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A survey of curriculum materials of value for the teaching of gifted elementary school children in the language arts area.

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Andrews, C. H.
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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

A SURVEY OF CURRICULUM MATERIALS OF VALUE FOR THE TEACHING OF
GIFTED ELEMENTARY SCHOOL CHILDREN IN THE LANGUAGE ARTS AREA

A Thesis

Submitted by

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CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the curricular materials which should be included in an elementary school classroom devoted to the maximal effective teaching of gifted children in the language arts area.

The term "gifted", for the purposes of this study, is intended to mean children of extraordinarily high intelligence. Although some authorities consider gifted children to be those individuals possessing uncommon talent in such fields as art or music, this study does not consider the term "gifted" to be so all-inclusive.

No particular intelligence quotient was designated to be the determinant of giftedness. Various school systems designate varying intelligence quotients as the lower limits of giftedness. Occasionally, within the same school system, different school districts have set differing limits for giftedness on the basis of population and school accommodations.

The lower limits of giftedness are considered by some authorities to be the possession of an I.Q. of 120; by other authorities, an I.Q. of 130; and by others, a still higher I.Q.

In this study, consideration was not directed at the establishment of a standard from which giftedness could be measured. Whatever limitations were imposed by the separate school systems cooperating in this study as determinants of giftedness were considered acceptable.

The writer, in a somewhat cursory examination of the research, found occasional mention of materials and equipment which had proved of value in educating gifted children. The reference to materials was usually either very general in scope, mentioning that certain materials had proved useful without designating the subject areas, or was so specific as to mention only one or two materials of value in a specific area.

The writer did not locate a comprehensive list of materials which had proved of value in teaching gifted elementary school children in the language arts area. In the literature, some reference had been made to specific features of the language arts program, such as special reports and creative writing, but the broad field appeared to be neglected.

The purpose of this study was to compose a list of materials and equipment, designated herein as curricular materials, which had proved of value in educating gifted elementary school children in the language arts area.

CHAPTER II

HISTORY, PROVISIONS AND PREVIOUS RESEARCH

Since early times the existence of intellectually superior individuals has been recognized.

^{1/} Sumption tells us that Plato, more than two thousand years ago, speculated on ways of educating gifted children for future leadership of the state. Plato felt that children should be educated for that which their abilities suited them. He opined that Greek democracy was no better than its leadership, and mentally superior youth should be educated to assume the leadership of Athens.

^{2/} According to Sumption, Norris, and Terman, some of Plato's ideas were adopted by the Romans who afforded special training to superior youth in order that they might become leaders in war, public speaking, and government. They also tell us that Suleiman the Magnificent, a Moslem leader of the sixteenth century, dispatched emissaries to select the most able and intelligent of the Christian youths in order that they might be trained for positions of leadership throughout his empire.

^{1/} Merle R. Sumption, Three Hundred Gifted Children, Yonkers-on-Hudson, New York: World Book Company, 1941.

^{2/} Merle R. Sumption, Dorothy E. Norris, and Lewis M. Terman, "Special Education for the Gifted Child," The Education of Exceptional Children, pp. 259-280. Forty-Ninth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1950.

^{1/}Witty claims that different concepts of superiority prevailed at different times. These concepts were based on such factors as status of birth, power, and material wealth. During the Renaissance and the Industrial Revolution, intellectual superiority for leadership was recognized. During the seventeenth century, the eighteenth century, and much of the nineteenth century, the prevalent philosophy engulfing the world, including the early American Republic, was that of equality of all men. Although there are several instances of individuals who attained scholarly recognition while yet in childhood, such as Karl Witte and Lord Kelvin, the philosophy of such men as Hobbes, Jacotot, and Leibniz was not compatible with the idea of special education for the gifted. They maintained that the intellectual differences noted in men was entirely due to training.

In Colonial days, however, some American schools recognized that all children were not progressing favorably. In spite of frequent punishment and non-promotion in school, it was obvious that some children were unable to progress favorably in studies. The apparent difficulty of slow learners led to their early recognition. The ease with which the superior student conformed to the school routine left his abilities generally unrecognized and unchallenged. During the nineteenth century, research studies sought to reveal the nature and needs of the slow learning child. Similar studies of the gifted child were not undertaken at that time.

^{1/} Paul Witty (ed.), The Gifted Child, The American Association for Gifted Children, Boston: D. C. Heath and Company, 1951.

