A survey of eight successful enrichment programs.

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A SURVEY OF EIGHT SUCCESSFUL ENRICHMENT PROGRAMS

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CHAPTER I

INTRODUCTION, JUSTIFICATION AND PROCEDURE

Introduction

Until this century there has been very little directed research in intellectual talent. The only relative material was written by doctors or theorists who almost invariably depicted the 'precocious' child as abnormal, neurotic, sickly, onesided, and prone to intellectual deterioration or early death.\(^1\) There was little realization of the importance of recognition and education of gifted children except by a small handful of men. In ancient times the Greeks and Romans were notable exceptions. But their contributions were lost and forgotten with the collapse of their great civilizations.

Terman\(^2\) lists the following explanations for this unfortunate neglect:

1. The influence of current beliefs partaking of the nature of superstitions, regarding the essential nature of the Great Man, who has commonly been

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regarded by the masses as qualitatively set off from the rest of mankind, the product of supernatural causes and moved by forces which are not to be explained by the natural laws of human behavior.

2. The widespread belief, hardly less superstitious in its origin, that intellectual precocity is pathological.

3. The vigorous growth of democratic sentiment in Western Europe and America during the last few hundred years, which necessarily tended to encourage an attitude unfavorable to a just appreciation of native individual differences in human endowment.

4. The tardy birth of the biological sciences, particularly genetics, psychology and education.

The first really significant thing concerning the problem of gifted children occurred in Elizabeth, New Jersey in 1866, when a multiple track was inaugurated which permitted brighter children to advance faster than the less gifted. In 1867, St. Louis schools adopted a similar acceleration plan. But the first decentralized interest in individual intellectual differences is credited to the

3 The Gifted Child, op. cit., p. 3.
publication and acceptance in 1869 of Galton's *Heredity* Genius. Identification of individual differences became a reality in 1908 when Alfred Binet's scale made possible comparison of children of different ages.4

Stanford University is credited with the first systematic work with gifted children. In 1911, data on children with high intelligence quotients was collected. In 1919, a fellowship was established for the study of gifted children. From this study tentative conclusions were formulated which educators could work on.

In the 1930's the practice of acceleration was widely adopted throughout this country. But it was discovered that this was not a satisfactory solution to the problem. Enrichment programs began to spring up during the 1940's.

In *Three Hundred Gifted Children* (1941), Merle R. Sumption5 made an investigation of persons who, as school pupils in Columbus, Ohio, had been in special classes for children of 120 I.Q. or above. Seventeen years had elapsed since the first class was organized. A control group was used for comparison. The totaled results showed significant differences (all in favor of those who had been

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4Terman, op. cit., pp. 4-5.

in the major work classes) in the following: social responsibility, leadership, honors and awards, individual aptitude (hobbies, talents), ambition regarding vocational career, critical thinking (slight but positive advantage), reading of non-fiction books and professional magazines, numbers going on to college, and numbers achieving professional careers.

Lewis W. Drayton in Some Characteristics of Very Superior Children (1943), and A Comparison of Certain Personality Characteristics of Mentally Superior and Mentally Retarded Children with William McGehee (1942), presented a comparison of personality traits of two contrasting groups, the highest and lowest ten percent of 50,000 school children which determined that: (a) more desirable traits are found among the mentally superior; (b) more undesirable traits are found among mentally retarded. Drayton also reported on an investigation of the adjustment difficulties of the gifted.

The status of legislation in the United States was well presented in 1949 and 1950. A report issued in 1949, by Elise H. Martens presented a ten-point bill of rights

6Ibid., p. 224.
for exceptional children and a basic structure for state legislation. This offering was a valuable yardstick for existing legislative programs and a guide for proposed programs.

The history of the development and expansion of teacher training programs was outlined by Lawrence M. De Ridder in 1950. He credited the public schools with recognizing the need and demanding trained people.

In specialized areas, Edith F. Carlson 8 in The Journal of Orthopsychiatry appraised a controlled study on the gifted in relation to homogeneous grouping and its effect on mental hygiene. Frank T. Wilson and Paul A. Witty both examined the nationwide provisions for gifted children and concluded that much accomplished and available research was not being utilized in the operation of programs.

Much of the research of the last nine years has been directed toward the immediate need for direction at the classroom level. It is in retrospect that concerned leaders have paused and questioned the direction and the programs on the administrative level. The California State Department of Education in 1951 published a report by Leo F. Cain which coordinated the study in California which set out to determine the existing facilities and probability of meeting the demand for administrators. It was conservatively

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8Ibid., p. 393.
estimated that only fifty to sixty percent of the need would be filled by 1960. This study, undertaken at the request of the Department of Education, recommended adjustments throughout the state training institutions. In 1952, the periodical *Exceptional Children* announced the initiation of a joint study by the Association for the Aid of Crippled Children and the United States Office of Education to probe teacher certification and standards of teacher education and to determine the qualifications of adequate teachers of exceptional children.

In 1952, a report by R. R. Mackie was published by the United States Office of Education which was intended to clarify some of the emerging problems in existing programs and point the direction for the future. This report clearly showed that some of the original aims of special education remain as unaccomplished purposes or need further pushing into the field of practice. The five problems delineated are: (a) extension of program to widen age group, (b) closer home-school relations, (c) more teachers, (d) more adequate financial appropriation and (e) closer teamwork among related agencies. Mackie's report stated that fifteen percent of those needing special services were receiving that service in 1952. By comparison, in a similar report by Elise H. Martens, the United States Office of Education in 1944

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stated that ten percent were being served. The biennial survey published by the United States Office of Education offers further data on program growth.\textsuperscript{10}

The 1944-1953 period has been characterized by: (a) an increased (extraschool) awareness of the potential contributions of the gifted, (b) a growing curiosity as to just what giftedness is, (c) the inauguration of a ten year community study and (d) what appears to be a slight increase in graduate research on the gifted and their problems.

One of the greatest research contributions is Terman and Oden's \textit{The Gifted Child Grows Up} (1947), which indicates that the trend of the results previously reported by Terman in \textit{Genetic Studies of Genius} has been quite generally sustained. Gertrude Hildreth's \textit{Educating Gifted Children at Hunter Elementary School} (1953), reporting ten years of the Hunter College Program (which is reviewed in this paper) is another major contribution, as is Paul A. Witty's \textit{The Gifted Child} (1951), which points out the need for early identification and guidance of superior children and stressed the importance of the home in fostering talent and in social and emotional growth.\textsuperscript{11}

\textsuperscript{10} Ibid., p. 392.

\textsuperscript{11} Ibid., p. 417.
Justification

In recent years a great deal of attention has been focused on the exceptional child. Although this is as it should be, the difficulty is that in most cases the exceptional child is defined as one who has below normal intelligence. The gifted child, who also falls within the category of exceptional children, has been ignored. Although there has been some work done with the gifted child it has been the dull or below average child who seems to have received the majority of attention, time, and money. It is significant to note that the teacher of the retarded child is paid an additional amount of money by the government besides her regular salary, whereas the teacher of the gifted does not receive any such extra pay, at least not by the government. The programs that have been initiated for gifted children are comparatively few and are in general not well publicized as is evidenced by the lack of material to be found in either books, journals, or reviews. It was for this reason and others mentioned later that the authors of this paper decided to do a survey of eight successful and well organized programs dedicated to helping the gifted child realize his full potential intellectual capacity.
It is hoped that this thesis will help to acquaint a greater number of students and educators interested in gifted children and their education with the steps that are being taken in this comparatively new area of education.

Procedure

The two main methods employed for gaining information for this study were research and interviews. Because of the lack of material available on these programs the authors of this study contacted the directors of the various programs involved and requested all of the available literature which they might have on their respective programs. This was done with such programs as the New York City Program, the Portland, Oregon Program, the Cleveland, Ohio Plan, the Hunter College Elementary School Program, the Pittsburgh Plan, and the Austin, Texas Plan. The response to these requests in most cases was more than adequate and the literature sent was of invaluable assistance in aiding the authors of this study to briefly outline each of these programs.

In situations where the programs to be studied were in closer proximity, the interview technique was employed. This method was used when studies of the Brockton Plan and the Malden Plan were made. Through the invaluable assistance of Miss Mary O'Neil of the Malden School System and
Miss Alice Lindstrom of the Brockton School System the necessary information for these programs was obtained.

Where it was not possible to obtain the necessary information directly by interview or by correspondence, research in the various libraries in and about Boston was employed. It should be noted that in a few cases the programs studied are not as complete as some of the other programs studied. This was due to the fact that the information was not available in printed form either published by the city sponsoring the program or by any other independent publishing company.

Where possible, each program has been divided into six sections. The first section is the justification in which the administrators of each particular enrichment program attempt to justify their program. The next section deals with the objectives the program hopes to bring about through the use of their own particular program. The third section deals with the administration of a given program. This would include such things as who heads the program, whether or not it is carried on in the regular classroom or is segregated, and the basis for the selection of the teachers for the gifted. The next section deals with the process of identifying the gifted child. The methods of identifying the gifted child vary according to the program as do the criteria for what constitutes a
gifted child. The section on social studies enrichment suggests experiences which a gifted child might undertake to further enrich his social studies. These suggestions not only list experiences but in some cases go into detail as to the actual construction of models, maps, and dioramas. The last section deals with the program's method of evaluating the gifted child. This evaluation may take the form of teacher evaluation, student evaluation, or a combination of the two depending upon each particular program.
CHAPTER II
MAIDEN ENRICHMENT PROGRAM*

Justification for the Program in Malden

Education of all the children of all the people is the major goal of the City of Malden. In order to educate the gifted it is felt that they must be segregated and their program enriched to bring the gifted children up to their mental age -- for in achievement these children do not come up to their mental age. It is felt by many educators that bad work habits are acquired by the gifted in the regular classroom, for the teacher cannot supervise them properly. Miss Mary O'Neil, Malden Elementary School Principal, states that given proper instruction, gifted children learn skills in one-third of the time that the average child requires and should spend the rest of the time in challenging enrichment activities.

Objectives

It is the purpose of the program to:

1. Give the children opportunity to work up to their full capacity.

*The information for the following résumé on the Malden Program for Gifted Children was obtained through interviews and direct observation of the classrooms.
2. Satisfy the curiosities of the gifted.

3. Try to make leaders of these children (the gifted tend to become followers if they are not challenged).

4. Give the children an opportunity to work with their scholastic peers.

Administration

The Malden Major Work Classes for gifted children were started in the fall of 1954. Children in third grades throughout the City were tested and chosen for fourth grade special classes as just described. In the fall of 1955, a special fifth grade class was established for the graduating fourth grade class. A sixth grade class will be inaugurated this September (1956), so that there will be three grades in operation. The program is under the direction of Elementary School Principal Mary O'Neil and is overseen by Dr. Chester W. Holmes, Superintendent of Schools. The classes are now located in the Malden High School. Although it is hoped that they can be moved in September to an elementary school, there are two definite advantages in the present location—the library facilities and the cooperation of the heads of departments of Science and Industrial Arts.

Enrichment is used exclusively in this program—there is no acceleration. Regular courses of study in language arts, arithmetic, science, music and art are followed until
skills have been mastered. Basal texts are employed and every day there is an arithmetic facts drill, a formal spelling lesson and a technical grammar lesson.

Identification

Children who score 125 or above on the California Mental Maturity Test are then given a Stanford Binet. To be given further consideration for the special fourth grade class they must make a score of 125 on this test also. Principals and teachers may submit the names of individual pupils whom they feel have superior ability which was not noted on the California test. The children are judged according to the following criteria -

1. Physical fitness
2. Emotional stability
3. High intelligence caliber
4. A home environment free from pressure and tension
5. Chronological age

After careful screening by the Malden Testing Department, with special emphasis on the California Short Form Intelligence Test and the Iowa Arithmetic and Reading Tests, the most likely candidates' parents are invited to a meeting where the chairman of the School Committee, the superintendent of schools, the supervising principal and special teachers discuss the purpose of the class and how the class is to be taught. If the group of children is still too
large when parents have decided upon inclusion of their children, the superintendent of schools, the head of the testing department and the supervising principal must of necessity reduce the number of children to the maximum, twenty-five.

Social Studies Enrichment

The following is a general outline of the enrichment activities carried out in the Malden Enrichment Program:

I. Projects and activities undertaken by the Major Work Classes:

A. An imaginary tour of the United States - references included library books, encyclopedias, newspapers, histories and materials for which the children sent. Places visited and studied included -

1. New York City
   a) history
   b) causes for growth
   c) landmarks
   d) institutions
   e) principal industries
   d) special attention to the United Nations, garment district, shipping, finance, radio and television, tourist trade.

2. Pittsburgh, Pennsylvania
   a) how coal is formed
   b) how coke is made
   c) how steel is made
   d) models were made of a blast furnace, an open-hearth furnace, ingot molds, a stripper crane and a soaking pit.
3. Great Lakes District

a) Detroit - saw how steel which they had studied was used in the automobile industry. In conjunction with this study, the Ford Motor Company plant in Somerville, Massachusetts, was visited.

b) Chicago - a tape recording was made of their reports on the meat-packing industry. Swift and Company was so impressed with their work that they asked to be allowed to keep the recording in their files.

4. Kansas and Missouri

a) production and harvesting of corn and wheat - their importance to the nation's economy.

b) the geography of the region as compared to other parts of the United States.

5. Colorado

a) cattle
b) mountain region

B. Major field trips

1. Bunker Hill Monument
2. Frigate "Constitution"
3. Charlestown Boys' Club
4. Saugus Iron Works
5. Beggs and Cobbs Tannery in Winchester

C. Maps were made in conjunction with Mexico and South America study, for bulletin board display. Essays on products and localities were displayed around the maps.

D. In connection with a study of Scandinavian countries a small Swedish vocabulary was learned with the help of some Swedish children, an imaginary visit from the
Swedish Ambassador to talk to a Swedish settlement in Minnesota - the children told the Ambassador about their "ancestors," the Ambassador spoke of modern Sweden.

E. A project in preparation - a study of Abraham Lincoln's world. Newspapers will be made including persons, contributions and incidents under the following headings:

1. Science and Medicine
2. Literature
3. Military
4. Rulers and Leaders
5. Art
6. Music

F. For a study of the evolution of civilization the following things were done by groups in connection with evaluation for parents:

1. Dramatized interviews with Egyptian families, talked about ancestors, work, family life.
2. Dramatized a group of scientists speaking with a talking Sphinx.
3. Different characters stepped out of history book cover and told about themselves.
4. Interviewed ancient world using This Is Your Life format.
5. Weapons and tools were discussed in Sixty-Four Thousand Dollar show.
6. John Cameron Swayze radio programs.
G. A study of the City of Malden

1. Clay models of early days, history and social life

2. Famous people's lives

3. Geography
   a) surface
   b) rivers

4. Growth

5. A floor map including educational, industrial and residential areas.

6. Investigation and reports on industries including field trips.

7. Invite speakers on City and industries

8. Study of landmarks

9. Study of education

H. Children spin globe and spot places according to longitude and latitude, write a short essay on place.

I. Children assigned different spots on map about which they write an essay.

II. Specific Projects used in connection with Social Studies in the gifted classes:

A. A child is given the responsibility of presenting film strips. He previews all of the films, reads the literature on them, and also adds to his narrations with materials he secures from the library, encyclopedias. When strips are presented to class he plays
"narrator" and later answers questions from the class. He also makes a set of three questions for a class test after the showing of the films. These questions are answered on paper by the class. Thus the teacher can evaluate.

