an individual IQ of 140 to 150 and 177 were beyond 150. Twenty-two children were in the study with IQ's below 140.⁶ The variance in stated IQ's shows that the gifted are defined in an IQ range beginning anywhere from 116 to 130. Problems in determining the IQ and technical faults of IQ testing, however, may lead to the search for additional means for identifying and defining the gifted child.

"According to the French psychiatrist, Piaget, these children are endowed with a certain organizing quality of the mind that is able to see relationships and to make deductions and generalizations." Often very early in life they show signs of this quality. An important clue to recognizing them is noting a complex of exploration, invention, curiosity, foresight, and originality.⁸ Another quality on an observation scale might be perseverance.⁹ "About one half of them know how to read when they enter school."¹⁰ Hence, the ability

⁵Gallagher, Teaching the Gifted Child, p. 12.

⁶Lewis Terman, Genetic Studies of Genius (Stanford University: Stanford University Press, 1926), I, p. 44.

⁷Strang, op. cit., p. 113.

⁸Maurice Freehill, Gifted Children (New York: The Macmillan Company, 1961), p. 45.

⁹Ibid., p. 51.

¹⁰Strang, op. cit., p. 114.

to relate coupled with the persevering drive leads to early accomplishment.

Gifted children are characterized by power--that is, they are able to do mental tasks of a high degree of difficulty.¹¹ Terman found that the majority of his "gifted" were capable of work two grades beyond the one in which they were enrolled.¹² The mentally superior child is alert and bright.¹³ "Gifted children may seem lazy because comparatively limited contact with a situation is adequate for understanding."¹⁴ Often, the classroom teacher labels the most intelligent child in the classroom as a troublemaker, and the teacher may be justified in doing so, for the gifted child often turns to idle play if not kept busily challenged. "These children often show the capacity to create and to develop activities which are exceptional in the light of what is normally expected of them."¹⁵ Yet, they are still children, and a certain amount of direction is necessary.

"Gifted children are moralists."¹⁶ They exhibit a tendency toward self-criticism and moral anxiety.¹⁷ Many a parent has become befuddled by the gifted child's sharp criticism on such a small moral relapse as a "white lie." The child does not compete, however, with the adult world; he is eager for adult acceptance. There is present an evident characteristic of social

¹¹Witty, The Gifted Child, p. 14.

¹²Lewis Terman, "The Discovery and Encouragement of Exceptional Talent," ed. Walter E. Barbe, Psychology and Education of the Gifted (New York: Appleton-Century-Crofts, 1965), p. 11.

¹³Witty, The Gifted Child, p. 14.

¹⁴Freehill, op. cit., p. 43.

¹⁵Witty, The Gifted Child, p. 13

¹⁶Freehill, op. cit., p. 51.

¹⁷Ibid., p. 50

eagerness and a social conscience.¹⁸

Traditionally, the bright child is characterized as an undersized, weak, bespectacled child who is physically below his peers but "makes up by superior intelligence." Studies have shown this characterization to be entirely erroneous. Repeatedly, leading psychologists and educators in the field have found gifted children not only equal to their average counterparts but often superior physically. Terman found that "children of IQ 140 or higher are, in general, appreciably superior to unselected children in physique, health, and social adjustment."¹⁹ Thus, the era of the weakling in giftedness is gone and, most likely, never really existed.

The gifted child is not always superior in every way. "In such subjects as penmanship, manual training, sewing and cooking, gifted subjects do not perform much better than unselected children."²⁰ Repeatedly, elementary pupils are marked down on handwriting. Their superior abilities to generalize and relate often overshadow their interest in rote practice necessary for good penmanship.

Problems of personality and social adjustment are often cited as manifestations of giftedness. Indeed, in some studies of extremely high IQ, social adjustment was a definite problem. "However, the queerness, snobishness, or antisocial behavior sometimes associated with superior intelligence is not a hallmark of giftedness but rather a sign of the antagonisms aroused by social rejection or ridicule."²¹ Continued reference is given to teaching

¹⁸Ibid., p. 52.

¹⁹Terman, "Discovery and Encouragement of Exceptional Talent," p. 11.

²⁰Walter Barbe, "Characteristics of Gifted Children," ed. Walter Barbe, Psychology and Education of the Gifted, p. 252.

²¹Witty, The Gifted Child, p. 13.

the bright student to "suffer fools gladly." "The gifted have greater inner resources for coping with their problems."²² Hence, many learn to hide behind the mask of normalcy in order that they might receive peer acceptance.

"Some social maladjustment may occur, especially in those rare individuals with IQ's above 170."²³ Hollingworth, in her study of children with IQ's above 180, felt that these youngsters were so far beyond the abilities of their age group that they would have difficulties in making both educational and social adjustments.²⁴ In 1947, Terman and Oden did a similar series of observation on highly gifted children and suggested that the social adjustment for each youngster is one of the most difficult tasks.²⁵ Not all gifted youngsters are doomed to social failure. Hollingworth concluded that the ability range which is most adaptable in the school society as it is not constituted probably lies around an IQ range of 125 to 155.²⁶

In a study by Lucito, bright children as a group were significantly less conforming to their supposed peer opinions than were the dull children.²⁷ Rutherford B. Porter supports these findings with results from his study of sixth grade pupils. He uses the terms self-reliant, self-sufficient, self-secure,

²²Strang, op. cit., p. 116.

²³Ibid., p. 116

²⁴Leta S. Hollingworth, Children Above 180 IQ (Yonkers-On-Hudson, New York: World Book Company, 1942).

²⁵Gallagher, Teaching the Gifted Child, p. 39.

²⁶Freehill, op. cit., p. 378.

²⁷Gallagher, Teaching the Gifted Child, p. 35.

High intelligence, creativity, leadership and skilled performance are the manifestations of high ability looked for by the Maryland Department of Education in selecting their gifted.³³

"In terms of the classic studies of intellect, these children rate high in respect to the general intelligence factor which Spearman designated by the letter "g". In terms of Thurstone's theory they possess to a high degree most, if not all, of the eight primary mental abilities. According to Thorndike, they excel in the abilities involved in abstract intelligence."³⁴

Today's gifted may be the classroom leader or the troublemaker. He may be verbal or quiet. Each emotional type needs careful examination for all identifying characteristics.