^{1/}
Sumption, Norris, and Terman feel that the earliest attempt to provide for the gifted in the public schools of the United States began in 1867 with the work of William T. Harris in the public schools of St. Louis, Missouri.

Harris was interested in providing a flexible promotion system which would enable gifted children to accelerate their pace. A variation of this policy, the multiple track systems designed to save time for the superior students, appeared shortly thereafter throughout the United States.

^{2/}
Goddard feels that the provisions for the gifted in American schools cover three periods. The first period, the period of flexible promotion, had its beginning with the work of Harris in St. Louis about 1867.

The second period is said to be the period of rapid advancement. This was the first recognition of gifted children as such, and began at the start of the present century. Prior to rapid advancement, no attempt had been made at class teaching of gifted children, although various plans had been formulated by which children who had accomplished more than the others could be more quickly promoted. During this period, children were taken from the regular grades and placed in special classes wherein they completed two years work in one year or three years work in

^{1/} Merle R. Sumption, Dorothy E. Norris, and Lewis M. Terman, "Special Education of the Gifted Child," The Education of Exceptional Children, pp. 259-280. Forty-Ninth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1950.

^{2/} Henry Herbert Goddard, School Training of Gifted Children, Yonkers-on-Hudson, New York, 1928.

two years. Several cities had one or more rapid advancement classes, and the stress was placed on saving time.

The third period is considered to be one of enrichment. The emphasis is not on saving time, but rather is directed toward having the pupil occupied with work that is at once educative, interesting, and challenging to his capabilities. This period is said to have had its beginnings in the public schools of Cleveland, Ohio, about 1920. This was the first system, according to Goddard, to recognize that in educating gifted children we are faced with a new problem which must be solved with a new method rather than an adaptation of an old method. It was stated that flexible promotions and rapid advancement were merely attempts to adjust the machinery of the school to the child who, because of a different type of mind, had become a vexing problem. Goddard claimed that the reason that flexible promotions and rapid advancement have not proved entirely satisfactory is due to their lack of recognition of the nature of the gifted child.

^{1/}Witty claims that at the beginning of the twentieth century the multiple track plan was found to offer an enriched program without acceleration. In 1920, the public schools of Cleveland, Ohio; Rochester, New York; and Los Angeles, California offered an enriched program for gifted youngsters. Witty feels that the emphasis on enrichment continued until World War II. During the war, the general neglect of all education deprived the gifted group even more greatly.

Today, special education for the gifted is generally provided for in

^{1/} Witty, op. cit.

one of three ways. These provisions are enrichment, special grouping, and acceleration. Enrichment is a teaching procedure, whereas special grouping and acceleration are administrative devices. Any two, or all three, of these methods can be combined.

Enrichment means the providing of opportunities for the gifted child to explore intellectual, social, and artistic pursuits more deeply than the average child. Enrichment does not entail performing more work of the same type performed by the class; rather, it is concerned with providing a greater variety of experiences at a more advanced level.

Several types of enrichment programs exist. One type of enrichment program consists of supplementary project work which is performed by the gifted child, in addition to the regular work of the class. Some other types of enrichment programs consist of units of work, projects, or assignments which are broad enough in scope to challenge the gifted pupil, while the average child in the class performs the same assignments but does not work as comprehensively.

Another type of enrichment attempts to encourage gifted children to work in various fields of interest not studied by the average children in the class. In this type of program, the pupils would work on such subjects as foreign languages, creative writing, and the arts.

A disadvantage to the last named type of enrichment is the fact that some children may not be interested in a broadened expansion of interests, and may be predominately interested in intensive work in a single subject field such as science. Without special grouping, intensive enrichment of a single area is extremely difficult.

According to Carroll,^{1/} the main objection to enrichment in the regular class is that it does not work. He feels that teachers, being human, are subject to human frailty. Most teachers are said to adhere to methods which demand the least amount of time. It is easier to treat the class as a unit rather than as groups, groups within groups, and individuals. Carroll maintains that public opinion is more favorable to helping the dull. The children of low mental ability, rather than the gifted, receive the most special attention. He concludes that there is, in actuality, little enrichment for gifted children in heterogeneous classes.

The main advantages of enrichment seem to be the ease of administrability for school officials, the lack of expense, and the keeping of gifted children in classes with children of like chronological age.