B. Three gifted children are given entire charge of the Social Studies in their own class group. They are given a Teacher's Manual. They take turns in presenting the lesson but check on each other daily. All supplementary material suggested in the Manual is supplied by the children and they check all pupils' workbooks together. They make full plans for all map drawings, map making, illustrative material, etc. They complete three projects during the year. The teacher is invited to sit in as an auditor at each lesson and to make suggestions if necessary.

C. In the study of the Revolutionary War a group of five children write ten leading events in chronological order. They present one of these to every three pupils in the room to use as a research topic. When the returns are brought in the five children check them for accuracy. Then each of the five, in turn, plans a mural (with the entire class offering suggestions for that particular event). The class is divided for making the murals, as for the research work (with each gifted child
being responsible for two murals). Later each mural is appraised by the whole class and suggestions for corrections are given. When completed the five pupils plan an assembly to which parents are invited. There they tell the story of the Revolutionary War from the murals.

D. One gifted child acts as chairman for a group of three such children, and together they formulate a set of questions and answers from their social studies. They use these in matches for their classmates. One of the gifted children acts as moderator, while the others are judges.

E. Several gifted children read the library books of a lower class and make sets of four to eight questions to use as tests for checking on those pupils who had read these books for credit.

F. One boy made a map of Malden. He planned the size, width of streets, buildings and construction of buildings in the community center. He made the church, schools, stores, houses and other buildings.

G. Make time line in study of Medieval history. Illustrate and briefly explain each important date.

H. Have children visit airport and construct replica of it, making airplanes of wood, runways, hangars, obser-
vation building. Draw pictures and write stories. Leaders of the group make several oral reports on what makes airplanes, helicopters and jets fly.

I. Make a list of geographical features giving descriptions by which pupils can identify them. Example: It forms the boundary between Vermont and New Hampshire (Connecticut River).

J. Make up games using automobile road maps, longitudes and latitudes.

K. Make and keep weather report calendar.

L. Make up purposes, outcomes and questions for Social Studies unit.

III. General Suggestions that are used in connection with Social Studies in the Gifted Classes.

A. Extra reading from supplementary and library books.

B. Creative writings.

C. Book reports.

D. Art (social studies murals).

E. Responsibility for current events periods.


G. Research assignments.

H. Appoint class chairmen for projects, plays, group work.

I. Seatwork of lower groups checked.
J. Quiz programs organized.
K. Facts and reasons matched.
L. Oral reports.
M. Debates and class discussions planned.
N. Bibliography reports.
O. Plan presentations.
P. Games made.
Q. Responsibility of visual aids.
R. Tabulation and filing of principal's advertising material.
S. Pantomimes.
T. Field trips planned.
U. Tape recordings planned and made.
V. Panel discussions prepared.
W. Community map.
X. Supplementary corner with materials canvassed in the neighborhood.
Y. Make true and false and multiple choice tests.

Evaluation

Evaluation of the gifted students in the Major Work Classes is done by the use of:

1. Standard achievement tests (profiles are kept on each child.
2. Teacher made tests.
3. Observation of individual work and group presentations.

The supervisors of the special classes are always looking for ways to vary evaluation. For example - the evaluation of the present unit, Abraham Lincoln's World, will be judged by a group of educators; the Malden Director of Health, an elementary school principal and a director of elementary education from another city.
CHAPTER III

PITTSBURGH PROGRAM OF ENRICHMENT

IN THE REGULAR CLASSROOM*

Justification

A basic premise of a democratic society is that each member in it shall contribute according to his capacity. Democracy has great need for persons who will be able to serve as leaders in the future; however, this leadership is not something that can come about quickly. It is the result of careful guidance and practice during the formative years. If the youth of America are not allowed to develop to their full mental as well as physical capacity then it is society that is the loser.

Another basic premise of a democratic society is that each member in it shall have equal opportunity to live a full rich life. It is the belief of this program that each child deserves to be challenged to do his best in many diversified activities so that he will find stimulation and

*The primary source for the following resume on the Pittsburgh Program of Enrichment in the Regular Classroom was a report published by the Pittsburgh Public Schools entitled, Enriching the Program for the Mentally Superior, by Earl Dimmick and others. This report may be obtained on request by writing to the Pittsburgh Public Schools, Administration Building, Bellefield Avenue at Forbes, Pittsburgh 13, Pennsylvania.
satisfaction in his daily school life and will acquire re­sources for happy living as an adult. It has been the ten­dency for the United States to interpret equal educational opportunities as a general pattern for learning geared to the average. This type of thinking has tended to overlook the rights of both the intellectually inferior and the in­tellectually superior child. Equal opportunity for the mentally superior child should mean that opportunity which will permit him to realize fully his potentialities. That is his right as an individual in a democratic society.

Objectives

The administrators of the Pittsburgh Program of Enrich­ment list the following basic objectives:

1. A program of enrichment should permit each student to delve more deeply into his fields of special interest and to give creative expression to his particular talents; but it should also guide him to explore a wide variety of both intellectual and non-intellectual activities.

2. A program of enrichment should provide many new and stimulating experiences which will provide for the gifted child's continuing growth, excite his curiosity, and satisfy his interests.

3. A program of enrichment should develop within the gifted child habits of thoroughness in research and a scientific approach to problem solving.
4. A program of enrichment should encourage originality in the gifted child as he experiments and tries out new ventures.

5. A program of enrichment should stress such values as personal integrity and appreciation of the unique contributions of others.

Administration

The administration of this program is carried out under the jurisdiction of the Pittsburgh Public Schools. The actual construction and evaluation of this program was carried out by the supervisors and directors of both academic and special fields in an attempt to help teachers and principals make provisions for the child who excels in both specific and general areas.

Just as the construction and evaluation of this program was mainly the task of the supervisors and directors so is the actual execution of the plan the job of the principals and teachers. Such things as identifying the gifted, providing and evaluating specific activities for the gifted, and checking the progress of the gifted are but a few of the duties which the classroom teacher has in addition to her regular duties. It must be remembered that this program of enrichment is carried out in the regular classroom and is not a program of segregation.
In summary, it is only fair to say that this program could not be successfully carried out without the well planned cooperation of all the people and agencies concerned.

Identification

Each child in the Pittsburgh School System has a cumulative record card. Group intelligence tests are administered in grades one, four, six, and eight. In many of the schools the mentally superior children are given individual intelligence tests. In addition to the group intelligence tests each child is also tested at the end of grades two, three, four, five, six, seven, and eight in the basic academic subjects. The superior child is not only identified through the use of these tests but his progress is also checked to make sure that it is commensurate with his ability to achieve. It is felt that the mentally superior child in the regular classroom should achieve outstanding results in all of the basic skills year after year. A mentally superior child is considered to be any child who achieves a score of 130 or above on the 1937 Revision of the Stanford-Binet Intelligence Test.

Social Studies Enrichment

The need for dynamic, informed, discriminating citizens is especially great at this time and in social studies lies one unique opportunity for developing such world citizens. The gifted child should be given every opportunity
to develop to a great degree those qualities and traits that
make for a wholesome leader and intellectual follower in
democratic society. The unit method offers an excellent
opportunity for the teacher to meet the needs of the more
able children.

I. Experiences at the Primary Level for the Gifted Child

A. Use the skill which he has mastered to contribute to
the total experiences of the group.

1. In a kindergarten unit, such as the Gas Station,
a child or children might be able to make the signs
for the station, pump, licenses.

2. An able first grade child could make time tables
for a train unit which might be taken up at this
grade level.

3. In a cafeteria unit a child who is more able in
numbers could contribute to the group experience
by acting as cashier and checking the total amount
of money needed for the lunch each child was
ordering from the menu. This would make it a
more realistic experience for the group than to
have the teacher check each order for the children
before they go on their luncheon excursion to the
cafeteria.

B. Able children in the first grade might contribute to
the school bulletin board by doing a unit on "Our
Schools." This could include reporting, gathering news
of activities going on in the various classrooms, and
writing about them on a chart which could be placed by
the office door where children and visitors could stop
and read it.
C. Learn some words, phrases, or conversation in the language used by the country being studied.

1. A Mexican unit offers an opportunity for a child or children to learn some Spanish words and phrases. They can use their free play in the unit and in discussion.

2. A Canadian unit also offers the same opportunity for the learning of French.

D. Able children might do research on their own level of ability in relation to a specific unit with the aid of the teacher and picture books. In such a unit as "Our Kindergarten House," gifted children could learn about plant and animal families through simple research methods and share their information with others in the group.

II. Experiences at the Intermediate and Upper Grade Levels

A. Read reference materials, supplementary books, and magazines for additional information. This may be done individually or in committees, and the information gained may be shared with the rest of the group during discussion time.

B. Explore the community for additional information and greater appreciation and understanding such as delving into the history of the school and community. Former pupils who have become successful in their chosen profession might be contacted and asked to come to class and give a talk.
C. Interview individuals to gain additional information for the class or for himself such as interviewing a person or persons who have lived in the area about which he is currently studying.

D. Help evaluate the group's activities such as listing on a series of charts the criteria that make for good citizenship while developing a citizenship unit. These charts might then be used for the evaluation of the children's activities within the classroom and the school.

E. Plan and carry out an individual project within the unit, such as making a movie or puppet show, building models, dioramas, or maps.

1. The children might make models of the early means of transportation.

2. A diorama might be made showing the interior of the earth.

3. If a particular community is being studied, the children might make scale models of certain parts of the community.

F. Make illustrations, charts, graphs, and maps.

1. Graphs showing the number of Goodwill bags collected, the daily rainfall and the temperature in local areas are made by the gifted children.

2. Maps showing all types of research data such as population, rainfall, minerals and transportation routes are made by the gifted children and are a special project in many of the Pittsburgh Schools.
G. Use of information and statistics gotten from classroom atlases to construct graphs and maps.

H. Construction of notebooks.

I. Show and explain a film or a filmstrip to the class.

J. Read current materials such as children's newspapers and the local papers for happenings and events in the news.

K. Participate in student government activities.

L. Participate in contests and exhibits.

1. The Social Studies Exhibit and the annual Geography Club Exhibit at the Buhl Planetarium have provided a challenge for the gifted.

2. Many times local exhibits and contests provide an excellent opportunity for the gifted to display ability.

III. Experiences for all Grades

A. Go to the museum to find out more about the unit being studied by the class.

B. Go to the public library to look up additional information for the class or for himself.

C. Participate actively and assume leadership in the discussion of common problems.

D. Write original stories, reports, reviews, riddles, or poems about activities or interests in the unit.

E. Plan and carry out a dramatization.
F. Work in committees and assume leadership of committees.

G. Share books and stories with the members of the class.

H. Use the academic skills which he has mastered beyond the point at which the class has mastered them to contribute to the total experience of the group.

I. Write letters for information from sources beyond classroom and library.

J. Exhibit collections.

K. Gather facts from film, radio, television.

L. Make a mural depicting the ideas gained through study during the unit.

M. Plan and keep up to date a bulletin board in the room in connection with the unit.

N. Plan units of study for the group.

O. Participate in contests, exhibits, and other activities planned for the gifted children.

IV. These are but a few activities in which the gifted children may participate to enrich their experiences and to help them become valuable citizens of our present community.

Evaluation

The gifted child's progress and achievement is measured mainly through the use of tests which are adminis-
tered at the end of grades two, three, four, five, six, seven, and eight in the basic academic subjects. Because each child has a cumulative record card it is possible to compare his most recent scores with the previous data or tests. In this way a teacher or principal can determine fairly accurately whether the mentally superior child is making progress commensurate with his ability to achieve. It is the duty of these people to check constantly to see that the gifted child continues to learn beyond the standard expected of the average child in a given grade. In addition to the various tests that are administered, teacher observation also plays an important part in the evaluation of the gifted child's performance.
CHAPTER IV

THE AUSTIN, TEXAS ENRICHMENT PROGRAM FOR GIFTED CHILDREN
IN REGULAR ELEMENTARY SCHOOL CLASSES*

Justification

Education in a democracy has two commitments: first, to give each child the opportunity to develop to the fullest those attributes which will make him a happy and successful person; and second, develop the child's social orientation and sensitivity so that he may acquire an abiding faith in democracy as a way of life which will enable him to contribute his best toward improving the general welfare of all.

Marian Scheifele says that in the future gifted children will make remarkable contributions to the progress and welfare of our country. She is emphatic in the assertion that even the survival of our democratic way of life may be dependent upon them.

Herbert Carroll states that superior intellect is the greatest endowment of man, and those possessing it con-

*The primary resource for the following résumé of the Austin, Texas Program was a publication entitled, Curriculum Enrichment for Gifted Elementary School Children in Regular Classes, by a University of Texas Workshop Group, directed and edited by Henry T. Otto (1954). This publication may be purchased by writing to: University of Texas Press, Austin 12, Texas.
stitute the greatest asset of humanity. It is necessary, however, for the attribute of high intelligence to be discovered, nurtured, and developed before it can become an asset.

Definition

Although the standards for the recognition of a gifted child appear to vary a great deal, the people directing the Austin Program define the gifted child as any child with a minimum intelligence quotient of 120 as measured by the 1937 Revision of the Stanford-Binet Test and whose performance is consistently outstanding in areas having potential value to the welfare of society. The directors of this program point out that the above definition of a gifted child is not an inflexible one and that the program is open to the child who is highly talented in a specific area such as music, art, or science, but whose intelligence quotient may be below the minimum of 120.