³³Maryland State Department of Education, Educating the Highly Able (Baltimore, Maryland: School Bulletin XXXIX, 1, n.d.).

³⁴Barbe, op. cit., p. 251.

CHAPTER III

IDENTIFYING GIFTED CHILDREN

Giftedness appears in many different forms in every cultural group and at every level of society. It is the source of power which has contributed most to progress at all times and in all places. Yet, like most other human resources, it remains a potentiality until it has been discovered and developed.¹

In order that the gifted child may be placed in an educational setting to develop his superior talents, a criterion for identification must be developed. Increased attention to the need for special education for these children has been received in recent years. Programs in enrichment, acceleration, and grouping have sprouted up across the country. "Even with this increased attention it has been estimated that at least half of all gifted children will fail to realize their educational potentialities--a loss to themselves and to society."² Hence, it is the duty of American educators to devise criteria which enable parents, teachers, counselors, and administrators to single out the high achievers and over-looked underachievers early in their educational experience. "Research workers generally agree that plans should be made to identify the gifted child early in order that a longterm program of education may be planned."³

Two types of identification procedures can be used and, together,

¹Witty, The Gifted Child, p. 10.

²R.J. Havighurst, "Conditions Favorable and Detrimental to the Development of Talent," School Review, LXV (March, 1959), p. 20-26.

³Witty, The Gifted Child, p. 269.

these procedures serve to satisfactorily single out those individuals capable of high academic achievement. There are always those children who will be missed in such a screening, but careful evaluation will be most successful. Much leaves to be desired of a program which relies too heavily on one procedure over another. "Whenever structured and formalized ratings have been substituted for casual opinions, results have been superior."⁴

The most commonly used procedure is the group intelligence test. "The score of a properly administered intelligence test is widely accepted as the best single index of giftedness."⁵ However, recent studies of the intellect and intelligence testing show that the tests fail to measure some qualities of the intellect of the gifted child. "They neglect the role of feeling and motive and require only the habitual response of the child to situations which are 'set' and which are 'low in feeling-tone.'"⁶ Children whose abilities do not fall into verbal or special intellectual patterns are often missed.⁷ Because the intelligence test score is only a numerical appraisal of the mental abilities of a child to perform on a test, highly creative or talented children may be missed; their scores would normally be above average, but they may not be high enough above to merit attention.

"Certain technical problems connected with the use of IQ tests with gifted children need special consideration."⁸ Several tests have a comparatively low upper limit.⁹ A twelve-year-old child could score a perfect score of 190

⁴Freehill, op. cit., p. 35.

⁵Ibid., p. 67.

⁶John L. Rockwell, Educational Method XIX (November, 1939), p. 92.

⁷Witty, The Gifted Child, p. 15.

⁸Gallagher, Teaching the Gifted Child, p. 13.

⁹Freehill, op. cit., p. 65.

on the Stanford-Binet, and the same child would achieve a score of 154 if he perfectly completed the Wechsler Intelligence Scale for Children.¹⁰ Hence, we cannot always measure the highest peaks of intelligence with the intelligence test.

Problems come when group intelligence tests are given, and this type of testing is most frequent in the public schools today because it is relatively inexpensive to administer and not so time-consuming to the always-time-conscious elementary administrator. These tests are often given under adverse conditions without careful supervision. Most have definite upper limits.¹¹ Even the brightest child could not score above 140 on the Otis Quick Score which is widely used in primary grades.¹² Group tests also fail to show attitudes, emotions, or interest, where the individual test will often yield to the tester the attitude of the subject.

Thus, intelligence testing, whether individual or group, has definite drawbacks to being used singularly to choose gifted individuals. Yet, the intelligence test scores can be one index which is highly indicative if the examiner studies carefully the type of test given, conditions during the test and the pupils progress otherwise. It is one widely accepted criterion of giftedness but needs careful and continued study to be effective.

Achievement testing is another type of identification by testing which is often used in singling out those with greatest abilities. Achievement scores and school grades, however, can give a false impression of a child's innate abilities if they are not coupled with true IQ scores and intent observation. It has been shown though, that standard tests of achievement pick gifted

¹⁰Gallagher, Teaching the Gifted Child, p. 13.

¹¹Ibid.

¹²Gallagher, Teaching the Gifted Child, p. 13.

children much more readily than school grades.¹³ "Teachers learn that school grades are a deceptive criterion because students are unequal in their educational preparation, motivation, social maturity, and other factors that affect learning."¹⁴ Yet, even though the achievement test predicts with considerable accuracy, it does not have the forecast range which a true IQ test can give.¹⁵ And, without a doubt, the achievement test and the school grade could miss the underachieving child who is not using his abilities.

Testing is only one procedure to be used in selecting the gifted student, and, to be effective, it must be coupled with careful observation which is the second procedure.

Observation comes on many fronts. It occurs in school, at home, outside of the home, in extra-curricular activities, and anywhere the child appears. Teachers are commonly selected to choose their most "outstanding pupils" for special classes, and, at times, parents feel it obligatory to confide in the school administrator that their child "seems brighter than average." Hence, in attempting to discover gifted children many sources may be asked for their observations.

Contrary to popular belief, teachers are rather poor judges of children's abilities. In a classic study by Pagnato and Birch, teachers identified only 41 of 91 gifted children.¹⁶ In another study, teachers nominated the most gifted in their classrooms. Only 15.7% of the children nominated by 6,000 teachers

¹³Witty, The Gifted Child, p. 18.

¹⁴Freehill, op. cit., p. 33.

¹⁵Ibid., p. 69.