Special grouping consists of placing abler pupils in special groups for all or part of the school day. Usually, the intent of the special grouping plan is the providing of enrichment opportunities for gifted children while the children themselves afford intellectual stimulation. At times, the purpose of acceleration is also met by special grouping.

The customary plan of special grouping is the selecting of children on bases of intelligence and placing them together in a program of special enrichment. At times, the special grouping involves placing gifted children in a special school; at other times, it may consist of

^{1/} Herbert A. Carroll, Genius in the Making, New York: McGraw-Hill Book Company, 1940.

bringing children from several schools together in a single group as has been done successfully in the Cleveland "Major Work" classes. More often, pupils are combined into several groups, depending on the number and age levels of the youngsters.

Frequently, gifted children are placed in special groups for a portion of the school week. The time may vary from one period a week to several periods a day.

A particularly important form of special grouping is the specialized school. New York City with its many specialized high schools presents, perhaps, the outstanding example of this form of special grouping. Among New York City's specialized high schools are Bronx High School which requires students to possess particular ability in science and mathematics, Stuyvesant High School which requires particular mechanical ability, and the School of Performing Arts which combines intensive training in the field of drama, dance, or music with preparation for college.

Where there is a desire for area programs, special grouping facilitates providing for special interests of the class. In such instances, children may remain with the regular class the major portion of the school day, but may be selected for special classes in areas of particular interest. Such areas might be science, art, mathematics, language arts, social studies, or music

According to Garrison,^{1/} special classes for gifted children have the advantage of aiding educational growth by providing a situation

^{1/} Karl C. Garrison, The Psychology of Exceptional Children, revised edition, New York: The Ronald Press, 1950.

utilizing both methods and materials suitable for gifted children. He feels that the situation wherein sharp witted children provide both aid and stimulating competition to one another could develop a high degree of motivation and initiative. He feels, however, that such an organization is not without dangers. As dangers, he mentions lack of opportunity to work with and adjust to others of varying mental levels, lack of widespread opportunity among the gifted for leadership practice, and lack of democratic practices in living.

Other authorities argue, however, that in every class there are members of varying intellect. In classes for the gifted child there will inevitably be some more highly endowed than others; there will always be some less highly endowed.

In regard to leadership, intellectual ability in itself does not guarantee leadership within a group. Nevertheless, within the special class, leadership opportunities can be provided. According to a booklet published by the Cleveland Board of Education,^{1/} leadership opportunities are provided by such things as class presidents, parliamentary procedure, special committee reports, and reports on particular areas of interest. Gifted children are, first of all, children. Like all children, they have varying interests. A gifted child, highly interested in science, could be a class leader in that area; gifted children particularly interested in other areas could be class leaders in their chosen subject fields. Physically and socially, differences among special class pupils will manifest themselves. Because of these intrinsic differences,

^{1/} Ruth Roediger and Dorothy L. Norris, Cleveland's Plan for Gifted Children, Cleveland: Cleveland Board of Education, 1956.

leadership opportunities will develop among the children in so-called homogeneous groups.

In regard to practices of democratic living, the Cleveland handbook mentioned earlier, ^{1/} claims that acceptable group living becomes habit in a "Major Work" class. It should always be kept in mind that gifted children are children with individual personalities. Gifted children must learn to adjust to one another just as much as they would need to adjust to other children in a regular classroom.

One criticism frequently made of special grouping is that it tends to foster a feeling of superiority among the gifted children. The answer to this, according to Carroll, ^{2/} is that a heterogeneous class fosters a feeling of superiority among children more readily than would be the case in a homogeneous grouping. He feels that the competition provided by other gifted children prevents the growth of egotism. In a regular class, the marked separation of abilities would tend to enhance feelings of superiority. The gifted child would continually be reminded of the differences in his ability in comparison with the abilities of others in the class. Work that would prove difficult for the others would be easy for him; he is successful, they fail. The stimulating competition of other gifted children with ability equal, or even superior to his own would tend to curb his ego.

^{1/} Ibid., p. 25.

^{2/} Carroll, op. cit.

Havighurst, Stivers, and DeHaan^{1/} found that the type and size of the community are factors which influence the decision of maintaining enrichment or special grouping as provisions for the gifted. They determined that favored communities of small and medium size are not likely to use special grouping for gifted pupils. They further conclude that the small, average community is not likely to provide special grouping for the gifted. The large community of average socio-economic status is considered quite likely to maintain special classes for the gifted. The medium size community of average socio-economic status seems fairly evenly balanced in regard to type of provision for the gifted.