Identifying the Gifted Child in the Regular Classroom

The directors of this program feel that it is the obligation of the classroom teacher to systematically put into operation every known means of discovering the gifted child so that the child's academic and special talents may be properly developed through cooperative planning by teachers, parents, and community agencies and representatives. This program lists six necessary steps to be
taken in finding the gifted child. They are as follows:

1. Setting up and maintaining cumulative pupil records.

2. Examining the child's developmental history as recorded by the parents.

3. Administering intelligence tests and interpreting with care the results of such tests.

4. Devising means of discovering and determining special abilities.

5. Observation by teachers of the performance of children showing superior potentials in many different situations.

6. Noting identifying personal characteristics.

The child's cumulative record should begin as soon as the child enters school. It is the child's school history, beginning with the elementary grades and continuing throughout his entire school career. The well organized cumulative record composed of regular entries concerning the child's mental, physical, and social development; his academic progress; and his interests and activities should present a clear picture of the child as he grows and develops from year to year. It is of the utmost importance that the information gathered be both accurate and objective. The cumulative record should contain such information as name, address, date of birth, facts regarding family background and history, facts regarding siblings, parents'
occupation and marital status, facts of personal appearance and health, results of academic achievements in various areas, lists of books read and units of work covered, teacher's estimate of growth, facts from tests (including intelligence, special abilities, and accomplishments), personality traits, work habits, and finally outside interests. Space should also be provided for anecdotal records, summaries, and descriptions of out of school activities and interests. Most of the data about a pupil should be labeled "restricted" and kept under careful supervision.

In some cases a gifted child's expression is blocked by strong emotions due to lack of satisfaction of such personal needs as affection, belongingness, and a feeling of success; therefore the intelligence test alone will not enable the teacher to locate all of the gifted children. It is for this reason that the classroom teacher should also examine the child's developmental history as recorded by the parents. This history should contain such information as the age at which the child first sat, walked and talked, the rate of physical growth, the periods in his development during which growth appeared to slow down or remained static and the periods when acceleration appeared, the age of eruption of the first permanent teeth, the child's health history, and notations about any unusual performances and at what age these performances were noted by the parent.
Where feasible there should be a systematic testing for all school children. Group tests should be administered toward the end of the first grade, since at this level more validity might be attached to the findings. Results of this screening process might indicate which children would be likely to fall into the gifted group. Individual intelligence tests should then be administered to those falling into such a group. Those children showing the highest potentials should be retested in two years. Achievement tests should be administered yearly to determine whether or not the children are working to the full capacity of their established ability. Children demonstrating superior intellect are able to take tests which may be designed for a higher chronological age or a higher grade level.

Since special abilities in music, art, poetry, and mechanics are not reflected in the results of tests administered to determine general intelligence, objective tests should be administered in the third grade as a check for any special abilities the child may have which have not been discovered previously by either the parent or the teacher. The teacher who provides the opportunity and freedom for artistic expression will soon discover talents for art without the use of a formal test.

The teacher's anecdotal recordings of the child's performance in group and play situations, positions of leadership in school and his home community are of value
to faculty members who are giving consideration to a child's potentials when planning for an enriched program of learning. The teacher's record also should show the child's height and weight change from year to year and, when possible, his carpal age should be recorded with his chronological age, mental age, and height and weight record.

The Gifted Child's Role in the Regular Classroom

The directors of this program point out that the gifted child in the regular classroom receives the same kind of education as the other children and assumes like responsibilities. He receives individual and group instruction; he spends the time that is necessary for the mastery of skills; he is held responsible for individual and group tasks; and he is expected to abide by the same social standards as his classmates. Gifted children also take their turns and carry their share of the burden of housekeeping duties and other menial tasks that are part of normal school living. It is recognized, however, that the gifted child is able to perform educational tasks much more easily and readily than his classmates which means that he has additional time during the school day that should be spent in other meaningful activities.

In addition to the many worthwhile activities in which the gifted child might engage in, there is also the chance for the teacher to make use of the talents of the gifted
child. Having the child act as the teacher's aide in the instruction of both individuals and groups of children who are less gifted is one of the many ways of utilizing the child's talent. It is important to note that by assuming the responsibility for helping someone else to understand an idea or a process the child of superior ability also clarifies his own thinking and at the same time, such assistance frees the teacher to give guidance to other children in different situations in which her mature judgment is necessary for success. Caution should be exercised, however, to make sure that an excessive amount of the gifted child's time is not devoted to this type of activity and that the situation be of such a nature that the child himself, acting in the role of teacher, be actually benefited from the instruction given.

**Enrichment Opportunities in Social Studies**

The adjustment of the social studies curriculum to the gifted child is much more than a method. It is considered as an attitude in which the teacher realizes that this child has the right to progress as far as his capabilities permit.

The gifted child rapidly consumes quantities of material because of his keen interest and his intense desire to delve deeper into an area of study. Thus, the child needs experiences which will give breadth and depth to his
learning. It is here that the teacher is of such great importance. As one author stated it, the important thing in teaching gifted children is not the kind of curriculum but rather the kind of teacher. If she is specially trained and intellectually alert, she will be able to provide enrichment within the scope of any curriculum pattern.

The directors of this program group the following activities under these headings: projects, models, experiments and demonstrations, maps, globes, charts and graphs.

Projects

The criteria for project work are those projects which offer challenging problems to the gifted child and which require him to think and to seek information. He must be given an opportunity to read extensively, work with difficult materials, exhibit independence, demonstrate insight, and to share his findings with the group. It is felt that the following projects meet these criteria.

Giving a Mock Radio Quiz Program -- This can be a good culminating activity in either the social studies or science areas. Near the close of the unit a group of gifted children could work together to develop such a program. First of all they may wish to make a microphone. They could construct either a small table-type microphone or a standing one. While one or two of the children are constructing the microphone, the others could make up the questions for the
program in either the conventional question and answer type or by using riddles concerned with things they have studied.

Planning a Playhouse -- As part of a unit on homes, the gifted child could investigate materials necessary to plan and build a playhouse. He could prepare a list of materials and equipment which might be needed for such a project and present this list to the class for approval. If his proposal is accepted he could act as chairman of a group which would collect these materials and have them ready for the rest of the group to use. This same procedure would be followed in making a classroom post office, grocery store, or toy store.

Making a Fire Tinder -- To make a fire tinder for a pioneer unit put a wad of cotton into a small tin can with the cover pressed on and with a hole punched through the cover to allow the fumes to escape. Roast this over the flame of a gas stove. As fumes escape through the hole, ignite them to prevent the odors from filling the room. When fumes cease to appear, the cotton has been reduced to charcoal. After the can has cooled remove the cotton charcoal. This is "fire tinder." Have ready a quantity of bark from a cedar log for "coarse tinder." Secure a flat metal file for steel and a lump of hard rock for flint.

To get a fire place a wad of the bark on a cooking pan and a wad of cotton charcoal on the bank. Then, while holding the rock just above the tinder, strike it with the
steel file causing showers of sparks to fall upon the tinder and kindle it. Then blow against it until the heat from the glowing fire kindles the bark into flames.

The gifted child's part in this project might be to gather the information necessary to carry out this project and also to compile the list of materials needed to carry it out.

Making a Who's Who -- If a class decided to make its own "Who's Who" of all its class members, the gifted child could be responsible for setting up content which each child should include about himself such as short biographical sketches, favorite books and authors, papers and magazines read, radio and TV programs listened to, hobbies actively participated in, and ambitions for the future. In addition to this, the gifted child with some helpers might collect the materials, proofread them, assemble them in book form, and arrange a table of contents for them.

Models

By developing detailed plans of scaled models, making thorough investigations, and giving great care to highly accurate calculations, the gifted child is provided with keen motivation for detailed and concentrated effort. The educators and administrators of this program suggest some of the following ideas which they feel might prove helpful to other teachers elsewhere.
**Desert Oasis** -- One of the most effective and challenging models which the gifted child might undertake to construct is the building of a desert oasis in a sand table.

In the sand plant carrot seeds, an oasis crop. The children will see the need for a well and the question of how water would get into the well on a desert might come up. The teacher would then discuss such matters as underground water level, topsoil, subsoil, broken rock, and bedrock foundations. The children will discover how far down surface water will go and that it will work downhill over bedrock seeking an outlet. They will see how bedrock water is under pressure and would form a well if a pipe was sunk in a hole dug to water level.

The class may also decide to build a shadoof which could be supervised by the gifted child. The construction of a shadoof would include three butcher skewers fastened together with rubber bands in order to form the poles, some modeling clay to form one end of the well sweep, and the well itself which would be made from a small tin tub. At this point the teacher would stress the point that a real well has no bottom and thus can fill up with water.

Then the children may dig a circular ditch around the field with cross ditches cutting it into quarters. When they try the shadoof, they may be disappointed to find that the water sinks into the soil in the field near the well and
does not run down to the ditches at the far end. They will need to see that this was caused by the ditches not sloping since the sand table is flat. The teacher will then suggest the insertion of a metal trough which will slope the water from the top of the well to the center of the intersections. With the shadoof working the children will then meet the problem of erosion. Carrot seeds will rise up from the field and move into the ditches. The ditches will fill with soil and the field will become flooded. To solve this problem will become a challenging experience for the gifted child.

**Maps, Globes, Charts and Graphs**

The study of maps and globes is very necessary to the application of historical concepts and geographical understandings. Not only do they provide factual knowledge of our environment but they will help the gifted child to interpret current events and also many other phases of everyday living. Hence, charts and graphs designed by a gifted child can offer a wealth of concepts and theories which he would not have thought about if he had not taken some actual part in learning how and why these charts and graphs must be constructed. Some of the suggested activities along this line which the directors of this program incorporated into their enriched curriculum are listed below.

**Making a Neighborhood Map** -- The teacher will need to outline the maps and put in the significant streets such as
the one on which the school is located, churches, the fire-
house, and other local landmarks. Outline the school dis-
trict on a city map and project it onto a large piece of 
paper by means of an opaque projector. When this has been 
done trace the projection onto the paper and then the names 
of the streets on which the children live may be added. The 
gifted child using a class directory and with brief instruc-
tions from the teacher can locate each child's home acck-
ding to street and number. He can help the children put 
replications of their homes in the proper places and label 
them with their names. If given a free hand the gifted child 
can see numerous possibilities for further work on such a 
map; locating streetlights, fire boxes, putting on trees to 
represent parks, and locating public buildings are but a 
few of the things which he might think of to add to the map.

Making World Maps -- While the class is engaged in the 
study of the countries and the peoples of the world one or 
more gifted children can make a worthwhile contribution to 
the class and at the same time enrich their own experiences. 
By the use of the opaque projector large outline maps of the 
Americas and the other continents could be drawn with the 
boundaries of each country marked off. The reference work 
necessary for finding out names and pronunciation of all the 
countries and their locations would be a broadening ex-
perience for the child of superior ability. Presentation 
of this material by the gifted child is also suggested.
Making Globes -- Actual construction of papier mâché world globes can also be done by the gifted child. The materials needed are: a balloon, wheat paste, paper towels, poster paint, and airplane glue. The balloon is blown up to the desired size and tied securely with a string. Each day for three successive days paper towels wet with a thin mixture of wheat paste and water are applied to the balloon and hung up to dry. When thoroughly dry, the entire globe is painted with blue poster paint to represent the water on the earth. Accurate copies of the continents, countries, etc., are obtained by the use of tracing paper colored with crayola and cut and pasted on the globe. A great deal of mathematical calculation and precision as to the relative size and position is required to achieve an acceptable product. Distances, routes, and many other such activities are possible in this type of project. To make the globe more permanent, a coat of clear shellac may be applied when it has been completed.

Evaluation of the Gifted Child in Social Studies

The directors of this program feel that one of the most important parts of an enrichment program is that of evaluation. Although there are numerous opportunities for evaluation one of the most important ways is self-evaluation. Self-evaluation is important to the gifted child since, with the present means for determining abilities, it is very
difficult to arrive at an accurate estimate of what a gifted child is able to accomplish. It is important to keep in mind, however, that even the gifted child will be unable to derive the greatest benefit from such evaluation procedures unless he has the mature guidance of the teacher. The standards of evaluation which serve the pupil best are those which are set up in group discussions and are formulated cooperatively by both the children and the teacher.

Although most children of almost any grade are able to evaluate to some degree their activities, the children of superior ability many times make excellent suggestions in setting up standards for other class members although primarily they are setting up goals for their own accomplishments. A group of fifth or sixth grade children who have had some previous experience in setting up standards of their own might easily be led by the teacher to compile a checklist concerning their units on social studies such as the following:

Self Evaluation of Social Studies Information

I feel that I (learned or did not learn) a great deal of information during this unit. The following things helped me most ____________________________.

I think I could have learned more if ____________________________.
Self Evaluation of Social Studies Information

During this unit I did the following things:

1. Used ___ maps, graphs, charts, or tables to get information.
2. Made ___ maps, graphs, charts, or tables to get information.
3. Used reference books, indexes, table of contents, etc. without the help of anyone.
4. Consulted every possible source when gathering information for my reports.
5. Followed standards set up by the class concerning doing good reference work.
6. Followed standards set up by the class on how to take notes.
7. Followed standards set up by the class in regard to adding new words to my vocabulary and also in learning to spell new words.
8. Wrote legibly and organized my thoughts.
9. Wrote ideas in my own words in the best possible language and form.
10. Attempted to punctuate correctly.
11. Used my best handwriting in final draft of written work and proof-read it very carefully.
12. Attempted to spell every word correctly.
13. Attempted to read critically and meaningfully.
14. Drew conclusions and generalizations from facts read, heard and discussed.
15. Presented information in oral reports in well organized form and in a pleasing manner.
16. Actually read ____ pages during the entire unit.
17. Skimmed ____ books.
18. Added ____ words to my vocabulary.
19. Learned to spell approximately ____ new words.
20. Made the following oral report:
21. Made the following written report:
22. Made the following constructions and models:
23. Initiated ____ activities of my own.

It should be noted that the able learner usually shows a keen interest in his proficiencies and limitations and may have a marked tendency to view himself critically. The techniques of evaluation afford a frame of reference for his endeavors. Without this he cannot know himself in an objective manner, feel secure in his present achievements, or make broader and deeper goals for the future.
CHAPTER V

THE NEW YORK CITY ENRICHMENT PROGRAM *

Justification

It was the feeling of many New York City school educators that if all children were to have an equal chance to progress according to their ability a special program should be established for the gifted child. The failure to provide for the intellectually gifted would, in effect, be undemocratic, because that failure would discriminate against one group of individuals. It was believed that many children, because of lack of identification and opportunity, have been submerged and lost to society. It was the obligation and responsibility of the profession of staff and public officials to provide for those with exceptional endowments. The following reasons are given for the impossibility of regular classroom attention:

1. The regular classroom teachers are not peculiarly qualified for teaching the gifted.

*The primary resources for the following resume on the New York City Program for Gifted Children were an Interim Report and a publication entitled Recommendations on the Education of the Intellectually Gifted Child in New York City, published by the New York City Public Schools. This literature may be obtained by writing to the Board of Education of the City of New York, Division of Elementary Schools, 110 Livingston Street, Brooklyn 1, New York.
2. The normal range of I.Q.'s in non-segregated groups is too wide and the tendency on the part of the teacher is to concentrate on the slower learners. Bright children are frequently left to their own resources.

3. The size of the regular class tends to be too large. In actual practice, heterogeneous grouping as applied to the gifted becomes a laissez-faire policy.