¹⁶C. Pagnato and J.W. Birch, "Locating Gifted Children in Junior High Schools; A Comparison of Methods," Exceptional Children, XXV (1959), p. 300-304.

proved to be the gifted.¹⁷ A similar study by Joseph Baldwin yielded the same results.¹⁸ There are many reasons why teachers so often miss in their judgments. To begin, before a teacher can identify the gifted in the classroom, he must be aware of what the normal expectation of intellectual performance is for a specified grade level.¹⁹ Too many teachers are unaware of what high achievement or ability is for their grade level. "Another possible source for teacher error is the tendency for the teacher to make judgments on the basis of superficial characteristics."²⁰ Teachers too often choose the clean, quiet child because this child is the most appealing. It is not surprising that teachers in elementary grades often overrate girls because they have social qualities and are often more highly motivated.²¹ It is indeed sad that during the first two decades of this century, gifted children were selected entirely on the basis of teacher nomination.²² This program of selection would have left out three classic cases of genius--Albert Einstein, Thomas Edison, and Winston Churchill.²³ Teacher selection and observation is only one of the contributing factors in a program of discovery.

Parents have been shown to give more accurate information concerning giftedness in their own children. "While parents are likely to be biased in estimating the intelligence of their children, their reports are often of

¹⁷Witty, The Gifted Child, p. 16.

¹⁸Joseph Baldwin, The Gifted Child Quarterly, VI(Winter, 1962), p. 153-156.

¹⁹Gallagher, Teaching the Gifted Child, p. 6.

²⁰Ibid., p. 3.

²¹Freehill, op. cit., p. 24.

²²Gallagher, Teaching the Gifted Child, p. 7.

²³Ibid.

considerable value in identifying gifted children."²⁴ Parent judgments, however, create a separate prejudice in an attempt to fairly determine those most gifted. "Giftedness is most likely to be discovered in the environment which encourages intelligent behavior."²⁵ Hence, the low socioeconomic level, which most often is not a prompter of intelligent behavior, can easily be discriminated against. Most studies, including Terman, show that more gifted children are found in homes where the parents have achieved a slightly better-than-average socioeconomic level than in homes where the parent's socioeconomic level is below average.²⁶ More are discovered at higher levels because higher levels are examined more often. Higher class people encourage learning, and the parents are more of a motivating factor to the children. Lower level families often go as far as to discourage their gifted children. Hollingworth points out, "...it is necessary to emphasize the fact that a substantial and important minority of superior devistes originate in poverty, in families where all means are lacking for appropriate development."²⁷ Parental recognition of giftedness can be a good cue for further investigation, but, like the other discovery techniques, it must be coupled with other careful observations and testing. All social levels must be given attention.

Observers must be aware of what they are looking for when they watch potential gifted youngsters. "The most commonly recognized clue to high ability is precocious behavior or early learning."²⁸ These two traits, along

²⁴Witty, The Gifted Child, p. 15.

²⁵Freehill, op. cit., p. 57.

²⁶Freehill, op. cit., p. 57.

²⁷Leta Hollingworth, Gifted Children--Their Nature and Nuture (New York: The MacMillan Company, 1927), p. 58-59.

²⁸Freehill, op. cit., p. 42.

with insatiable curiosity, a large vocabulary, and a variety of interests, are all indicative of an advanced state of maturity.²⁹ Care must be taken that the quiet child or troublemaker is not omitted from observation. This child might very well be superior. Intent observation can often give the needed information not seen in IQ scores.

Identification by testing and identification by observation, together comprise the most ideal discovery method. Careful testing is worthwhile only when examined thoroughly, and observation is most useful when the observers are unbiased and aware of characteristics of giftedness.

Gallagher neatly sums up the basic methods of discovery in this chart:

Teacher observation:	misses certain groups, especially underachievers, emotional problems, etc.--needs supplementation with standardized tests of intelligence and achievement.
Individual intelligence tests:	best, most expensive--not practical in public schools.
Group intelligence tests:	good for screening, misses reading problems, emotional difficulties, or cultural impoverishment.
Achievement test batteries:	does not identify underachievers--same limits as group intelligence tests.
Creativity tests:	new with uncertain validity--may show divergent thinker--can only use as a supplement with other devices. 30

²⁹ Maryland State Department of Education, op. cit., p. 10.

³⁰ Gallagher, Teaching the Gifted Child, p. 21.

CHAPTER IV

EDUCATING THE GIFTED

The gifted child is first of all a child, much like other children, but one with peculiar qualities or characteristics which make him a special educational problem.¹

Wasted talent is as harmful to our society as it is to the individual. Conservation of this talent is carried on in many special programs today across the United States and in other countries. Much more needs to be done, but progress has been great in the last few decades.

Gifted children have not always received special recognition. "Attention to gifted children was stimulated by the publication in 1869 of Galton's Hereditary Genius. His book marked the beginning of an era of strong interest in individual differences."² Galton's research into the possibility of genius being inherited proved to be one of the motivational agents which caused Terman to begin his longitudinal study.³ At that time the misconception of "early ripe, early rot" was prevalent. Terman's study was designed to show that giftedness does not decline with age. Educational procedures at that time were strengthening the "early ripe, early rot" theory. Older children who were dull were often placed in a higher grade class because they could do the work at the lower grade, having been through the grade before. When placed at a higher grade, these dull youngsters failed, and educators, not seeing that

¹Freehill, op. cit., p. 7.

²Witty, The Gifted Child, p. 2.

³Terman, Genetic Studies of Genius, preface.

they were dull in the beginning, claimed that because they were getting older, they were losing their intelligence.⁴ Hence, Terman and others saw the necessity to provide for a different type of educational program, and their modern-day counterparts, Gallagher, Freehill, Strang, Witty, and others have continued research into which program is most suitable.

The history of special education for the gifted goes back quite far. The best known early plan was the Plato plan where tests were given, and those passing the tests were given special training for leadership through the study of science, philosophy, and metaphysics.⁵ After world War I, in Germany, a primary condition of national rehabilitation was the education of the gifted, and the selection and training of the Hofnungskinder (children of promise) has continued even today.⁶ One of the first experimental classes for gifted in the United States was that found in Louisville, Kentucky, in 1918. The class was selected by results of Binet Intelligence tests, and the pupils ranged from 120-168 in IQ.⁷ Later, similar schools were set up in New York, Illinois, California, and Kansas.⁸ At the onset of World War II, a general neglect of education caused an even greater neglect in the education of the gifted.⁹ During the war, a trend toward total democracy in education caused the gifted to be left out. People felt that giving special education to students who were already outstanding was being undemocratic. The end of the war, however,

⁴Hollingworth, Gifted Children--Their Nature and Nurture, p. 278.