Acceleration is a type of educational adjustment which provides opportunity for a gifted pupil to move at a pace appropriate to his ability and maturity, thereby completing educational programs in less than the usual time.

There are three common types of acceleration. One type is grade skipping, another is progression through a certain number of grades in less than the usual time, and the third is early entrance to school or college.

In grade skipping, pupils are promoted by past performance into higher grades than their ages would customarily allow. The pupil is then required to perform work of the class at the new level.

Although grade skipping has the advantage of moving a child more rapidly through a curriculum which is neither interesting nor challenging

^{1/} Robert J. Havighurst, Eugene Stivers, and Robert F. DeHaan, A Survey of the Education of Gifted Children, University of Chicago Supplementary Educational Monograph #83.

to him into a higher school or college where the subject range is more provocative, it also presents several disadvantages.

One disadvantage often cited is the fact that some gifted children miss much important basic material. This would account for the failure of some gifted children to master spelling of arithmetical computation. The teacher of a heterogeneous class has little time to spare in aiding an accelerant to acquire basic scholastic information.

A further disadvantage to this form of acceleration is that it may prove dull and uninteresting to the child since the curriculum in itself is neither interesting nor enriched. This could result in a lack of motivation.

Another, and perhaps the most serious disadvantage of acceleration, is a social one wherein the accelerant is thrust into a situation providing a wide discrepancy between his intellectual maturity on one hand and his physical, emotional, and social maturity on the other hand.

For the above reasons, many educators favor meeting the needs of gifted children by enrichment rather than shortening the period of time spent in school or college. Many authorities feel, however, that a moderate degree of acceleration is to the advantage of most gifted children, but only if they are socially and physically advanced.

An argument favoring acceleration from the point of view of the principal or superintendent is the fact that the administrative machinery of the school is placed under no stress. The only action necessary is moving the child from one grade to another within the school. Furthermore, money is saved by acceleration. The shorter the period of time a child remains in school, the fewer tax dollars are expended on his education.

Another form of acceleration involves special progress plans by which individuals or entire classes complete school work at a faster pace than is usual.

The advantage of special progress over grade skipping is the faster rate of progress in the special progress program. In grade skipping the child moves into a class with higher age level than himself, but then is only required to maintain the pace of the new group which is determined by the average of the pupils in that group.

In recent years there has been a tendency to combine enrichment with acceleration, thereby meeting most of the objections to simple grade skipping.

Early entrance to college is a form of acceleration whereby eleventh-grade students, and occasionally tenth-grade students, may be admitted into certain colleges and universities after completing the eleventh grade in the Program for Early Admission to College. Certain colleges allow students to secure college credit in certain subjects studied in high school if they are able to perform satisfactorily in examinations on those subjects. These policies of early admission to college and the granting of credit for subjects studied in high school tend to accelerate students through college and into business or the professions at an earlier age than would otherwise be possible.

There are several ways in which the education of gifted children is provided for in our contemporary society. All methods have certain advantages and certain restrictions. The provision for special education in a given community is dependent on several factors. Among these factors are the size of the community, the socio-economic status

of the community, the social structure and social values of the community, and the outlook of community and school leaders.

Although the existence of gifted individuals has been evidenced throughout history, special provision of gifted children in the public schools is a somewhat recent entry to the educational scene. Lack of adequate facilities and provisions for gifted children seems to have been a major factor in preventing some of our so-called gifted children from attaining educational advancement commensurate with their educational capabilities.

The Educational Policies Commission of the National Education Association ^{1/} feels that the nation has suffered an immeasurable loss due to the waste of the most valuable of our human resources, the potentialities of gifted children. The Educational Policies Commission asserts that the waste of human ability is more prevalent in certain segments of our society than in others. The groups mentioned are the low income group, rural groups, and minority groups.

In the low income group, abilities are said to be less well developed and recognized than is the case in groups of better than average income and social stature.

In rural groups, vocational ambitions are said to be restricted by a narrow range of opportunities. Schools are stated to be generally of a poorer quality, with such cultural stimuli as museums, libraries, and concerts being rare. The large high school dropout, with the attendant

^{1/} Education of the Gifted, The Educational Policies Commission of the National Education Association of the United States, Washington, D.C., The National Education Association, 1950.

low college attendance, is attributed to a demand for productive work while young.