Objectives

The New York City educators' objectives of education for gifted children are essentially those for all children. It is realized, however, that the educational needs of the gifted are more intense because of their exceptional endowment—intellectual, artistic or mechanical. It is the gifted whose contributions set the pattern for the continuing advance of our democracy. It is felt that even greater emphasis must be placed on the inculcation of spiritual values, moral integrity and a devotion to the American way of life.

Administration

The classes for the gifted children are designated as partially segregated. But, except for assemblies, club programs, school services, play activities, health education, the children who are specially taught are placed in special separate classes. There is also enrichment in some heterogeneous classes.
Whenever possible the classes are organized according to age-grade levels with a maximum register of twenty-five children and are established within the district school when the school has enough pupils to fill such classes.

Although enrichment is encouraged for gifted children, no skipping is allowed. It is felt that the children should not be graduated at a premature age.

**Significant Data (1952 - Grades 1-8)**

1. Number of partially segregated classes in New York City 45

2. Number of children in such classes (approximate) 1,350

3. Percentage of children above 130 I.Q. in New York City schools (approximate) 4-1/2%

4. Number of intellectually gifted children in New York City schools (approximate) 23,017

5. Number of partially segregated classes needed to take care of these children (approximate) 767

6. Present elementary school population 511,499

The role of the principal in this system for gifted children is an important one. The following responsibilities are listed in which the principal must take an active interest:
1. The identification of the gifted.
2. The determination of policy: Placement in special classes either in the school or in the district, enrichment in heterogeneous classes, special programs.
3. The implementation of a curriculum and course of study.
4. The clarification of teaching procedures.
5. The provision for additional equipment and materials of instruction.
6. The periodic evaluation of the program.
7. The parent-community education with respect to gifted children.

New York City is in a position to demand definite standards for teachers of the gifted, whereas many smaller and/or poorer systems cannot. Some of the characteristics are:

1. Marked stability and maturity.
2. An interest in and understanding of the needs of the gifted children.
3. Superior intelligence, a broad cultural background, an appreciation of the arts and a continuing interest in professional growth.
4. Excellent command of the English language.
5. High standards of work-study habits.
6. A deep sense of moral and spiritual values coupled with intellectual and personal integrity.
7. The ability to inspire in the children an abiding faith in, and devotion to, American institutions and ideals.

Special attention is given to education of parents and other lay citizens by using the following means:

1. Conferences, individual and group: It is desirable for the supervisor to meet with the parents of these children frequently so that the understanding of the gifted child may be enriched for both parent and teacher.

2. Parent newspapers and bulletin boards: Implications of the program for these children and for the community as a whole can be set forth in special articles. Readings may be posted on parents' bulletin boards for possible purchase for the parents' reference library.

3. Study and workshop group: These can be set up by parents' associations or by the school with a teacher acting as a resource person. Such groups can explore the enrichment of the program, better articulation with the junior high school, materials of instruction, worthwhile excursions, and the mental hygiene needs of the intellectually gifted. Speakers, films and other aids are usually available to parent groups.

4. Program: A School's best advertisement is its children. Their enthusiasm, their accomplishments and their attitudes reflect the merit of the program to parents and other members of the community.
a. Parents should be called in at the time when the school is deciding whether to set up, continue or abandon special treatment for the gifted children. The staff and the school supervisor will present the reasons for the proposed plan of action in order to elicit the support of the parents for such a program.

b. Development of the program -

1) In school: Because parents of these children generally have cultural contributions to make, they are valuable assistants in this program. Parents with talent in music, art, dramatics and the dance should be encouraged to work with the children. Travel experiences, professional background and vocational skills should be utilized wherever possible.

2) At home: The out of school activities of a child play a tremendous role in the total picture. Parents of these children should be guided in planning and developing desirable home experiences and maintaining acceptable and consistent standards of behavior. Close cooperation between the school and the home will insure an education that is continuous and effective.

3) In the community: These children themselves should be expected to contribute in a greater degree to
community welfare by participating in civic enterprises. Reciprocally, the community should open its doors to the children. It should encourage the study of its industrial, commercial and cultural life. It should share its resources with the school whenever possible.

5. Evaluating the program: Parents should be consulted in the evaluation of the program.

Identification

New York City schools identify their intellectually gifted children as follows:

Intelligence as determined by intelligence tests: At the end of the third year, all children are given group intelligence tests. The 1937 Revision of the Stanford-Binet test is then administered to the high achievers. Those who achieve 130 or better in this test are then considered for the program. Special attention is paid to the factors which may adversely affect scores -- physical, mental, bi-lingual home, etc. As a result of experience with the New York City educational system, a score of 130 as determined by the 1937 Revision of the Stanford-Binet test in intelligence has been accepted as minimal. The level of I.Q. serves as a basis for further observation and study of the child. In addition, judgment of principals and psychologists is also considered.
Educational achievement is determined by standardized tests. Frequently, superior achievement in school work is considered synonymous with superior intelligence. Achievement and intelligence are not identical although they may be related. There are many factors other than intelligence which influence an individual's achievement: motivation, perseverance, effort, study habits and general maturity.

Judgments based on other criteria: In order to obtain a complete appraisal of the child in aspects which are measurable by tests, teachers and supervisors include their judgments of the child. The teacher knows the child most intimately through shared experiences. She can make a significant contribution through her observations, her study of the child's records, her knowledge of the child's work, interests and adjustments. Since she is one of the key figures in the original identification process she may need guidance. Care must be exercised against having the teacher place undue emphasis upon such factors as neatness, attractive physical appearance, compliance, verbal facility and friendliness. The teacher should be cautioned, however, against the tendency on the part of some children to indulge in meaningless verbalism. The teacher should be alert to the following traits which characterize the intellectually gifted child:

a. variety and depth of interests

b. interest in intellectual hobbies
c. reasoning ability
d. initiative and resourcefulness
e. creative ability
f. originality in responding to situations
g. intellectual curiosity
h. exceptional memory
i. unusual vocabulary and facility in verbal expression
j. problem-solving abilities
k. superior ability to comprehend and follow instructions.

Social Studies Enrichment

The City believes that curriculum adjustment for intellectually gifted children involves the basic skills and the content areas. Enrichment of the curriculum is the basic doctrine of the program. Two ways of enriching the curriculum of the elementary school classes for the gifted are suggested by the New York City Program.

The first method is the intensification of the present curriculum: Special emphasis is given to creative work, particularly in the fine and industrial arts, in manipulative activities and all other forms of manual work.

The second method is special emphasis on additional areas of study because gifted children are capable of attainment at a higher level than the average child and require challenge that will motivate them to pursue advanced studies. The City recommends that whenever possible the
assistance of special teachers of foreign languages, music, art, science and typing be provided. No evidence is available, however, as to the value of this.

Care is taken that content development and experiences are within the childrens' maturation level and that all basic grade level skills are acquired.

It is suggested that principals and teachers do the following in their schools and classes:

I. Supplement the central and class libraries with dictionaries, encyclopedias and a wide range of reference books related to the childrens' centers of interest.

II. Make more extensive use of audio-visual aids such as:

A. projectors
   1) silent
   2) sound
   3) tri-purpose

B. slides

C. film strips

D. sound films

E. FM radios

F. phonographs

G. tape recorders

H. transcriptions

I. kits for the preparation of slides

J. recordings
Evaluation

Evaluation by the teacher: Every aspect of the child's growth is considered by means of tests, conferences and discussions and conferences with child and parent(s), questionnaires, logs, charts, work samples and observation.

Evaluation by the child: Because the gifted child is more critical than the non-gifted and because the emphasis is placed on self-improvement and on the way people work together rather than on competition, it is felt that training the child to evaluate not only his academic achievement but also his creative work and cooperative group living is practical and beneficial to the child.

Evaluation by the parent(s): Parents and others are consulted in the evaluation of the program by means of questionnaires, interviews and formal discussions to try to establish a two-way communication between school and home.

An over-all evaluation of the program has been impossible because of the comparative newness of the program and because attempts at continuous evaluation have been unsatisfactory and sporadic.
CHAPTER VI

CLEVELAND, OHIO MAJOR WORK PLAN*

Justification

It has been stated over and over that a democratic education is founded on the ideal of equality of opportunity. Much of the time, equality of opportunity has meant identical opportunity in that children of all abilities have been subjected to the same curriculum and methods of teaching. Opportunity to be equal must be measured in terms of individual abilities and capacities to the end that all will be challenged to utilize their powers to the fullest. If this policy is carried out society will reap a rich reward. It makes possible the full development of individual capacities so that both the individual and the society which educates him may be mutually benefited. John Dewey brings this point out clearly when he states, "If democracy has a moral and ideal meaning, it is that a social return be

*The primary resources for the following resume of the Cleveland, Ohio Plan were a series of reports to the Superintendent of Schools submitted by Dorothy E. Norris, Supervisor in charge of Major Work Classes in Cleveland. These publications may be obtained on request by writing to the Cleveland Board of Education, Department of Instruction, Cleveland, Ohio. In addition to the above reports, an article written by Merle Sumpton, Dorothy Norris, and Lewis Terman entitled Special Education for the Gifted Child found in the National Society for the Study of Education Yearbook, Part II, 1949, Chicago, University of Chicago Press, 1950, p. 261, was also of invaluable help.
demanded from all and that opportunity for development of distinctive capacities be afforded all."

A report by Dr. Goetsch found that over ninety percent of the superior high school graduates who came from families in the upper income bracket were attending college. In comparison with this, it was found that less than twenty percent of the superior high school graduates from the lower income bracket were attending college. As a result of these findings it appears that society is losing a potential because financial conditions prevent these boys and girls from reaching their full intellectual maturity. Society, as a whole, appears to lack foresight by neglecting these children who possess the potentialities of high quality leadership. It is the part of wisdom to prepare these boys and girls for the important social responsibilities which will some day be theirs. Today, as perhaps never before, we face problems of world magnitude which threaten society itself and so it is for this reason, if not for any other, that the special education of the gifted is not only justified but is demanded in order that we may develop leadership for these problems which lie ahead.

Objectives of the Cleveland Plan

In the "Major Work" classes where education is tailored to fit the needs of the mentally superior child, an enriched curriculum is provided. Among the objectives of this program are:
1. Increasing the range of knowledge and skills of the students.
2. Developing alertness.
3. Developing initiative and creative power.
4. Developing an attitude of critical thinking.
5. Developing power to work independently, to plan, to execute, and to judge.
6. Developing increased ability to share in different class undertakings.
7. Developing leadership.

Administration of the Cleveland Program

The administration of this program is carried out under the jurisdiction of the Cleveland Board of Education. As early as 1922 the Assistant Superintendent in charge of Elementary Schools had established a special class for the fast learners. This class proved to be so worthwhile that the Educational Committee of one of the Women's Clubs offered to aid the Board of Education financially in further experimenting with this type of class. These public spirited women continued to furnish help until the policy of this type of education was proven to be educationally sound and became part of the regular educational system. Today in Cleveland there are twenty-six Major Work Classes with 738 students enrolled in the elementary schools. Three junior high schools and two senior high schools make it
possible for these students to continue in Major Work Classes until they graduate from high school.

One of the main problems in the administration of this program has been the problem of adapting instruction to this group of mentally superior children. Although much experimentation has been done the setting up of individual special classes has met with the most success. The idea of segregation of the gifted has been met with much opposition but it should be remembered that it is "segregation" for instructional purposes only. In the schools where these classes are the best administered, their integration with the entire school program has been most gratifying.

In summary, it may be said that although there is "segregation" in the Cleveland Major Work classes, it is for instructional purposes only and that they are considered as integral parts of the regular schools in which they are housed.

Methods of Instruction

There is no one specific method of instruction used but rather a combination of all the best methods are employed when teaching the gifted child. The most heavily emphasized method is the socialized procedure in which the teacher is an interested participant within the group. By discussing various topics informally the child practices such desirable social habits as tolerance, patience,
courtesy, respect for the talent of others, and learning to work with others. The social procedure also gives the child a chance to use his abilities and to make his contribution to the group.

The gifted child's work is planned for him in large units to suit his longer interest span in one specific area. Such subjects as social studies, science, and literature lend themselves well to this type of planning. Arithmetic is usually done more on an individual basis because of the varying rates of speed attained. Generally speaking, less drill is required of the gifted child than that of the average child. Progress of the child is frequently measured through different types of tests. Independent study is required and help is not given to the child until he actually needs it. The above measures are used in order to encourage the gifted child to work on his own and also to develop self confidence and self reliance.

In addition to participating in group activities, each gifted child is allowed to carry on some piece of work (resembling research) within his own field of interest. This individual project, when completed, is presented to the class and is discussed and evaluated by the group.

The administrators of the Cleveland Plan feel that educators are still a long way from reaching the best method in teaching bright children. Therefore the "major work" program must be flexible and experimental in order to ful-
fill its purpose of educating the child to think and of requiring from him the obligation to walk in his full stature.

Identification of the Gifted

The word "gifted" has many connotations in that in its broadest sense it includes both those who have high intelligence and those who have special abilities or talents in the creative fields such as art and music. The term as defined by the Cleveland Plan, however, refers to those children of superior general intelligence and not to those who are specially talented. Such talents are often mistaken as identification of superior general intelligence. On the other hand, it is often difficult to find out just who the gifted children are and so it is for this reason that three general methods of identifying gifted children have been set up. All three of the methods supplement each other and when taken together, they provide an excellent program of identification.

The first method used is that of administering standardized tests in order to arrive at the gross mass of gifted children. These tests include group intelligence tests, vocational aptitude tests, academic achievement tests and other similar tests which attempt to learn as much as possible about each individual child. If, after a careful study of the child emotionally and socially, these tests
should be followed by a Stanford-Binet, such procedures will come as near identifying the gifted as any other means.

The second method for identifying the gifted is observation and judgment by the teacher. This method, although a good supplement to the first method, is not always as reliable. Because teachers are human they do make errors in judgment. Such an error might be to disregard the age of a child as compared to his grade level. Over aged pupils doing excellent work with children chronologically younger are also sometimes erroneously judged bright by the teacher. Another error might be to mistake an obedient, well behaved and well groomed child for an exceptionally bright child. It would seem then that a combination of teachers' judgments and the results of standardized tests is much better than the use of tests alone as a means of choosing the bright child.

The third method for identifying the gifted is the classroom performance of the child. Here, the problem of placing too much reliability on school marks arises. In many cases it must be agreed that such marks are valid assuming that the children are average for their grade, but school marks by no means tell the entire story. There have been many cases reported where a child did not perform in the classroom but nevertheless had a high intelligence quotient. In general, however, it may be said that if standardized tests are used as a basis for school marks,
much more credence can be given the marks as far as predictive value is concerned.