⁵Freehill, op. cit., p. 188.

⁶Hollingworth, Gifted Children--Their Nature and Nurture, p. 283.

⁷Ibid., p. 278.

⁸Ibid., p. 279-280.

⁹Witty, The Gifted Child, p. 4.

"brought compelling evidence of the need to conserve human resources."¹⁰

Although the idea of special education for the gifted being undemocratic still exists today, the need for skilled leaders, scientists, and educators following the war turned the idea of special education into a reality again. At first, the programs were private and handled by experimenting individuals. Then in 1958, special programs and funds were made available by many states for setting up special education for the gifted.¹¹

Freehill feels that "...the perspective of the moment encourages crash programs."¹² Crash programs are not the answer, however, for the true results of a program cannot be distinguished until several years after it was begun. A calculated, planned approach will bring the best results. "Intelligent planning of the experiences needed at each developmental level furnishes the soil for giftedness to take root, if it is present, and to flourish to the point where it can be recognized."¹³

"Programs for 'gifted' children seem to vary on the basis of the type of community which the school is serving."¹⁴ Gifted children can be discovered in every type of community and at every level of society, but it has been pointed out previously that there seem to be higher percentages of gifted children in communities where the fathers are professional people or in the upper middle or higher classes of society. This type of community would have more use for a program with special homogeneous classes than

¹⁰Freehill, op. cit., p. 190.

¹¹Ibid., p. 191.

¹²Freehill, op. cit., p. 6.

¹³Witty, The Gifted Child, p. 12.

¹⁴Wayne County Study of the Gifted, "How Do Your Gifted Grow...?" (Detroit, Michigan: Wayne County Association of School Administrators, 1960), p. 3.

a community where only one or two gifted children can be found. Hence, the program varies with the area it is serving.

Several types of programs have been postulated in schools throughout the states. Basically, the programs tend to be some combination of three plans: enrichment, acceleration, and grouping. No one program by itself seems able to adequately deal with the special educational problems of the gifted. The answer lies in a carefully planned program, designed to meet the needs of the gifted children in the particular community, combining the best qualities of the three plans.

Terman strongly believed in acceleration and advocated that students with IQ's of 135 should be ready for college by seventeen years of age at the latest.¹⁵ Despite Terman's hope, and in spite of the bulk of research evidences supporting acceleration over different methods, acceleration is the most unpopular plan of special education planning for the gifted.¹⁶ One basic reason is given by school administrators as to why acceleration is not practiced: Acceleration is too big of an administrative problem--the line must be drawn somewhere. And besides, administrators add, children are not suitable emotionally. The first reason given is, most likely, the only reason for the lack of acceleration. After all, we have shown in our characteristics of giftedness that these children are advanced emotionally. For many, it could be just as harmful to be held back as to move ahead and, maybe, even more harmful. Emotional maturity, as well as physical maturity, must be considered in an acceleration program, but, on the whole, this consideration is not so difficult as to show justice in a program that does not allow acceleration.

¹⁵Freehill, op. cit., p. 205.

¹⁶Virgil S. Ward, "Program Orientation and Implementation," ed. Barbe, Psychology and Education of the Gifted, p. 236.

Basically, administrators cannot and do not want to set up criteria as guidelines for acceleration. Administrative redtape holds children, who at the age of 4½ years can read at second grade level, at home until they are properly six years of age. This is not only an unreasonable program, but it is unjust for the child. The Department of Education of the State of Minnesota has set up a satisfactory early admissions program for kindergarten pupils. Parents of prospective students are sent letters informing them of the opportunity for individual interviews and tests for early admission if they feel their child qualified.¹⁷ Programs such as this are, indeed, worthwhile in aiding the intellectual development of the gifted child.

With acceleration, comes the general fear of maladjustment of the child. As stated previously, however, gifted children are generally healthier physically and mentally. This does not merit random acceleration without examination. Careful consideration should be given before accelerating. Ideal acceleration times come at times of early admission--kindergarten, junior high, high school, or college. In a study by Witty and Wilkins evidence shows "...acceleration... is associated with desirable adjustment in all types of development for which data have been assembled."¹⁸ Ward adds that we must remember that the "child does not accelerate, the school accelerates to meet the child."¹⁹ Hence, the advanced child may be unaware of a changed emotional atmosphere.

As always in dealing with the gifted, one program is not the only answer to the problem. Acceleration is only one part of a bigger ideal in

¹⁷Minnesota Department of Education, "An Early Admissions Program," (St. Paul: October, 1962).

¹⁸Paul Witty and Laroy W. Wilkins, "The Status of Acceleration or Grade Skipping as an Administrative Practice," ed. Barbe, The Psychology and Education of Gifted Children, p. 408.

¹⁹Ward, op. cit., p. 333.

special education. There are times, though, when acceleration can serve quite well as a program in itself. When a school is especially small or has extremely limited facilities and classroom space, acceleration can help the bright because there would be no opportunity for grouping of any type.

Acceleration is also ideal at the high school and college level when introductory class material is already understood by the gifted student. Movement to the next level of material is easily accomplished.²⁰ Generally, however, acceleration is only one part of the program--a very basic part.

The fears associated with acceleration generally are unfounded. "Unmistakable and general have been the educational gains for many children who have been accelerated."²¹ A study by Birch, Barney and Tisdal calls early admissions and acceleration "an essential element in a sound policy of school administration."²² It has been said that acceleration not only aids the child but enhances the entire school system by keeping faculty and students mentally alert.²³ Perhaps school administrators should keep this in mind when avoiding problems of acceleration.

Enrichment is the most popular and most commonly referred to type of program for the gifted. Cutts and Mosely in Teaching the Bright and Gifted define enrichment as "The substitution of beneficial learning for needless repetition or harmful idleness."²⁴ Enrichment today has taken a much broader

²⁰Witty and Wilkins, "The Status of Acceleration," p. 409.

²¹Ibid., p. 410

²²Jack W. Birch, David W. Barney, and William J. Tisdal, "Early Admissions of Able Children to School," School Life, XLVI (June, 1964), p. 7-9.