Minority groups are recognized as being victims of discriminatory practices, a depressed social status, and cultural impoverishment which nullify incentive and restrict educational and vocational opportunities.

^{1/} Baker feels that gifted children qualify for inclusion among other types of exceptional children because their exceptional abilities are so often unrecognized and their talents are so often wasted.

Although there seems to have been flagrant disregard in providing for gifted children, certain features of education seem to be of particular value in educating youngsters of exceptionally high mental ability. Among the most important features of education for the gifted, according to many authorities, is the provision of suitable materials and equipment to aid mentally superior children in developing their potentialities.

The White House Conference on Special Education,^{2/} discussing special classes for the gifted child, concluded that the more equipment that can be provided the greater the value of the class. This was felt to be especially true in relation to supplementary reading materials and reference books.

^{1/} Harry J. Baker, Introduction to Exceptional Children, New York: MacMillan Company, 1953.

^{2/} The Handicapped and the Gifted, White House Conference on Special Education, New York: Century Company, 1931.

^{1/} Strang, writing in The Gifted Child, stated that richly equipped laboratories, workshops, and studies in various fields, from which the students could select needed experiences, offered the ideal education for youngsters of superior mental ability.

^{2/} Hollingsworth opined that there was nothing that would be included in a classroom for the gifted child that shouldn't properly be included in the ideal classroom for children. She did conclude, however, that certain features of equipment are of particular value to the gifted. The special library with a basis of reference books for enriching the curriculum, many volumes on poetry and nature study, a complete set of a standard encyclopedia, several good dictionaries of both English and a foreign language (if studied), atlases, and maps is considered the foremost feature.

^{3/} Jones, writing in a Supplementary Educational Monograph of the University of Chicago, states that introducing current books, instructional equipment, visual aids, and construction material into the classroom is one of the chief functions of present day supervision. Through this media, reading is said to be made more meaningful and learning in content areas more effective for the gifted.

^{1/} Ruth Strang, The Gifted Child, The American Association for Gifted Children, ed. Paul Witty. Boston: D.C. Heath and Company, 1951.

^{2/} Leta S. Hollingsworth, Gifted Children: Their Nature and Nurture, New York: The MacMillan Company, 1926.

^{3/} Daisy M. Jones, "Providing Materials and Identifying Procedures to Develop Reading Efficiency in Content Areas," Promoting Maximal Reading Growth Among Able Learners, University of Chicago Supplementary Educational Monograph #81.

^{1/} Hayes concurred in that belief. She stated that requests made of librarians by gifted children of elementary school age demonstrated the depths and variety of materials needed to satisfy their curiosity. She asserted that convincing boards of education of the need for adequate funds for reading materials is a primary responsibility of administrators and supervisors.

^{2/} Collings noted that gifted children needed more advanced reading materials than did their classmates. Reference volumes of greater difficulty were advocated for the gifted, as were daily newspapers and weekly news magazines. Biography, historical literature, and historical fiction were also mentioned as being excellent sources for enrichment opportunities.

^{3/} Kinney and Dresden stressed the value of current materials in enriching available resources. They claimed that the textbook continued to serve its purpose with the utilization of current materials. At times it was the basic resource; at other times, it was one of several basic materials. The textbook is said to be supplemented; not supplanted.

The value of materials, especially non-verbal materials, was recognized at the Speyer School. ^{4/} Hildreth stated that in the activities

^{1/} Margaret Hayes, "Promoting Guidance and Stimulation in Personal Reading," Promoting Maximal Reading Growth Among Able Learners, University of Chicago Supplementary Educational Monograph #81.

^{2/} Miller R. Collings, "Developing Reading Efficiency in the Social Studies in Grades Four Through Six," Promoting Maximal Reading Growth Among Able Learners, University of Chicago Supplementary Educational Monograph #81.

^{3/} Lucien Kinney and Katharine Dresden, editors, Better Learning through Current Materials, Stanford: Stanford University Press, 1950.

^{4/} Gertrude H. Hildreth, Child Growth Through Education, New York: Ronald Press, 1948.

unit of the Speyer School, non-verbal materials were depended on more than was the textbook for acquiring information. Pupils learned by self expression in various art media, observation, listening to recordings, studying models, and constructing objects.

The value of materials for the gifted child may be noted in a recent curriculum report from New York City ^{1/} which states:

In developing a unit of work, intellectually gifted children can study a problem more intensively, can use a wider variety of materials, and can follow the problems through many more channels. Units can be of longer duration and more comprehensive because of the greater attention span of these children. There can be more independent exploration of problems because of their greater reading maturity and their interpretive skills. They can learn to appraise the sources of information more critically. . . .