In addition to the three general methods of identifying the gifted, the Cleveland Plan has a specific program which they follow when selecting a student for its "major work" classes. At the beginning of each semester the Bureau of Educational Research of the Cleveland Board of Education sends certain mental ability tests to the various schools within its system. The classroom teacher then administers these tests to all of the children in her room. The test results are referred to as probable learning rates, usually designated by the letters P.L.R. The teacher then lists the P.L.R. of each child and returns them to the Bureau of Educational Research. The children whose names are at or near the top of the list are then referred to the school psychologist. She then either administers individual tests or gives special study to any pupil whom the principal feels needs such service. Children who have P.L.R.'s which are fairly high are usually listed for this individual testing. The individual intelligence test administered is the Binet.

Pupils who register 125 or above on the Binet are then considered for admission into the "major work" classes. The principal, psychologist, and the teacher then confer regarding the advisability of placement in a "major work" class. Such factors as social and emotional adjustment as well as mental rating of the child are discussed. If it is
decided that placement in the "major work" class would be beneficial, either the principal calls the mother in and discusses the plan or some representative from the Bureau of Educational Research makes a home call.

Characteristics of the Gifted

The basic characteristics of superior skill in thinking and mental organization are recognized by all investigators. The superior child has a superior reading ability, he is a more rapid learner than the average child, he has the ability to generalize more easily, he can recognize relationships more readily and he can think more logically than the average child.

The gifted child's mental habits also differ from those of the slower child. He is less patient with routine procedures. He needs to learn efficient methods of study but he should be allowed to work unhindered by too close supervision.

The gifted child tends to be versatile and has a wider range of human interests. Because of this, he finds a distinct advantage in the study of many widely differing subjects. These many interests, together with a desire to explore new fields, play a large part in forming his attitudes.

The belief that the bright child is small and weak physically appears to be wholly without basis. Leta
Hollingworth found the following to be true. "They tend to be tall and heavy and to maintain a high ratio between weight and height. In so far as this weight ratio indicates nutrition, they are very well nourished as a group." The gifted child also appears to be relatively free from nervous disorders.

Viewing their social aspects Bentley asserts that the gifted child is above the average. He takes part in much the same activities as other children and wins recognition to a higher degree. He is usually honest and seems to be helpful and charitable. However, there have been cases where clever minds, untrained in a moral society, have become a social menace and so it is for this reason there is a great need to develop in these children a sense of integrity and wholesomeness in meeting life's situations.

Social Studies Enrichment

In this area the unit plan of organization appears to be generally acceptable with variations. The Middle States Association of History and Social Science Teachers advocates a basic text with abundant supplementary reading materials and a wide use of visual aids. Use of oral discussion, written work, and testing is the usual procedure although flexibility is urged to provide for individual originality.

Eisner, in a report from classroom teachers, offers the Town Meeting Program, current events and debates, long
term research problems and activity units as effective procedures.

Hollingworth suggests basic study units in the areas of evaluation of common things which directly affect human life such as food, shelter, and water supply. She makes a telling criticism against the abstractions of learning which occupy the child's time and deprive him of knowledge and understanding of the controls of his own environment.

Although the various reports on the Cleveland Program do not specifically state the ways and means of enriching social studies, the following things have been mentioned in connection with materials and methods which a teacher of the gifted might employ:

I. Extensive use of bulletin boards.

II. Provision of enrichment through greater use of workbooks.

III. Maps
   A. Have children construct various types of maps such as weather, resource, and cultural maps.
   B. Construction of neighborhood maps.

IV. Films and filmstrips
   A. Allow children to have a hand in the selection of films.
   B. Allow a child or a group of children to present the film by themselves.
   C. Discuss the films in light of what is being studied.
D. Evaluate the films.

V. Globes

A. Analysis of the globe to determine the relationship of countries.

B. Possible construction of globes by the class.

C. Knowledge of all of the various symbols and markings found on a globe.

VI. Field trips

A. Museums

B. Industrial plants

C. Weather stations

D. Churches

E. Post offices

F. Firehouses

G. Police stations

H. Planetariums

Although this list is not complete because of the lack of printed material put out on the Cleveland Program, the reader should realize that the children are afforded countless opportunities to enrich their studies through the initiative of each individual teacher. Because there is no specific course outline dealing with the gifted as far as enrichment goes, it is left up to the teacher as to how she will enrich the experiences of her class.
Evaluation

Progress in "major work" classes is measured both by objective test results and participation in school activities which require leadership and a sense of responsibility. Although intelligence is recognized in the "major work" classes, the basic element of personality and special talent is also taken into consideration. The administrators of this program feel that intellectual pursuits represent only one aspect of the well rounded individual. Psychological traits, including the dynamic and emotional phases of personality, are also of the utmost importance when appraising a person. It is the combination of these two, temperament and intellect, reacting to environment which result in what is referred to as character.

The school achievement of "major work" pupils is measured each year by carefully selected standardized tests. Because the average chronological ages of these classes are no higher than those of pupils upon whom the norms were established draws attention to the fact that the guiding philosophy for "major work" procedure is enrichment rather than acceleration. Every effort is being made to keep the gifted child in a group where his physiological and social development corresponds to his chronological age. It is interesting to note that the achievement of a gifted child does not begin to approach his high mental age. This
probably indicates that achievement levels which would coincide with the mental ages at this early chronological stage might result in developing unnatural child prodigies rather than developing happy, well-adjusted boys and girls.

Under this program each child has an individual record, kept in a specially planned folder. Tests are administered at least once annually and the results are noted on the record. This procedure serves a dual purpose: It provides a check on the individual achievement of the pupils and it also indicates where emphasis should be placed for future teaching. The standard of the grade is set for the average child, but the bright child may work on other materials and interests when the requirements are met. In this way boredom is avoided.

The gifted child of "major work" classes is usually a leader in many of the school's various activities. He may be a member of the safety patrol, student council, school orchestra, or a choral group. In addition to these activities he is many times a leader in physical education because of his sturdy body and good coordination; he is often a winner in such activities as poster and spelling contests; and he is the recipient of scholarships to colleges and universities.

The education of the gifted child passes through many different stages: first, his special needs are recognized; second, experimentation with various methods, curriculums,
and techniques in education are employed and an attempt is made to evaluate the results obtained from the previous period. When the first three stages have been successfully completed, the fourth and most important stage of all must be undertaken. This is a time of building upon the foundation previously laid, for strengthening weaknesses, correcting deficiencies, and for widening the horizon of the gifted child.

Not only is the school concerned with the gifted child while he is in the "major work" classes but it is also just as concerned with the child's home environment, for it is here that the child also learns to a great extent. School and home must meet in closer cooperation for a better perception and solution of the problem.

Besides the academic aspect of educating the gifted, there are also other factors which must be considered for the superior person to carry out his life successfully. Such things as personality traits in social adjustments, attitudes, emotional control, and stability are but a few of the factors which must be investigated and analyzed. It is possible that the gifted child may need more definite training for leadership based upon the knowledge of why people follow.

One of the main purposes of the "major work" classes is to foster in each child the desire for achievement and
service, because of the satisfaction it brings; critical thinking, in the hope it will result in the rejection of the useless, harmful, or irrelevant; and the disposition to test all printed and spoken words by the facts rather than by the emotional power which they carry; in short, the ability to understand and utilize that which he has in common with his fellow men, and the desire to contribute to his environment the individual gift which he possesses.
CHAPTER VII

PORTLAND, OREGON ENRICHMENT PROGRAM*

Justification

Now, more than ever, men and women with ability are needed in positions of influence in all fields of human relations and technical knowledge. To discover and develop talent and abilities and to evaluate their use for the common good must be a major objective of the schools and communities of the country. The democratic ideal can be most fully obtained when every individual has opportunity for educational experiences commensurate with his abilities and for vocational responsibilities commensurate with his qualifications.

Objectives

The Portland Gifted Child Project lists the objectives of their program as follows:

1. To assist teachers in identifying gifted and talented students —

*The primary resource for the following short résumé on the Portland Plan was a publication edited by the Portland Public Schools entitled, Progress Report No. II of the Cooperative Program for Students with Exceptional Endowment. This literature may be obtained by writing to the Portland Public Schools, School Administration Building, Gifted Child Project, Portland, Oregon.
a. by encouraging better use of cumulative records;
b. by developing better techniques for making teacher observations more discriminative and systematic;
c. by helping them to use and interpret standardized test results;
d. by developing methods for identification of special talent in music, art, mechanics, creativity and leadership;
e. by developing procedures for obtaining information about students from sources outside the school;
f. by conducting studies of the characteristics of gifted and talented children and their relationship to achievement in school and in later life;
g. by conducting studies of the influence of environmental factors in and out of school upon achievement;
h. by helping teachers to increase their understanding of the characteristics which identify gifted and talented students.

2. To assist teachers to work more effectively with gifted and talented students --
a. by studying and testing various methods of providing for superior students in the regular classroom situation;
b. by trying out and evaluating methods which provide opportunity for such students outside of regular
classroom experiences;
c. by developing and selecting materials of particular value in furthering the education development of such students;
d. by organizing workshops and in-service classes aimed at improving competency;
e. in teaching such students, and with particular reference to extending the knowledge of teachers in subjects taught;
f. by studying and evaluating ways to motivate non-achieving students;
g. by encouraging teachers to experiment with different procedures for enriching and improving the curriculum of superior students.

3. To develop a program which will be self maintaining --
a. by working out administrative procedures and functions which can be incorporated into existing supervisory facilities of the Portland Public Schools;
b. by working out procedures which can be maintained at the individual school level with a minimum of external supervision;
c. by developing procedures for orienting new teachers to the program.
4. To develop procedures which will provide for continuous evaluation and self-regulation of the program.

5. To develop a program which can be incorporated into other school districts --
   a. by simplifying plans, avoiding dependence on specialized teachers;
   b. by making research results available in bulletin form;
   c. by providing a consultant service in nearby communities.

Administration

The Project is under the direction of a liaison committee composed of two representatives from the Reed College Staff and two from the staff of the superintendent of the Portland Public Schools. The purpose of this committee is to bring about close cooperation between the Portland Public Schools and Reed College, develop policy for the project, and act as an advisory council to the administrative director.

The administrative director is appointed from the staff of the Portland Public Schools. His duty is to coordinate the work of the various school committees and, with the help of specialized assistance, to be responsible for directive procedures of identification, helping members of school staffs in evaluating and adapting existing programs,
exercising general supervision over the program for the eleventh and twelfth grades, and to formulate plans for the development and extension of the program.

A research director is also appointed to assist in the development of research studies and evaluative techniques. His duties are to direct procedures of identification, develop experimental designs for comparative studies of meeting the needs of gifted and talented children, and to establish methods for gathering data in studies of the characteristics of giftedness.

The program also includes a consultant appointed from the teaching staff of the elementary schools. Her duties include making regular calls to the elementary schools engaged in the project, assisting principals and staff members in the organization of each school program, collecting instructional material for teachers, suggesting source personnel and source materials, and assisting in the development of in-service programs for teachers.

A building coordinator who is a member of the school faculty and who is released half-time from teaching, is appointed by the principal in each school involved in the project. The coordinator, with the steering committee appointed from among the teachers in the school, administers the identification tests and plans the project for the school. Assisted by the consultant, the coordinator in each elementary school encourages teachers as they attempt
to meet the needs of the gifted in the home-room. He arranges field trips, gathers instructional material, invites source persons to the school, and compiles necessary data for research studies and reports. The coordinator in each of the four pilot high schools, with the assistance of the principal and the project director, plans the seminar classes for juniors and seniors and develops the enrichment program in freshman combined classes.

Identification

The Portland Project employs five various ways of identifying the gifted child.

The first step is through teacher observation of the pupils in the classroom. Every year the teacher receives about thirty or more pupils who are completely, or to some degree, unknown to her. After a few weeks, during which time the teacher becomes acquainted with her pupils and their potentialities, she fills out for each pupil a personality trait sheet consisting of fifteen traits hypothesized to be related to giftedness.

The second step involves checking the school records. The teacher refers to information that is available in the school office about each child. She may also consult the child's previous teachers to gain a knowledge of his intellectual ability and achievement record. She observes the presence of any special talents other than general intelli-
gence. Following this period of observation and consultation, the teacher makes a list of those pupils who she feels are intellectually gifted or talented. She also lists those whose achievement records appear to be exceptional.

The third step is for the coordinator of the gifted child project in each building to compile a tentative roster for each grade from the teachers' recommendations. In addition to this he lists information which is available for each child from the school districts' general testing data. These data include scores from the California Test of Mental Maturity, both language and non-language I.Q. scores. The earliest mental maturity tests are administered in the Portland Schools at the fourth grade level. Achievement tests are administered twice each year, beginning with the fourth grade.

In addition to the steps mentioned above, ceiling tests are also administered. This test is the Thurston Primary Mental Abilities Test and is administered under both time and work limit conditions to the upper third of the grade. The results of this test are compiled with previous test information on a chart for each school. Children scoring consistently higher, or those having exceptionally high scores on one or more tests, are checked for further study with a view to enrichment provisions.
Enrichment Opportunities

The opportunities for enrichment are many according to each individual child. To assist the educators within a school system in learning more about the students, each principal appoints a steering committee from his faculty to act as an advisory council for the work of the project in the school. The principal and the steering committee, with the building coordinator, administer the identification program and make a survey of the needs and possibilities within the school.

The survey includes such things as interest inventories given to the children; an inventory of the teaching faculty; the hobbies and other outside interests which might be used in assisting gifted pupils; the type of community served by the school; and the presence of community resources for the gifted. When the survey has been completed, the committee and the coordinator plan the type of program which appears to be appropriate on the basis of the identification and survey data. The plan is then presented to the school faculty for approval or correction. Each teacher within the system is an essential part of the program for the development of talents of the pupils. Periodic discussions on the progress of the program are held in each school.

The building coordinator is the one who develops plans
for small enrichment classes according to the needs of the pupils. Although administrators of this project do not advocate the segregation of gifted children from their chronological age group, they do feel that there are times when it seems justifiable to incorporate a few from several classes into small special interest groups. These groups meet for short periods two or three times a week. Some of the schools involved in the project are experimenting with small enrichment groups in the fields of mathematics, foreign language, science, creative writing, rhymes, music, creative drama and social leadership.

In many cases the program of enrichment is carried on within the home-room. The type of enrichment project varies with the need of the children in each class. This type of enrichment is carried on in a general way and is to be considered as apart from the special interest classes mentioned above.

**Social Studies Enrichment**

Although the Portland, Oregon Gifted Child Project report is quite extensive, the enrichment suggestions in the area of the social studies are far from complete. The enrichment experiences which are suggested in the progress report appear to be only a sampling of what is or can be done in the field of the social studies. The suggestions, it may be noted, are taken from only one school within the
entire Portland, Oregon Public School System.