²³Ward, op. cit., p. 397.

²⁴State of North Carolina, "Practices in Teaching the Superior and Gifted," (Cullowhee, North Carolina: 1962), p. 252.

definition. Freehill warns, "The great danger is that enrichment activities will degenerate into busy work."²⁵ Unfortunately, Freehill's admonition has developed into much of a reality. Many schools claim to be giving special educational opportunities to their gifted when, in reality, they are only supplying these students with mountains of extra work which add up, not to enrichment, but to busy work. Hence, to be effective, enrichment must be "enriching," and, as always, it is most useful when combined with other programs.

Two excellent types of enrichment come through independent study and through released time activities. "Independent study gives the child a chance to capitalize on his abilities to motivate and learn without teacher direction."²⁶ Emphasis must be given to the idea of letting the child work alone. A class is not always necessary for learning, and especially with the gifted child, time to be by himself is most important. This time can come in a program which allows for "released time" for enrichment. Superior children can be excused from regular class when they have completed assignments in the heterogeneous classroom. A child who makes a perfect score on the pretest in spelling on Monday can be given "released time" to work on a creative writing or reading project, etc.²⁷

Enrichment, when used wisely, can be a most important part of the total special education program. Carefully selected enrichment activities which can be handled independently by the child are most effective when working with the gifted.

Homogeneous or special ability grouping is one method of teaching the

²⁵Freehill, op. cit., p. 216

²⁶Ward, op. cit., p. 383.

²⁷Sioux City Public Schools, "Educational Opportunity For The Superior Student," (Sioux City, Iowa: 1962-63), p. 6.

gifted which has gained widespread attention in recent years. Witty reports of a study done in 1931 by A.H. Turney which gives evidence that grouping at that time did not prove itself and was not any more effective than classroom enrichment. Turney felt that too many schools had excellent plans on paper but did nothing in the classroom, and he found it often difficult to interpret evaluations done by the schools.²⁸ More recent studies, however, such as that done by Donald Ziehl in 1962, consistently favor special ability classes over heterogeneous grouping.²⁹ Freehill concurs that recent studies show that homogeneous grouping can bring wide results without hampering the emotional stability of the child.³⁰

The success of homogeneous grouping depends on the ability range of the students, the teacher's knowledge of the subject matter, and the availability of materials and methods to the teacher.³¹ Indeed, the teacher in the class is perhaps the sole determinant of success or failure. "Teachers should be selected for work with gifted groups on the basis of ability and interest."³² Students should, likewise, be carefully selected on an established criteria. Nothing would appear more foolish than to see a teacher who feels uneasy when working with gifted in a class of students, some of whom may be in the class only because their father is the president of the PTA. Thus, an effective group calls for careful planning.

²⁸Witty and Wilkins, "The Status of Acceleration," p. 391-393.

²⁹Donald C. Ziehl, "An Evaluation of An Elementary School Enriched Instructional Program," (Buffalo, New York: State University of New York, 1962).

³⁰Freehill, op. cit., p. 196-200.

³¹Gallegher, Teaching The Gifted Child, p. 83.

³²Ward, op. cit., p. 385.

Again, fears of poor adjustment accompany any program for separating children because of ability. Parents, teachers, and administrators must realize that the gifted child knows he is gifted, whether in the classroom or in special ability classes. High achieving children are continuously rewarded for their outstanding work. Low achievers know that they can equate their average peers with little effort. Ability grouping could do much for the underachiever who can always do just above or just average work with no effort, for a class with children of high abilities could motivate him to high achievement. Instead of hampering the child, grouping gives the child a chance to engage in stimulating work with peers that equal his ability.³³ In addition, studies have shown that there is little or no evidence to support the fact that snobbishness or elitism develops in these groups.³⁴ Contrary to fears of maladjustment, Ward feels that "everywhere the salutary effects of ability grouping upon motivation, achievement, and morale of able students is readily noticable."³⁵

The most opposition to grouping comes from parents who complain that it is unjust of the school to single out outstanding individuals, accelerate them in their academic work, provide special times for them to work, and engage in helping them find additional enrichment from students in other schools. Gallagher gives a rather crafty answer to these parents' complaint. He answers parents by revealing that this is done now for students in our schools. The most outstanding basketball players are singled out, allowed to play varsity basketball even if they are only sophomores; special periods are set up for

³³Ward, op. cit., p. 383.

³⁴Ibid., p. 386.

³⁵Ibid., p. 385.

them to practice in the gymnasium, and, not only are other teams found for them to play, but the school transports them to the other schools. Never once is it feared that some students might feel left out.³⁶

It is the opinion of this author, that grouping is an excellent means of educating the gifted if used in a program with acceleration and enrichment. Grouping of this type could be accomplished on a half-day program which enables afternoons to be free for the students to join the heterogeneous classroom. In this way, the classroom unity can be preserved while the entire class benefits from a more individualized approach.

"The school as conventionally established, is not always congenial to or appreciative of extremely gifted children."³⁷ Teachers, even in our modern times, often punish and condemn their brightest pupils, calling them their "sassy, smart-alecks." Yet, Richard Abell, in his article entitled "Challenging the Gifted," states, "the gifted child's teacher has an obligation to help the child find what to study and how to produce results."³⁸ Hence, even if a special program is not available for the child, it is the duty of the teacher to help her gifted...even as much as she helps those retarded.

It has been said that the greatest contribution we can make to the development of these children is to stand back and not get in their way.³⁹ In a poorly planned, badly organized program, this might well be the best answer. But gifted children are children, and children need guidance. This guidance can come through enrichment, acceleration and grouping.

³⁶Gallagher, Teaching The Gifted Child, p. 86-87.

³⁷Hollingworth, Gifted Children--Their Nature and Nurture, p. 275.

³⁸Richard P. Abell, "Challenging the Gifted," NEA Journal, LV (February, 1966), p. 48-49.

³⁹Gallagher, Teaching The Gifted Child, p. 40.