It appears evident to the writer that children would not be able to explore the problems more independently or "appraise the sources of information more critically" without extensive curricular materials.

^{2/} Goddard recognized that classes for gifted children require special equipment. Equipment specifically mentioned consisted of movable chairs and tables, supplementary texts and reference books, typewriters, and such special material appealing to the individual teacher as aquaria, vivaria, puppet stages, carpenter's bench and tools, easels, and drawing boards.

1/ How New York City Schools Provide for the Gifted, Board of Education, City of New York, Bureau of Curriculum Research, Renee J. Fulton, compiler (mimeographed). New York: Board of Education, 1956, p. 43.

2/ Henry Herbert Goddard, School Training of Gifted Children, Yonkers-on-Hudson, New York, 1928.

In Cleveland, Hall ^{1/} noted that pupil made materials, including such diversified objects as models of the human heart, mobiles, complicated soil maps, dioramas, radios, and a device for measuring vision and color, were of great interest to classes of gifted children as a means of sharing readings with others in the class.

From the foregoing research, limited though it may be, it would appear that the use of suitable equipment and materials is an extremely valuable feature of education for the gifted. An important consideration of any classroom equipment and materials, according to Schwartz, ^{2/} is their use in relation to the philosophy and objectives of the school system and the needs of the pupils and the community.

1/ Theodore Hall, Gifted Children: The Cleveland Story, Cleveland and New York: World Publishing Company, 1956.

2/ John Charles Schwartz, Jr., Evaluative Criteria for an Audio-Visual Instructional Program, Dubuque: William C. Brown Company, 1950.

CHAPTER III

PROCEDURE

A questionnaire was compiled by the writer based on the language arts material listed in Elementary Evaluative Criteria^{1/} as being used extensively in good elementary schools, and the materials Hildreth^{2/} stated were used in the Hunter College Laboratory School.

In its final form, the questionnaire consisted of thirty items, some of which had several parts (see Appendix). The directions on the questionnaire requested that the person responding signify items possessed in sufficient quantities to fulfill the class needs with a check mark (); signify items possessed, but in insufficient quantities to meet the needs of the class with a dash (-); and signify items not possessed at all with an "X".

The questionnaire was duplicated on a "Rex-O-Graph" machine, which is one of the more common fluid duplicating devices in current use.

In order that the questionnaire would not be overly cumbersome, for those asked to reply, the items were restricted in number and wording as far as practicable. Movable furniture was not listed in the questionnaire, because movable furniture is universally recognized by school administrators as a desirable feature of the present-day classroom. Nevertheless, the

^{1/} James H. Baker, Elementary Evaluative Criteria, Boston: Boston University, 1953.

^{2/} Gertrude H. Hildreth, Child Growth Through Education, New York: Ronald Press, 1948.

value of movable furniture to educating the gifted should not be minimized.

Such valuable classroom features as storage space were also missing from the questionnaire. The writer felt that providing adequate storage facilities was a function of school planners and architects. Also, in order to restrict the size of the questionnaire, it was necessary to leave out some things which are of value in classrooms for the gifted.

Letters were composed explaining the purpose of the study. These letters; with questionnaires and stamped, self-addressed envelopes enclosed; were dispatched to the fifteen school systems which had been listed by the United States Department of Education as maintaining classes for gifted children in 1947-1948. In so far as possible, the appropriate individuals to be sent the letters were determined by means of Patterson's American Education.^{1/}

If a questionnaire was not returned after a reasonable period of time had elapsed (about three weeks), follow-up letters were sent to those not responding. As was the case with the original letters, questionnaires and stamped, self-addressed envelopes were enclosed.

Several school systems responded that they no longer maintain special classes for gifted children. Those cities no longer maintaining special classes for the gifted are Boston, Massachusetts; Athens, Alabama; Milton, Massachusetts; and Jackson, Michigan.

In order to ensure a representative number of answers to the questionnaire, the writer used several cities as alternates in the study.

^{1/} Patterson's American Education, Volume LI, Educational Directories Incorporated, Wilmette, Illinois: Educational Directories Incorporated, 1954.