Evaluation

No special method of evaluating the gifted child is specifically outlined in any of the reports published on the Portland Plan although mention was made of a pupil questionnaire in which the pupils were asked to specify their various interests in school according to subject. It is probable that the actual evaluation of the gifted child is carried out through the use of a standard type report card.
CHAPTER VIII

HUNTER COLLEGE ELEMENTARY SCHOOL PROGRAM* 

Justification

The main justification for the Hunter College enrichment program lies in the premise that the gifted children of today become the leaders and the outstanding thinkers of tomorrow. The evidence gathered from follow-up studies suggests that they do, provided favorable circumstances permit them to obtain the necessary training to develop their powers to the fullest degree. It should be mentioned that this training need not be obtained through formal study but may also be obtained through self-imposed study. It is for this reason, if not for any other, that it is of the utmost importance that the gifted child be allowed to reach his full potentiality.

Objectives

The Hunter College Staff outlines the following goals or objectives which they are working for in educating the gifted:

1. Producing children who have well-balanced personalities.

*The primary resource for the following resumé was a book entitled Educating Gifted Children at Hunter College Elementary School, by Gertrude Howell Hildreth and others. This book was published by Harper and Brothers in 1952.
2. Producing children who are healthy and have the ability to face life's problems with confidence.

3. Help the gifted child to become an economically efficient citizen, both as producer and consumer.

4. Help the gifted child acquire skill in social relationships.

5. Help the gifted child learn about his role as an enlightened and active world citizen.

6. Develop the gifted child's initiative and originality.

Administration and Organization

The Hunter College Elementary School is an integral part of the teacher training at Hunter College, a liberal arts college. The experimental center for an elementary school curriculum for gifted children, aged three to eleven years, was instituted in 1941 and has been in operation ever since.

Children admitted to this center prior to 1941 were not selected on the basis of their superior ability; however, since September 1947 this policy has been changed so that now children are admitted to the center on the basis of their superior mental ability.

The Hunter College Elementary School is free of tuition charges as are all the facilities of the city colleges to residents of New York City. Admission is made on the basis of high scores on the tests which are administered
to the children seeking admittance to the center. The applicants must be residents of the Borough of Manhattan within the boundary of Washington Heights to the north and 14th Street to the south. The entrance examinations are administered by outside agencies who furnish the school with confidential reports of the test scores.

Prior to admission each child visits the school for one-half day so that the teachers can appraise his social and emotional maturity, while one or both of the parents are interviewed by the Committee on Admissions.

The school staff is headed by a principal, assisted by a clerk who is also the registrar. The principal is further assisted in an advisory capacity by the Hunter College Campus Schools Committee. The teaching staff consists of about twenty-two regular class teachers, one for each class, and five full-time special teachers in charge of art, workshop activities, audio-visual enrichment, French, and music. The school also has the services of a public health nurse who comes once a week for consultation with teachers and parents, a daily volunteer parent-nurse, a matron, elevator operators, and the plant operation staff of Hunter College. The college medical staff and the educational clinic of Hunter College are also on call. There is also a director of research studies who combines that function with part-time program duties of coordination for the College Department of Education and the Campus Schools.
The regular classroom teachers are appointed according to standards set by the Board of Higher Education, which administers the school (an M.A. degree is one of the requirements). In addition to the regular classroom teachers there are student teachers who spend one half of one semester in the school for the gifted and the other half in a normal classroom.

Identification

The intellectually gifted child is one whose mental age is considerably higher than his actual age compared with children in the general population. The Hunter College Elementary School requires a child to have I.Q. Scores of 130 or above as measured by the 1937 Revision of the Stanford-Binet Test. Another factor taken into consideration is the child's personal responsiveness and attitude.

The names of the children whose I.Q. scores meet the requirements are arranged by ages in order of the numerical size of the scores. Selection is made from the top of these lists for as many children as there are vacancies.

In order to give some idea of the rarity of gifted children, the following chart is presented, based on the I.Q. scores from the 1937 Revision of the Stanford-Binet Test:

136 I.Q. One child in a hundred or one percent of the total child population.
140 I.Q. Seven in a thousand, about one child for every one hundred and seventy children in the total child population.

150 I.Q. One child in a thousand.

160 I.Q. One child in ten thousand.

182 I.Q. Three children in ten million

Correct appraisal of mental ability is essential when considering a child for special enrichment classes. A child with a high I.Q. who has no more than good average ability would find the competition above his ability in the Hunter classes where the median I.Q. is around 150.

Assuming that the I.Q.'s are reasonably constant, the mental ages of the gifted children will tend to remain far above those of the mentally average at every grade level.

Since application to the Hunter School may be renewed each year, but test reports are considered invalid after two years, it has been possible to compare the scores made on different occasions and by two or more examiners. If there are wide variations among these scores, children are retested at Hunter College Elementary School as a precaution before acceptance, since some children may be familiar with the test questions.

Social Studies Enrichment

The extent to which the content subjects such as social studies, history, geography, civics, literature,
health or science are taught separately or integrated is left to the discretion of the teachers. No typical course of study or single prescribed basic text in the content area is used. Originality is encouraged as the children attack problems in the area of social studies and science.

Although there is no specific list of social studies enrichment activities listed by the Hunter Staff, research on the chapter dealing with social studies enrichment reveals the following methods applied to specific units illustrated in the text:

I. Extensive use of committees

II. Production of original plays
   A. Design and production of costumes.
   B. Design and assembling of props.
   C. Choice and performance of musical numbers.

III. Maps
   A. Construction of neighborhood maps.
      1) Discussion of ethnic groups residing in a neighborhood.
      2) Discussion of the different types of businesses located in a neighborhood.
   B. Construction of time and tide maps.
   C. Construction of maps dealing with specific countries.
   D. Construction of a world map.
   E. Construction of a map of Pan-American Republics and a poster picturing the products of these countries.
IV. Participation in the school administration by the pupils.
   A. Organization of pupils in the classroom for class government.
   B. Organization of school council to represent the entire school in matters pertaining to the welfare services of the school.

V. Pupil planned and conducted school assemblies.
   A. Gives children the opportunity to speak before large audiences.
   B. Gives children of different age groups the opportunity to combine their efforts.
   C. Ideas for such an assembly should be submitted by the pupils.

VI. Publications planned and edited by the pupils which give the children the opportunity to interview various people and to put the results of such interviews into writing for the benefit of others.

VII. Extensive use of exhibits.
   A. Collections such as some Indian relics or implements to supplement a unit.
   B. Daily exhibits of newspaper articles.
   C. Collections of materials from foreign countries.

VIII. The organization of gift funds
   A. Encourages desirable attitudes toward social institutions, generosity, and public-mindedness.
B. Develops leadership and the ability to organize.

IX. Encouragement of parties and social affairs

A. Teaches the social amenities to the children.

B. Provides many different and interesting experiences.

X. Field trips

A. Suggested places

1) Firehouses
2) Churches
3) Synagogues
4) Parks
5) Bakeries
6) Factories and industrial plants
7) The zoo
8) Museums
9) Y.M.C.A. and Y.W.C.A.
10) Foreign settlements to be found within a large city
11) Post offices
12) Airports
13) Harbors
14) Weather stations

B. Follow-up activities

1) Visits followed up at school by reporting, discussion, and evaluation
2) Visits should bring about plans for further field trips.

Special Qualifications for Teachers of the Gifted

What are the special qualifications required and needed for a teacher who works with the gifted? Such things as personal traits, special preparation, and in-service experience must be taken into consideration when the selection of a teacher for the gifted is made.

First, the Hunter Staff points out that the gifted child needs a gifted teacher. Such a teacher would require
a keen mind and a great deal of imagination. He should also be able to inspire the gifted child, to draw out the best in him, to direct his attention to greater goals, and to mold his tastes toward better things.

Besides being a scholar with an academic background, the teacher of the gifted must also be a student of the learning process as well. He must be able to understand the psychology of the gifted, their special learning problems, and know when to give praise and encouragement as well as criticism without hurting the child's feelings. The teacher of the gifted should also help the child to realize where his achievements have fallen short of the mark and to show him ways to improve.

The teacher of the gifted must have a breadth of interests, a variety of competencies, and a familiarity with various areas of knowledge so that he can keep abreast of the inquiring minds of the gifted pupils which he teaches. The teacher should know people as well as facts and be conversant with community life as well as with the contents of books.

The teacher of the gifted must also be acquainted with the principles of curriculum design and have had experience in program making because the greatest responsibility for developing the curriculum will fall to him.

Such traits as ingenuity, creative ability, flexibility, and versatility in planning are necessary for a
teacher of the gifted. He also needs to develop skill beyond the average in conducting group discussion so that pupils are led to make valid judgments.

**Evaluation**

The Hunter School employs several different types of accounting records. The first type gives such general information as the child's name, birth date, address, and similar data. A cumulative report card is on the reverse side.

Besides the usual attendance and health cards, the teacher also maintains an anecdotal record on each child together with reports of conferences with individual parents. These records are filed in a large envelope kept for every child and then are placed in the confidential file in the office. These records cannot be inspected by anyone except the teacher, authorized research workers, and the principal.

In addition to the teachers' reports, eight pages of biographical data provided by the parents are also included with the report of the Binet Test results sent by the examiner at the time the child applied to the school for admission. At the sixth year level the students write autobiographical sketches that are illustrated by themselves or that have snapshots. These sketches are also kept in the student's individual file. At regular intervals samples of
the pupils' drawings and written work are collected and filed in their own personal file. Other things which are also added to the file are newspaper clippings involving the child or printed programs on which the child's name might appear.

Because this is a permanent file, the parents are requested to continue to send data about the children even after they have left the Hunter School. This is done primarily to aid in a follow-up study of a child.

Other material and information is added to the file as it is collected. Questionnaires sent to parents of children who are in the school and to those who have attended are filed in addition to the ones completed by the children. Inventories of interests, both printed and teacher-made, are added as they are completed. Exceptional work in any one specific area such as music and art is also filed. As a result of this program many file envelopes are bulging while others have the minimum amount of material requested.

Duplicate cards, giving the results of every standardized test which the child has ever taken, are kept on file. One is retained permanently in the file while the other is sent upon request to the school to which a child may transfer.

Although the Hunted School does use report cards,
they are not considered satisfactory even though they have undergone many revisions. The teacher-parent conference is considered to be much more fruitful than the report card. Such a conference may be arranged by appointment or on Mondays without an appointment. A mimeographed form is used to record the subject of such interviews and is recorded and filed.

The report card is intended to not only inform the parents of their child's progress but also to build bonds of mutual understanding between the school and the home. The report to the parents gives the evaluation by the teacher of a child's emotional, physical, and scholastic growth. Other factors are also taken into consideration such as his abilities to manage himself at the level suitable to his stage of development, his responsiveness in the direction of self-improvement and his ability to get along with his peers and those younger and older than himself. Reports are issued four times a year from the six year group through the eleven year group.

If it appears that the child might be discouraged by a negative report, certain items in that area are not marked. In such cases a note is enclosed with the report card asking the parents to come in person to discuss the omitted items. At the present time no one is satisfied with the existing marking system primarily because there is a tendency on the part of the parents and pupils to count the
number of superior ratings and to misunderstand the minus signs.

Reporting in a more general way is made to parents through the use of bulletins published monthly by the Parents Association. Problems affecting several groups are described and major changes in policy are explained. Due to the fact that over ninety eight percent of the parents belong to this organization, the bulletin is read by almost all of the parents.

Another means of reporting are class meetings of parents in which there is almost one hundred percent attendance. At the time the child is accepted the parents consent to come to such meetings.

In summary, it may be said that the evaluation system of the Hunter College Elementary School, although not perfect, appears to be a step in the right direction as far as making a conscientious attempt to evaluate all phases of the gifted child's growth.
CHAPTER IX

THE BROCKTON ENRICHMENT PROGRAM

Justification

During the past twenty-five years more and more attention has been paid to the education of the gifted child. Prior to this time it was felt by the majority of the educators that it was the duty of the schools to maintain a set standard of achievement and no more. If the achievement of a certain class was below average an attempt was made to bring it up to average but that was as far as it went. Only sporadic attention was paid to the education of the gifted child with the result that a great deal of talent and ability was lost. In 1928 Brockton initiated a program whereby the gifted child was placed in a separate class with others of comparable ability. The Brockton administrators feel that this type of program helps a gifted child to better realize his full potential ability which in turn will benefit society as a whole when he reaches maturity and is placed in a position of leadership and responsibility.

Objectives

The primary objectives of the Brockton Plan are to

*The information for the following résumé on the Brockton Program for Gifted Children was obtained primarily through interviews and direct observation of the classroom.
help children of superior ability to:

1. Develop their maximum potentialities.

2. Develop leadership qualities which will function in a democracy.

3. Stimulate creative activities by developing group enterprises with a view to stimulating wider reading and more meaningful learning.

It is also hoped that closer bonds will develop between home and school through projects in which the family may take part.

The underlying theme is to increase the service of the children to room, school, and city with the hope that this service will lead to personal service and improvement of self.

The further aims that are employed for these groups of gifted children are many and varied. Some of the more important ones are to find security and success for each member of the group, develop cooperation and helpfulness toward each other through group activities, recognize and respect each other's abilities, and to develop independence by securing the ability to do independent thinking and well planned activities for themselves and others.

This plan also takes into consideration such teacher aims as assisting the individual to find and use his talents, providing subject matter authentic and wide enough in scope to be adequate for the child's needs, providing challenging
educational opportunities, and having the child appraise his own progress.

Administration

The program itself consists of two classes (fourth-fifth and fifth-sixth) in the B. B. Russell Elementary School which can accommodate about forty children. The classes are completely segregated although the children do take part in general school activities and duties such as plays, assembly, monitoring, safety patrol and care of physical education equipment. The children appear to get along well with other children in the school but it was observed at recess that they tended to stay in a group of their own rather than mix with children in other classes.

Both classes are run separately and independently by two teachers whose procedures are determined by the needs (individual and group) of the pupils. Their curriculum closely parallels the work in the other fourth, fifth and sixth grade classes but it is not formalized and their coverage is very much more extensive and involved. Much emphasis is placed on reading and research. Most of the children in Grade 5-6 have a reading grade equivalent of 11.3+. Originally it was planned to extend the program for gifted children through junior and senior high schools. A change of administration has put a halt to this and, therefore, the children are not permitted to progress as fast as
they might if the program were continuous. This explains why in arithmetic the gifted children are nearer their grade norm than in other subjects. There is no encouragement on principles that would normally be taught in junior and senior high schools.

The gifted children in these classes are very poor in handwork because their thought processes are so far ahead of their motor coordination. They have trouble realizing a need for or satisfaction in excellence -- they do not like to be bothered by detail, speed being one of their major criteria. Consequently, it is often necessary to set more rigid standards for these children than for non-gifted children.

The problem of superiority complexes, which can be a very serious one with gifted children, appears to be at a minimum in Brockton because of the stress made by the teachers on "followship" rather than leadership, and stress on the children's peers which creates an awareness that although the children are gifted they are not a super-superior group which can ignore respect and tolerance of others. The problem with the parents is a more serious one. Their attitudes are often harmful to the child and hamper proper adjustment.