CHAPTER V

A CASE STUDY OF GIFTEDNESS

Glenn Stewart*
113 Wood Street
Highland, Indiana
March, 1967

No study of giftedness could seem complete without an in depth study of at least one child who has been singled out as "gifted." Glenn is such a child. He is a first grade student at Southridge School in Highland, aged six years and six months. Information about Glenn was received from Ray D. Palmer, principal of Southridge School; Mrs. Anna Floyd, Glenn's teacher; Mr. and Mrs. Glenn Stewart, Glenn's parents; and Mrs. Griswold, speech therapist in the Highland school system.

Glenn's parents would be considered upper middle in economic class. Both parents are college graduates. Mrs. Stewart holds a BS degree from Albright College, Reading, Pennsylvania, and Mr. Stewart earned a BS degree in chemical engineering at Iowa State College at Ames, Iowa. Neither parent was born or raised in Indiana. Mr. Stewart is from Nebraska, and Mrs. Stewart was raised in the East around New York. Work opportunities for Mr. Stewart brought them to the Calumet Region. They have been residents of Highland for ten years, and Glenn has lived his whole life in Highland in the same house. Both parents are of good health and have suffered no serious disabilities. Mr. Stewart is slightly handicapped with one leg shorter than the other, but this does not appear to be a serious disability. Both parents are medium in

*The name and address are fictitious at the request of the parents.

height and build.

The home is above average in an excellent neighborhood. The family owns one car and is buying the home. Glenn's father is employed as a chemical engineer for a small company in the area. The mother is a housewife. One grandmother, living in New York, is a teacher. Glenn has three sisters--two younger and one older. He shares his bedroom with the baby who is about one year old. The family situation appears quite harmonious. Glenn competes with his older sister who is in the third grade, but the parents have attempted to stop this by providing special things that only the older sister can do. The mother seems to favor Glenn since he is the only son. She is proud of his accomplishments, but this favoritism is not evident enough to be noticed by the other children.

The family appears well-regarded in the town. It is not prominent but average with the normal amount of friends. The parents are active in Southridge PTA and the First Methodist Church of Hammond, Indiana. Mr. Stewart is chairman of the Christian Education Committee of the church. Mrs. Stewart is very busy with the family but belongs to AAUW and a Hobby Club which meets once a month.

For recreation, the Stewarts travel. Mr. Stewart, especially, appeared interested in traveling. Every vacation is spent somewhere away from home. Glenn has been on vacations with the family in Nebraska, New York, Canada, Brown County, the Black Hills, Yellowstone Park, the Atlantic coast, and all over Indiana. Mrs. Stewart is interested in handwork and does knitting. She seemed quite talented in art.

The Stewarts are intently interested in education and concerned that the Highland School System do all it can for Glenn. Mr. Stewart has read widely on special programs for the gifted and is attempting to find out all that he can about such programs in order that he might make a decision on whether special

education would be better for Glenn. Generally, the family could be characterized as liberal, high-minded, and religious, and the dominant family philosophy appeared to be that each family member was entitled to be treated equally according to ability.

Glenn, himself, has gone through normal development physically; however, his mother felt that he was generally slower to walk and talk than any of the other children. His first steps were taken at the age of fourteen months. Glenn has been a good eater and sleeps well. He suffers from no serious diseases or injuries; he did, however, have the chicken pox and ran a very high temperature. Mr. Stewart stated that Glenn tended to run very high temperatures--104 degrees with a common cold was not unusual. Glenn has never been an active child physically. His parents often must force him to go outdoors and play. In recent months, however, he has become more interested in sports, especially basketball. Glenn is average in physique. He wears corrective lenses, and his father said that he will not go without the glasses. He began wearing glasses at the age of three years. (It should be noted, however, that all of the Stewart's children wear corrective lenses.) On observation in the classroom, Glenn appears vigorous, active, and average in physical ability for his age.

Glenn attends a special speech class at Southridge School for children with speech defects. He was characterized in kindergarten as an acute stutterer. The stuttering has almost completely disappeared at this time, however, it reappears at times when the child is excited. Mrs. Griswold, speech therapist, felt that Glenn has made rapid improvement. He is working now on sounds with "sh" and "ch" in them. Mrs. Stewart felt that she was partially to blame for Glenn's speech problems because she often did not have time to listen to him when he was a pre-schooler. She said that the stuttering does disappear periodically, but that some other manifestation of nervousness takes over. Presently, Glenn has

stopped stuttering but has begun biting his nails for the first time. Hence, some characteristics of nervousness are present.

At the age of three years and three months, Glenn's parents developed an awareness that Glenn had special abilities. At this time, he learned how to tell time with a small practice clock given to his sister for Christmas. Mr. Stewart recalled that he felt Glenn must have been above average, especially with numbers. At the age of four years and three months, the Stewarts again were made aware of Glenn's abilities. On Christmas evening Glenn read aloud for his mother a book that his sister had received for Christmas. Mrs. Stewart felt that Glenn could have memorized the book; so, she held her finger under certain words asking Glenn what each word was. To her surprise, he answered correctly every time. From then on, Glenn read constantly. He read every book in the house that belonged to his older sister, and Mrs. Stewart began bringing books home from the library for him. She purchased a Thorndike Junior Dictionary for Glenn and remembers the look on the salesman's face when she said it was for her son. The Stewart's sensed Glenn's superior abilities and began reading about what they should do to help him.

Mr. Stewart felt that it might be worthwhile to accelerate Glenn into school. Before going to the school to request that this be done for their son, the Stewarts felt it imperative that they have positive proof of Glenn's abilities. Mr. Stewart recalled that they did not want the school to think that they were merely anxious parents thinking their child was entitled to special consideration. And so, at the age of four years and five months, Glenn was given the Verbal Scale of the Wechsler Intelligence Scale for children. The test was administered by Rex Hurt of Rex Hurt and Associates from Chicago. Hurt was working at that time at the First Methodist Church of Hammond, running a clinic for people needing guidance with emotional problems. The test was

given at the church. Hurt calculated Glenn at a mental age of six years with an IQ of 133. A notation on the test results, however, stated that the IQ appeared much too low because there was a wide range on the subtests. Glenn was only average in the verbal portions of the test, and Hurt felt that if this portion of the test had not been included, Glenn would have achieved an IQ of from 140 to 150 because his scores on problems requiring the use of numbers and memory for general information were markedly superior. Hurt predicted that Glenn's IQ would elevate at least ten points after he entered school and had more experience with verbal problems.

Hence, the Stewarts had the scores to prove their son's abilities, and they went to Southridge School to request early admission to first grade for their son. In Highland, children are permitted to enter kindergarten if their fifth birthday comes on or before the first of January of that year. Glenn's fifth birthday would be in September. The Stewarts felt they had sufficient evidence to prove that Glenn should skip kindergarten and enter first grade that fall. Mr. Ray Palmer, principal of Southridge School, felt this impossible, however. He stated that it was not the policy of Highland Schools to skip youngsters through grades. He felt that this was a most unfortunate ruling and pledged to the Stewarts that he would do everything possible to accelerate Glenn in the self-contained classroom. And so, Glenn entered kindergarten that fall.

In kindergarten, Glenn was accelerated. The kindergarten teacher took time out each day to listen to Glenn read, and she took him through all the first grade readers. Her primary concern was to increase Glenn's comprehension level. He read well but did not always understand what he was reading. The Stewarts felt that the teacher did an outstanding job and that Glenn's interest and enthusiasm were dealt with very well.

The following fall, Glenn entered first grade. Mrs. Anca Floyd, Glenn's teacher, has attempted to keep him accelerated. He has finished all of the second grade readers and is presently completing a second grade arithmetic workbook. He breezes through the work with little or no effort. He works independently the majority of the time. He does not take spelling tests with the class or do arithmetic with it. Glenn does special reading assignments out of an enrichment book that has short stories and comprehension questions. Mrs. Floyd has felt it necessary to limit him to ten stories a day because she gets too far behind in grading to keep up with him. Glenn reads aloud with the top reading group in order that he might keep some activities with the class. He participates in special art and music classes with the rest of his class. Glenn's parents are not entirely satisfied with their son's progress now. Earlier in the year, Glenn refused to go to school because he claimed that he was bored. Mrs. Stewart recalled these as very "teary times" and has been concerned that Glenn might lose interest in school. The Stewarts have purchased a full set of readers through sixth grade, and Glenn has read them all. It appears that he is receiving enrichment at home as well as school.

Since entering school, Glenn has been given three series of tests-- both achievement and mental ability. The results of the test are as follows:

Otis Quick Scoring Mental Ability Test

Beta Form Fm

6 years 4 months--total scores of 43

Alpha Form (Short As)

6 years 4 months--total scores of 73

MA	11.3
IQ	150

Stanford Achievement Tests

Primary I Battery Form Y

6 years 2 months

Word Meaning	3.6
Paragraph Meaning	3.6
Vocabulary	5.2

Spelling	3.4
Word Study Skills	5.2
Arithmetic	3.9

Primary II Battery Form Y

6 years 3 months

Word Meaning	4.5
Paragraph Meaning	5.0
Science and Social Science Concepts	2.2
Spelling	4.4
Word Study Skills	7.5
Language	5.2
Arithmetic Computation	2.4
Arithmetic Concepts	5.7

It is difficult to measure the reliability of testing procedures such as these. All of the tests were given to the entire class at a time. The difference in achievement tests scores which were given only a month apart show that Glenn is capable of making very rapid progress. They are almost too obvious to be true, and enough that they could certainly be questioned. The Otis scores are dubious and really tell very little. The entire battery appears contradictory. For example, Glenn's greatest asset has been called his extraordinary ability in math; yet, his arithmetic computation only rated slightly above second grade level--it was one of his lowest scores.

Glenn's parents desired to find more about his progress since entering school. This winter they had another series of tests run on Glenn. This time the test were administered by a Dr. Chernoff of Indiana University's child psychology department at the Gary Campus. Complete results of the tests have not yet been made available. The Stewarts found, however, that Glenn's IQ has gone up to 145 as predicted. Chernoff stated, however, that Glenn's achievements were far ahead of his IQ as measured by the individual tests, and this time, verbal ability was much higher than numerical ability. Hence, school has done much for Glenn, but it is impossible to predict how much it has done.

Socially, Glenn appears well-adjusted at this age. He plays with child-

ren of his own class on the playground, but his mother states that he plays with older children at home. Mrs. Floyd feels that Glenn fits into the classroom even though he works by himself much of the time. She stated that the other children often go to Glenn for help. The class has asked him to read to them, and he has often been selected by his classmates for various jobs in the room. Upon observation, Glenn appeared as any other child in the classroom. Mrs. Stewart felt that Glenn had no "best" friend but often played with his older sister. He would even play girls games just to be with older children.

Glenn reads a great deal of the time for amusement. Most of his books are on third or fourth grade level. He also enjoys putting jigsaw puzzles together and building things with blocks and popsickle sticks. He appears talented in art at his age, and he has recently taken an interest in music. His sister has begun piano lessons, and Glenn is teaching himself to play. Glenn's television time is limited by his parents. Hence, he spends the great majority of the time amusing himself.

In predicting Glenn's future, it appears that he will achieve highly in life. His talents seem to lean toward numbers, and he may well follow his father into chemistry. As he continues in school, he may suffer problems of adjustment which could lead to some emotional problems in early adolescence. Glenn will most likely blossom in high school if given the chance to use his superior abilities. Hence, Glenn seems destined for a promising future if teachers continue to uphold high standards before him and present him challenging material to investigate.

CHAPTER VI

A COMPARISON

In an attempt to summarize the characteristics, ways of discovery, and methods of education that have been discussed thus far, it would seem prudent to test what has been said on a given child who has been singled out as gifted. It is necessary to keep in mind, however, that no one child speaks as the average for all gifted children. Yet, it would be interesting to see how Glenn Stewart fills the characteristics of giftedness.

In identifying Glenn as gifted, Freehill's summary of the characteristics of the intellect of gifted children presented earlier in this text would be useful.