Gifted children tend to be more responsible individually and in groups when properly guided. Alice L. Lindstrom, the 4-5 grade teacher, said that she was able to
take a week from school in November and leave the class in the hands of the pupils. No substitute teacher came into their classroom at any time. A chairman was selected for each day to supervise the work, and the children carried on their own class alone for five days in this way.

The two teachers are responsible for their own class procedure and occasionally their procedures differ. The program is over-seen by Roberta M. Kellogg, Director of Elementary and Special Education. There are no special or new techniques used in these classes -- simply enrichment depending on the needs of the children.

Identification

Every school child in Brockton is administered a group intelligence test in the third grade to find those children with good study ability who have a test score of 125 or better. Teachers are asked to submit the names of any others who they think might be better measured by more extensive testing. The selection is based on intelligence quotients only, not on talent in specialized areas such as art, music.

These children are then given a Binet intelligence test. Letters are then sent to the parents of high scoring children (above 130 I.Q.) explaining the purpose of a study of gifted children and asking the parents' cooperation in the study which necessitates at least one visit of the
child and one of his parents to the Brockton Child Guidance Center. The Child Guidance Center is sponsored jointly by the Massachusetts Division of Mental Hygiene and the School Department. It is a clinic where parents and others may secure, without charge, assistance with the problems of child training and personality development. The Clinic services consist of the study of children by a specially trained group of experts including a child psychiatrist, psychologist and psychiatric social worker. This Center has worked with the School Department since the conception in 1940 of this program for gifted children. Starting in September, 1956, however, all testing, counseling and selecting will be done by the School Department alone. The children, starting with those who have the highest intelligence quotients, are examined and interviewed by a social worker, a psychiatrist and an educational consultant to decide which would benefit most from the enrichment program. A group which is made up of equal numbers of boys and girls representing proportionately each district in Brockton (North, South, East and West) with emphasis on a socio-economic mixture is then chosen. A letter is then sent to the parents informing them of their child's selection for the program. Occasionally parents do not want their children to participate in the program, in which case the parents are again interviewed and the program, with its purposes, aims, and advantages, is outlined again in hope
that the parents will consent.

Social Studies Enrichment

It is the job of each teacher to provide the enrichment in every school subject except in art and music which are enriched by the regular specialized instructor. There is no one special procedure, as has been pointed out before—each teacher being responsible for her own program.

The 4-5 grade when observed had just finished a study of South America. A basal social studies text is used as a core to keep the children together to some degree. But it is on many and varied projects that the emphasis is placed.

To enrich the South America study the following projects were worked on by the children, many of which are integrated with other subjects:

1. A tropical fruit display was made.
2. Tortillas were made.
3. Radio broadcasts were written.
4. Made maps -
   a. relief
   b. product
5. Made three-dimensional scenes from cartons.
6. Wrote a play about Pan-American Day observance.
7. Did creative writing (a play was written for which the children made scenery and costumes and utilized their own idea of a revolving audience).
1. Reports from groups which studied -
   a. art
   b. health
   c. music
   d. science
   e. inventions

(The children are expected to take notes on reports such as these and are responsible for the content.)

2. A mural of a cathedral incorporating art of that age.

3. A three-dimensional scene showing nursing in that period.

4. Wrote and produced a play.

5. Made a study of contributions and contributors of that era.

No basic text was used in the study. All material was gotten by individuals and groups for class presentation. Texts are a problem in these gifted classes because of the necessity of repetition if basal texts are used.

In both enrichment classes the groups and leaders are frequently changed.

The following is a partial outline, including integrating activities, used by the 5-6 grade when studying South America:

1. Enumerate and discuss problems to be solved as a guide for committees.
2. Appoint committees to prepare diaries describing airplane tours to South American countries.

3. Plan a play about a cruise around South America.

4. Use maps and graphs and show how the Panama Canal has aided in the socio-economic progress of the west coast countries.

5. Plan a debate discussing the influence of environmental conditions of the activities of people of South American countries.

6. Plan a travelogue describing a trip around Cape Horn in a sailing vessel.

7. Use reference books to find material for reports on the development of transportation in South American countries.

8. Spelling suggestions for Language Arts classes -
   a. alfalfa       i. manganese
   b. atmosphere    j. meridian
   c. balsa         k. nitrate
   d. cacao         l. penetrate
   e. emerald       m. peninsula
   f. equatorial    n. petroleum
   g. hemisphere    o. platinum
   h. llama         p. quinine

9. Have a class reporter arrange for personal interviews with people who have visited South America.

10. Report to the class or invite the people interviewed to address the class.

11. Write letters of thanks to persons who have given information or who lent articles for a school exhibit.
12. Have "minute-men" give descriptions of the tropical region, a coffee or rubber plantation, cattle raising in Argentina or some industry of the Indians.

13. Prepare radio scripts for broadcasting information concerning proposed tours to South America.

14. Have a radio quiz program involving questions based on various regions studied.

15. Write a short paragraph about interesting places or things in South America (for example: Amazon River, Christ of the Andes).

16. Carry on investigation of -
   a. Why South America is backward in spite of rich natural resources.
   b. How the west coast desert of South America differs from the North American desert.
   c. Why North and South America need each other.
   d. Why travel by airplane is so useful in South America.

17. Write to travel agencies for descriptive folders.

18. Prepare advertisements for travel tours.

19. Give floor talks on such topics as -
   a. life in an Inca village.
   b. making of Panama hats.
   c. an airplane trip over the Andes.
   d. A river trip up the Amazon.
   e. beauties of the jungle.
f. cruise along the coast of South America.
g. trip through the Panama Canal.
h. nitrate fields.
i. life in a mining town.

20. Display collection of rubber, coffee. Print the necessary labels. Prepare to explain exhibits to class or to visitors.


22. Write captions for sketches made to illustrate booklets.

23. Prepare an original game. Make written or printed cards describing the activities of various workers such as gauchos, miners, Indians, rubber gatherers, coffee merchants to match original picture cards of same workers. Use same idea with natural beauties of South America or the useful animals of South America.

24. Write a play depicting life in various South American countries.

25. Write a class diary of a tour of South America.

26. Write invitations to parents to visit an exhibit or any form of unit culmination.

27. Make up matching tests or completion tests with accurate keys.
The following outline of projects was employed in the recent study of Primitive People and Early Greek and Roman Civilization -

1. Make models of dioramas (for example: the development of transportation).
2. Write dramatization of historical events and incidents.
3. Design and make marionettes and puppets.
4. Write plays and present them to the class (for example: The Fall of Troy).
5. Carve models out of clay, soap, wood, cardboard.
6. Make a scrapbook of various historical events.
7. Make individual reports of heroes (for example: Alexander the Great, Caesar).
8. Make a "who's who."
9. Make posters and charts showing the development of certain inventions (for example: the wheel).
10. Plan a pageant of historical characters.
11. Make a pictorial map of Greece or Rome.
12. Write a story or play about Athens at the time of Pericles.
13. Make models of ancient Greek and Roman homes.
16. Write a character sketch.
17. Make a mural.
18. Make simple picture strips or lantern slides.
19. Make panoramas and table scenes.
20. Make visits to museums for information.
21. Plan a television or radio show similar to "You Are There."
22. Do research for background knowledge.
23. Construct historical scenes using paper by cutting or tearing.
24. Do research on costumes for a play.
25. Make stage and scenery for puppet shows, shadowgraph, plays.
26. Read and give reports to the class -
   a. early ways of travel.
   b. origin of money.
   c. development of musical instruments.
27. Read to find out about early ways of amusement.
29. Prepare bulletin board arrangements.

Evaluation

Twice a year a detailed four page progress report is sent to the parents of the gifted children. The report is concerned with personal development, school achievement, physical development and health and safety education (understanding and application of understandings). These reports are sent to the parents at the end of the second and fourth quarters. An interview is held with the parent(s) at the
end of the first and third quarters so that a more complete understanding of the child can be realized by both parents and teacher. (In the regular classes a report card is sent home four times a year and no interview is held.) A sample of the Brockton Progress Report may be found on the following pages.

Each gifted child is tested at the end of each school year. Other children in Brockton are spot tested only.
B. B. Russell School

Brockton, Massachusetts

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PROGRESS REPORT

of

Name_________________________ Grade_______

TO PARENTS OF PUPILS IN ROOM____

The educational program guides the growth and development of the children, physically, mentally, socially, and emotionally.

The purpose of this class is to help children of superior ability develop their maximum potentialities, to develop leadership qualities which will function in a democracy, and to stimulate creative activities by developing group enterprises with a view to stimulating wider reading and more meaningful learning. We also hope to develop closer bonds between home and school through projects in which the family may take part.

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Teacher

______________________________
Principal
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### SCHOOL ACHIEVEMENT

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Report to be retained by parent at end of year
CHAPTER X

COMMON FACTORS IN AN ENRICHMENT PROGRAM

This concluding chapter deals with what the authors of this thesis consider to be common factors among all of the enrichment programs surveyed. This chapter is divided into six parts with the same headings as the programs already surveyed. The authors have attempted to take from all of the programs common factors which, if put together, would form a successful enrichment program. In selecting these common factors an effort was made to select only those which seemed to attain the best and to eliminate those which appeared to weaken the program or programs surveyed. It is hoped that this final program, though far from ideal, will help the reader to see what can be done for the gifted child if there is sufficient interest in this field of education.

Justification

Intellect is, without doubt, the greatest single endowment of the human race. It has made possible the most prized achievements of the past and will make possible the realization of the highest hopes for the future. Granting the vast importance of intellect in the affairs of man, it surely follows that it is desirable to nurture it, especially where it is found to exist in high degree. Although
all men may contribute to the march of civilization, the new roads are blazed by men of genius.\textsuperscript{1}

All scientific evidence points to the conclusion that gifted children are superior to unselected children in intelligence and that they carry this advantage into adult life.\textsuperscript{2}

The obligation to the gifted has its basis in our major educational objectives. Education in a democracy calls for giving each youngster the opportunity for developing to the maximum those attributes which will make him a happy, successful person, now and throughout life. Their principle, emphasizing self-expression and self realization of the individual, suggests programs developed in terms of individual needs. An appropriate program for gifted children will be different in some respects from those for other youngsters.

Education in the United States is also committed to promoting the general welfare. Gifted children will in future years make outstanding contributions to the progress and human welfare of our nation; indeed, the very survival


of the democratic way of life may lie in their hands. 3

A democratic society has an obligation to provide opportunities for individuals to use and develop their talents and the interest of society requires that such opportunities be made attractive, but no one in a democracy can be compelled to use the opportunities available to him. The role of education in this connection is to equip the individual to use the opportunities that will best utilize his abilities to guide him in making decisions that will serve both his own interests and those of society. 4

The superior abilities of an individual contribute to his own and others' welfare only when those abilities are put to use. When such abilities are not put to use, society suffers a waste of its most valuable human resources. In terms of loss of potential benefits, this waste has probably been far greater than the loss suffered from waste of natural resources. 5

The educational needs of individuals who have superior intellectual capacity and of those who possess special talents in high degree differ in some important respects

4 Ibid., pp. 1-5.
5 Ibid., p. 20.
from the needs of other individuals. To capitalize the rich resources of human talent which gifted children possess, the schools must give special attention to the education of their gifted students. Gifted members of the total school population constitute a minority which is too largely neglected. Part of the neglect stems from attitudes widely held among the American people, attitudes which tend to obscure the great social need for able and educated leaders and to withhold needed funds for making adequate educational opportunities available to all gifted youth. Although many excellent educational problems designed to meet the special needs of the gifted are in operation, such programs could doubtless benefit from further improvement and from a broader base of lay and professional understanding as to their purpose and importance. 6

Men and women of exceptional talent, whose abilities have been well nurtured through education and who have achieved successful adjustment to themselves and to their fellow countrymen are today making contributions of exceptional value to American life. Many who are gifted are making only mediocre contributions to society because their gifts have not been well developed.

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The United States, now more than ever before in our history, needs to have its ablest citizens either in positions of large immediate social influence (such as public administration, business and labor leadership, journalism, teaching) or in work of great potential future benefit (such as research in the natural and social sciences, philosophy and criticism and the creative arts). Men and women of superior talent are needed for such positions, but talent alone is not enough. They must also have special training along lines required by the complexities and specializations of contemporary life. And they must have a sense of social responsibility and other qualities of character that will direct the use of their talents toward socially beneficial ends.\(^7\)

In short, special education of the gifted is not only desirable, it is mandatory in a democratic society such as ours. And it is to our advantage to see that the gifted are not neglected. It is our duty.

**Educational Objectives**

Although enrichment program has its own particular objectives, it is felt that the following ones are basic to all:

1. Help the gifted child to learn about his role as an enlightened and active world citizen.

\(^7\)Ibid.
2. Develop the gifted child's initiative and originality.
3. Provide many new and stimulating experiences.
4. Develop within the gifted child habits of thoroughness in research and a scientific approach to problem solving.
5. Develop within the gifted child the ability to be a good follower as well as a good leader.
6. Increase the range of knowledge and the skills of the gifted child.
7. Give the gifted child an opportunity to develop his full intellectual capacity.
8. Develop within the child the ability to get along with others less gifted than himself.

Administration

The effectiveness of a program for gifted children is greatly dependent upon a well organized and integrated administration. At the head of such a program there should be either a supervising principal or a special supervisor who is directly under the superintendent of schools and to whom the teachers of the gifted children are responsible.

A testing department for use in identification of gifted children would also be necessary. Within this department there should be at least one psychologist and one social worker. The psychologist's function would be to interview the children and, when necessary, to interview the parents of the children proposed for enrollment in a special
program. The social worker's function would be to investigate the children's homes before, during, and after admission of children to special classes.

The third important part of a gifted program would be that of the teacher or teachers of the gifted. Such teachers would require certain qualifications including a bachelor's degree in liberal arts and a master's degree in education, at least three years experience in elementary school teaching, and a well rounded personality. Although this last qualification is rather ambiguous it would mean that such a teacher must be understanding, creative, versatile, democratic, mature, and enthusiastic to name just a few of the personality traits which are felt to be desirable in a teacher of the gifted.

Identification

Before discussing the methods of identifying gifted children it is necessary to find out what is meant by the term "gifted." There have been many attempts to define this term and many of these definitions vary widely.

Terman's standard for judging a gifted child is a 115 I.Q. or above as measured by the Stanford-Binet Test of Intelligence.

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Hollingworth\(^9\) requires a Stanford-Binet I.Q. of 130 or above along with emotional maturity, social adaptability, and physical fitness.

The Cleveland Program,\(^10\) on the other hand, states that pupils who register 125 or above on the Stanford-Binet are considered eligible for their "Major Work" classes.

The Austin Plan\(^11\) feels that any child with a Stanford-Binet I.Q. of 120 or above and whose performance is consistently outstanding in areas having potential value to the welfare of society should be considered as a gifted child.

The Hunter College Elementary School\(^12\) defines a gifted child as one whose mental age is considerably higher than his actual age compared with children in the general population. A child must also have a Stanford-Binet score of 130 or above to be considered for the gifted classes.

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\(^11\) University of Texas Workshop Group, *Curriculum Enrichment for Gifted Elementary School Children in Regular Classes*, Austin Public Schools, Austin, Texas, 1954.

For the purposes of this section on identification the gifted child will be defined as any child who achieves 125 or above on the Stanford-Binet. In addition, the child must also be emotionally mature and must have no serious physical or mental handicap.

The actual process of identification should be carried out cooperatively by the teacher, principal, school psychologist, and, of course, the parents.

Group intelligence tests should be administered at the first, third, and fifth grade levels. These tests may be administered by the classroom teacher provided she follows the instructions explicitly. The teacher may also evaluate this type of test.

Those children scoring 120 or above on this test should then be allowed to take the individual Stanford-Binet Intelligence Test. This test should be administered by either the school psychologist or, if this is not possible, by some other qualified person.

If the child scores 125 or above on the Stanford-Binet, his name should be turned in to the principal at the school which he attends. The principal should then contact the parents of the child and make arrangements for an interview.

The primary purpose of the interview is to find out whether or not the parents favor allowing their child to attend special classes for the gifted should he qualify.
If the parents do not like the idea of having their child attend special classes the child's name should be dropped from the eligible list. The principal should also ask the parents about the child's past history, his home life, and any other thing which they feel might be important. These things should be noted and a permanent record should be kept of such an interview.

The next step is to have the child interviewed again by the school psychologist to determine whether or not the child is able mentally and emotionally to carry out the tasks which will be required of him should he be accepted to a special class. If there is no school psychologist available, arrangements should be made to send the child to a qualified clinic where such factors can be determined.

If the child can meet all of the above requirements, he should be allowed to enter the special class on a month's probation. If, for some reason, the child cannot become adjusted to the special class within a month's time he should be allowed to return to his regular class. The probation period allows for any prior errors in judgment which might have taken place during the identification process. Because it is only human to make a mistake, it is felt that there should be some way of correcting any such error made without inflicting any undue hardship on the child. A period of probation seems one of the best ways to allow for such errors.
Social Studies Enrichment

Each gifted child in a "special" class should be allowed to progress as far as his capabilities allow. It is with this idea in mind that the teacher of the gifted should provide enrichment opportunities both within the scope of the curriculum and the abilities of her pupils.

The following is a list of social studies enrichment activities which children of exceptional ability might experience:

I. An imaginary tour of the United States

A. References used include library books, encyclopedias, newspapers, histories and materials for which the children might be required to write a letter and request information or materials from some source.

B. Places a tour might include:

1. New York City
   a. History
   b. Causes for growth
   c. Landmarks
   d. Institutions
   e. Principal industries
   f. Special attention to the United Nations, garment district, shipping, finance, tourist trade, and radio and television.
   g. Projects
      1) Written and oral reports on research done
      2) Experience models made of United Nations building
      3) Paintings of the skyline of New York City and its harbor
      4) Three dimensional views of the various industries of New York City
II. While studying the evolution of civilization the following things might be done:

A. Dramatized interviews with Egyptian families in which things such as ancestors, work, family life and other things are discussed

B. Dramatization of a group of scientists speaking with the Sphinx

C. Have different characters step out of history books and talk about themselves

D. Interview the ancient world using *This Is Your Life* format

E. Discuss different phases of the ancient world using the *Sixty Four Thousand Dollar* show as the format

F. Design and make marionettes or puppets

G. Write plays and present them to the class

H. Carve models out of clay, soap, wood, or cardboard

I. Make a scrapbook of various historical events

J. Make individual reports on great men in history

K. Make a "Who's Who"

L. Make posters and charts showing the development of certain inventions such as the wheel

M. Plan a pageant of historical characters

N. Make a pictorial map of Greece or Rome

O. Write a story or play about Athens at the time of Pericles

P. Make models of ancient Greek and Roman homes
Q. Make a medieval book

R. Make a book of biographical sketches

S. Write a character sketch

T. Make a mural

U. Make simple picture strips or lantern slides

V. Make panoramas and table scenes

W. Make visits to museums for information

X. Plan a television or radio show similar to "You Are There"

Y. Do research for background knowledge

Z. Construct historical scenes using paper by cutting or tearing

AA. Do research for costumes when presenting a play

BB. Make stage and scenery for puppet shows, shadow graphs, plays, etc.

CC. Read and give reports to the class
   1. Early means of travel
   2. Origin of money
   3. Development of musical instruments

DD. Read to find out about the early forms of amusement

EE. Make a "March of Time" book

FF. Prepare bulletin board arrangements

III. While studying South America the following things might be done:
   A. A tropical fruit display might be constructed
   B. Plan a South American menu
G. Present radio programs on South America

D. Maps
   1. Relief
   2. Product

E. Construction of three-dimensional scenes made from cartons

F. Write a play about Pan-American Day

G. Presentation of plays

H. Construction of life-sized South American animals from mattresses, boxes, tubes, and floor covering

I. Have parents or friends come to class and talk about their experiences while visiting South America

J. Make tape recordings

K. Have class write to the Ministers of Education in the various South American countries, and if the answers come back in Spanish or Portuguese have the children figure out ways to get them translated

L. Put on a display of the various written languages found in South America

M. Do research on South American art and its influence on this country

N. Plan and carry out a fiesta

O. Make and serve South American fruit drinks

P. Study and learn Spanish dances

Q. Appoint committees to prepare diaries describing airplane tours to South American countries
R. Plan a play about a cruise around South America
S. Plan a debate discussing the influence of environmental conditions over the way of life in South America
T. Plan a travelogue describing a trip around Cape Horn in a sailing vessel
U. Use reference books to find material for reports on the development of transportation in the South American countries
V. Have a class reporter arrange for personal interviews with people who have visited South America
W. Have class write letters of thanks to persons who have given information or who have lent articles for a school exhibit
X. Write to travel agencies for descriptive folders
Y. Prepare advertisements for travel tours
Z. Have individuals in the class write about interesting places or things in South America such as the Amazon River or Christ of the Andes
AA. Have children give floor talks on such topics as
   1. Life in an Inca village
   2. Making of Panama hats
   3. A trip through the Panama Canal
   4. An airplane over the Andes
BB. Display collection of rubber, coffee, and other South American products with the necessary labels. Prepare
to explain exhibits to class or visitors

CC. Prepare a class booklet using original stories, poems, illustrations. Have it complete with title, dedication, contents, chapters, etc.

DD. Write captions for sketches made to illustrate booklets

EE. Prepare an original game. Make written or printed cards describing the activities of various workers such as gauchos, miners, Indians, rubber gatherers, coffee merchants to match original picture cards of the same workers. Use the same idea with natural beauties of South America or the useful animals of South America

FF. Make up matching tests or completion tests with accurate keys

IV. While studying the Middle Ages the following things might be done:

A. Have groups study and report on different aspects of the Middle Ages such as art, health, music, science, and inventions.

B. Make a mural of a cathedral incorporating art of that age

C. Construct a three dimensional scene showing nursing in that period

D. Write and produce a play dealing with the Middle Ages
E. Make a study of the contributions and the contributors of that era

V. Read reference materials, supplementary books, magazines for additional information. This may be done individually or in committees, and the information gained may be shared with the rest of the group during discussion time.

VI. Explore the community for additional information, greater appreciation and understanding.

VII. Help evaluate the group's activities through the use of graphs, charts, and other media on which criteria are set up to evaluate the group's activities both in school and in the community.

VIII. Perform experiments and record the results of such experiments.

IX. Show and explain a film or filmstrip to the rest of the group.

X. Participate in student government activities.

XI. Participate in contests and exhibits.
   A. The Social Studies Exhibit and the annual Geography Club Exhibit at the Buhl Planetarium have provided a challenge for the gifted.
   B. Local exhibits and contests also provide a challenge for the gifted.

XII. Share books and stories with the rest of the class.
XIII. Participate in contests, exhibits, and other activities planned for gifted children

XIV. Write letters for information from sources beyond classroom and library facilities

XV. Plan units of study for the rest of the group

XVI. Extensive use of field-trips

XVII. Construction and maintenance of bulletin boards

XVIII. More extensive use of workbooks

XIX. Greater emphasis on maps
   A. Construction of neighborhood maps
   B. Have children make various other types of maps such as weather, resource, and cultural maps
   C. Construction of time and tide maps
   D. Construction of maps dealing with specific countries

XX. Participation in the school administration by the pupils
   A. Organization of pupils in the classroom for class government
   B. Organization of school council to represent the entire school in matters pertaining to the welfare service of the school

XXI. Pupil planned and conducted school assemblies
   A. Gives children the opportunity to speak before large audiences
   B. Gives children of different age groups the
opportunity to combine their efforts

XXII. Publications planned and edited by the pupils

XXIII. Encouragement of parties and social affairs

A. Teaches the social amenities to the children
B. Provides many different and interesting experiences

XXIV. While studying the local community the following things might be done

A. Make clay models depicting the early days
B. Write brief biographical sketches of the famous men who lived in the community in the past
C. Construct a floor map including educational, industrial, and residential areas
D. Invite leading community officials and industrial leaders to come to the classroom and give talks about their work
E. Do research on the geographical position of the community

XXV. Presentation of a Christmas play

A. Each child might do research on one country and how they celebrate Christmas
B. The entire class might work together to write the verses for the songs, the music, and the connecting links

XXVI. Geographical research project

A. Publishing of books and charts dealing with the
geography of Europe by the entire group

1. All of the work to be done by the children, who, under the guidance of the supervisor of manual arts, cut the paper, punch the holes, cover and line the cardboard for the outside cover, and bind the finished books.

2. Books and charts should show pictures, clippings, original drawings, and brief descriptions of the geographical features studied.

3. At the end of a term the children might hold an exhibition of the books which they have published.

B. A balopticon lecture involving geographical research

1. Different members of the class might take the part of tourist guides conducting a tour through different countries.

2. Each tourist guide would be responsible for his own material and speech which he would make while pointing out the various sights of interest via the balopticon.

Evaluation

The problem of evaluation should not only involve the measurement of the academic progress, but also emotional progress.
Each child should have his own envelope in which all of his data would be kept. Before going on, it is important to note that these envelopes on each child are to be "confidential" and the only persons who should have access to them would be the teacher, the principal, and the school psychologist.

Some of the data which the envelope should contain would be the child's cumulative health record, his cumulative academic record, and also a card listing the results of any tests which he might have taken prior to and including his present grade.

In addition to the routine forms mentioned above the teacher of the "special" class should also maintain anecdotal records on each child and these should be placed in the child's envelope. At regular intervals samples of the child's art work and creative writing should be collected and placed in his file. If the child excels in any specific field and receives written recognition such as in a newspaper article, a program, or a poster, these too should be placed in the child's folder.

At the fifth or sixth grade level the child should write a brief but inclusive autobiography which the teacher should also add to the child's envelope.

Because an enrichment program for gifted children is intended to be capable of measurement, the parents of the gifted children should be encouraged to continue to send in
items about their children even after the children have left or graduated out of the intermediate grades. Such helpful information on the part of parents would facilitate follow-up studies on gifted children to a great extent.

Although the teacher has many different tools by which she can evaluate a child the problem of assigning a letter grade to a certain child's work still remains a problem. The method of informing the gifted child's parents of his progress involves two different approaches. Twice a year, at the end of the second and the fourth quarter, report cards should be sent home to the parents. These report cards should not only evaluate the child's academic progress but also his emotional and physical growth. If the teacher feels that a specific child would be hurt by a negative report, a note would be attached to the card requesting an appointment with the parents so that the teacher and the parents might have an opportunity to discuss the child's problems.

At the end of the first and the third quarters instead of sending report cards home to the parents a conference should be arranged between the teacher and each individual parent. Such things as the child's problems, his achievement, and his physical and emotional development would be discussed. It is in this kind of atmosphere that a teacher would have the opportunity to establish greater rapport between the school and the home.
Thus far two phases of the evaluation program have been discussed. The third and last phase is that of self evaluation by the child. Children at almost any grade level are capable of evaluating to a certain degree their own activities. Some of the suggestions for self evaluation by the child include class discussions, checklists, and the setting up of specific criteria by which certain subjects or units may be judged. This criteria may take the form of a checklist which the child might check off. This list could be compared with the same list made out by the teacher on the child and a comparison of the two lists could be made. If there should be a great difference between the child's evaluation of his work and the teacher's evaluation of his work, the teacher and the child should then discuss the situation and decide where the trouble lies. It is entirely possible that the teacher would be the one at fault in the evaluation process. If this is so, such a system of teacher-pupil check would help to reduce errors in evaluation by both the teacher and the pupil.

Such a checklist may be found by turning to the section on evaluation of the Austin, Texas Program found in this report.

It should be remembered, however, that until the child is used to such a self-evaluation plan he will tend to be overcritical of himself. During such a period it is the teacher's job to help the child orient himself so that
within a short time he will become capable of accurately appraising his own assets and liabilities. When this stage of development has been reached, this type of evaluation should be considered as a very important factor in the evaluation process.
Suggestions for Further Study

The following is a list of various projects which might be further explored in the field of education for the gifted:

1. Further research regarding other enrichment programs not dealt with in this study.

2. Further research as to the advantages of regular classroom enrichment as opposed to segregated special classes for the gifted.

3. A follow-up study of gifted pupils who have attended special classes as opposed to gifted children who have not attended such classes.

4. Research to determine whether or not enrichment programs at the secondary level are being carried out to any great extent.

5. Further research dealing with the enrichment opportunities in other areas besides social studies. Such areas might include arithmetic, language, spelling, and science.

6. Research dealing with some of the problems the gifted child encounters during his school career both in the regular classroom and in a special class.

7. Research dealing with the gifted child's extra curricular activities and fields of endeavor which the gifted child appears to favor.
8. A study pointing up the difference between talent and giftedness.

9. Further research and study on the problem of acceleration versus enrichment.

10. A follow-up study of those pupils who were accelerated during their school years as opposed to those pupils who had the opportunity of enrichment rather than acceleration.

11. Further research as to the most reliable way or ways to identify the gifted child.

12. A detailed study to determine whether or not the gifted child over achieves or under achieves in the regular classroom as opposed to the special class. This would also include determining the correlation between high scholastic achievement and high intelligence.

13. Further study and research on the Kenyon Plan.

14. Further research to establish criteria which will help to point out just what a gifted child should be. This research would include specific intelligence and emotional standards a child should be able to reach before being regarded as a gifted child.
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