1. Problem solving ability. Glenn neatly fits into this characteristic, for he has been characterized by parents and teachers as clearly able to solve problems on his own. Recently, he developed a keen interest in basketball. He was concerned that his own basketball court outside of his home was not the correct size. Glenn went inside and found an encyclopedia which had a section on basketball. He found the correct dimensions, and with a six inch ruler, he went about measuring the court, finding, much to his dismay, that it was undersize. Thus, Glenn solved the problem of how to find out whether his court was big enough.
2. Organizing ability. This characteristic is a bit harder to pin down, but Glenn has shown some early signs of proficiency in this area. In

his special reading program, he reads stories and answers a series of comprehension questions. The answers are colored with a pencil on an IBM type of answer sheet. Glenn has had no problem keeping the answers in the correct spaces and has become organized enough to show other classmates how it is done.

3. General information. Glenn has a storehouse of information which ranges from early coins to basketball statistics. He quickly relates this general information in conversation. He explained the way one could find the key to what material is being covered on different pages of the arithmetic book. Glenn began collecting information early in his life, and, one time at school, he gave the dimensions of a mountain which he learned a year before on vacation in the East.
4. Curiosity. Glenn becomes interested in subjects quite easily and almost immediately attempts to find out more about them. One time, he saw some boys flying model airplanes and went home and looked airplanes up in an encyclopedia. He asks many questions, especially of his parents.
5. Memory. Glenn has a fantastic memory. While getting his hair cut one day, he told a barber all of the statistics about each player on his favorite basketball team. He had heard them on television the night before.
6. Rapid learning. High achievement scores show that Glenn is indeed a rapid learner.
7. Verbalness. In school, Glenn does not display his high verbal ability so greatly as he does at home. He exhibits an advanced vocabulary and has always shown an interest in words.
8. Long attention span. Glenn's parents commented that when he was four

years old, Glenn exhibited a great perseverance. His grandmother, who is a teacher, was the first to recognize this. Glenn builds structures with tiny blocks and will work a remarkably long time to finish his work.

9. High intelligence scores. All of Glenn's intelligence test scores place him in an IQ of 130 to 150.
10. Originality, qualitative thought, common sense, and even mental functions. These characteristics cannot be markedly distinguished in Glenn from those found in average children. Perhaps as he matures, they will become more apparent.

Hence, it appears that even at the age of six years and six months, Glenn exhibits characteristics of the intellect of gifted children.

Socially, it is a bit early to determine Glenn's adjustment. In first grade, he has found acceptance. He selects friends who are older than himself. Yet, he is accepted.

Glenn is average in size. His motor ability is about average. He learned how to ride a bicycle a year earlier than most of the children his age on the block. He is learning to dribble a basketball.

Glenn was singled out as gifted by his parents before he entered school. Intelligence test scores were used as the prime criterion, along with parental observation. The school has agreed that Glenn is superior.

The school is providing acceleration within the contained classroom for Glenn. They will not accelerate him to another grade. The school system provides no special classes for the gifted; so, Glenn works independently in his first grade class. The latest psychologist to test Glenn recommended that he be sent to a special school in Chicago. His parents are dubious of such a move and are carefully studying the situation.

Hence, Glenn is typical of many gifted. He works along on his own, receiving stimulation at home and at school. His parents are concerned and so is the Highland School System which has formed a special committee to study the possibilities of special schooling for the gifted.

CHAPTER VII

CONCLUSION

It has been the attempt of this author to present a careful evaluation of the gifted child and what should be done for such a child in the American school system. It is the hope of the author that something might be gained from such an evaluation.

Financial problems are the prime answer given for the reason why special education for the gifted is not provided. It takes funds to build extra classrooms, hire special teachers, and provide the best materials. But special education need not always be a financial burden.

Each teacher can provide a means of motivating the gifted. If American educators would concentrate on the theory of teaching each individual, half of the problem of special education could be met. Some few minutes of special guidance are often enough to set the gifted child into vast researches on special problems. Teaching the gifted is not easy, but a teacher can do much for the children of high ability if she provides motivation.

Experiences make up life, and often the gifted child will react to life experiences with more sensitivity than the average child. The teacher who notices this special sensitivity and does everything in the classroom to arouse it through healthy situations, is, indeed, meeting needs of those gifted individuals.

Hence, every teacher and every parent can be helpful to those gifted children who cannot be a part of a special education program. It is the duty of everyone to help. We cannot afford to waste this resource.

APPENDIX I

A SUMMARY OF MAXIMUM IQ SCORES

<u>Intelligence Tests</u>	<u>Maximum IQ</u>	
	12 years old	14 years old
Stanford Binet	190	167
Wechsler Intelligence Scale For Children	154*	154*
Otis Quick Scoring Test of Mental Ability (Beta)	153	143
California Test of Mental Maturity (Elementary)	157	136
Large-Thurndike Intelligence Test (Verbal Battery)	147	150*

*Highest score given in norm tables

James J. Gallagher, The Gifted Child in the Elementary School, Department of Classroom Teachers (American Educational Research Association of the National Education Association).

APPENDIX II

WHAT CAN PARENTS DO TO HELP?

Parents share with the school an important responsibility in helping their children to achieve their maximum potential. Some of the ways in which parents can supplement and extend the school program are:

1. Share an interest in reading with your children--read to them and discuss with them the books they are reading. Be sure they have a library card and have the opportunity to use it often.
2. Encourage originality--help children make their own toys, projects, or models from wood, clay or other materials which may be available.
3. Encourage questions--help your children find books or other sources which can provide answers rather than attempting to answer all questions yourself.
4. Stimulate creative thinking and problem solving--encourage children to try out solutions without fear of making mistakes. Help them to value their own thinking, learn from their mistakes, and encourage them to try again.
5. Foster good work habits--help children to plan their work and then be sure they complete their plan. This applies to daily tasks at home and in the community as well as school work.
6. Find time for the family to talk together about many different things--help your children work toward expressing themselves better.
7. Take trips together to places of interest--to museums, exhibits, fairs, government and community agencies.
8. Encourage a variety of experiences--help your children to become interested in many activities and develop hobbies.
9. Allow for some free time--to encourage your children to wonder, to engage in reflective thought, and to appreciate the world around them.
10. Be a real companion to your children--explore and share each other's thinking. Enjoy your children and help them remember their childhood with pleasure.

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