Cities selected to replace those no longer maintaining special classes for the gifted were Atchison, Kansas; Indianapolis, Indiana; Pittsburg, Pennsylvania; Portland, Oregon; Shaker Heights, Ohio; and Great Neck, New York.

Upon receipt of completed questionnaires from the separate school systems, lists were composed of the items possessed in sufficient quantities to fulfill the class needs. Similar lists were made of items possessed in insufficient quantities to meet the class needs.

After information was compiled for the separate school systems, a composite list of materials and equipment was established. This list presented a sum total of materials and equipment possessed, as listed in the individual questionnaires.

From the composite list of materials and equipment, a list of materials of value in teaching gifted elementary school children in the language arts area was formulated.

The items chosen for inclusion in the final list were those that had been mentioned in the majority of questionnaires as being possessed in sufficient quantities to fulfill the class needs. Also included in the final list were materials that had been mentioned as being of particular value in teaching gifted children on any of the individual questionnaires.

CHAPTER IV
INFORMATION RECEIVED FROM CITIES WITH
SPECIAL CLASSES FOR GIFTED CHILDREN

Of the original fifteen cities selected to participate in the study, four no longer maintain special classes for gifted children and were unable to be of assistance. Those cities no longer maintaining special classes for the gifted are Athens, Alabama; Boston, Massachusetts; Milton, Massachusetts; and Jackson, Michigan.

The fifteen cities originally selected for the study are listed as follows:

Athens, Alabama	Jackson, Michigan
Birmingham, Alabama	New York, New York
Los Angeles, California	Cleveland, Ohio
Napa, California	Corvallis, Oregon
Boston, Massachusetts	Allentown, Pennsylvania
Brockton, Massachusetts	Mineral Wells, Texas
Milton, Massachusetts	Brigham, Utah
Worcester, Massachusetts	

In addition to sending letters and questionnaires to fifteen cities originally selected for the study, the following cities were also queried:

Indianapolis, Indiana	Shaker Heights, Ohio
Atchison, Kansas	Portland, Oregon
Great Neck, New York	Pittsburg, Pennsylvania

In all, twenty-one cities were sent questionnaires. Of those cities, four no longer maintain special provisions for the gifted and could not be included in the study. Of the seventeen other cities, four did not respond to the questionnaire. In all, thirteen cities completed the questionnaires and are included in the study.

In this chapter are tables showing the information as reported on questionnaires received from the separate school systems cooperating in the study. The tables are arranged alphabetically by state.

Table I shows which cities responded to the questionnaires, which cities failed to answer, and which cities no longer maintain special provisions for the gifted.

TABLE I

CITIES WHICH RESPONDED TO THE QUESTIONNAIRE, CITIES WHICH DID NOT RESPOND,
AND CITIES WHICH NO LONGER HAVE SPECIAL PROVISIONS FOR THE GIFTED

City	Responded to questionnaire	Failed to respond	No longer has special provisions for gifted
Athens, Alabama			x
Birmingham, Alabama	x		
Los Angeles, California	x		
Napa, California	x		
Indianapolis, Indiana		x	
Atchison, Kansas	x		
Boston, Massachusetts			x
Brockton, Massachusetts	x		
Milton, Massachusetts			x
Worcester, Massachusetts		x	
Jackson, Michigan			x
Great Neck, New York	x		
New York, New York	x		
Cleveland, Ohio	x		
Shaker Heights, Ohio		x	
Corvallis, Oregon	x		
Portland, Oregon	x		
Allentown, Pennsylvania	x		
Pittsburg, Pennsylvania	x		
Mineral Wells, Texas		x	
Brigham, Utah	x		

The questionnaire sent to Birmingham, Alabama was answered by Valera McInnis of the Elyton School. She stated that financial problems of the school system necessitate the securing of material from many different sources. She mentioned that much useful material can be obtained from such industrial organizations as United States Steel. Another valuable source from which materials can be obtained at a minimum cost is the United States Government.

Miss McInnis felt that the most valuable single source of materials for her class was the public library. These materials are available in

the form of books, pictures, films, filmstrips, and records. Pupils, as well as teachers, are said to be able to obtain these materials.

Table II shows a list of materials possessed in sufficient quantities to meet class needs; materials and equipment possessed, but not in sufficient quantity to meet class needs; and materials and equipment of particular value for gifted children as reported by Birmingham, Alabama.

TABLE II

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, NOT SUFFICIENT TO MEET CLASS NEEDS, OR OF PARTICULAR VALUE FOR GIFTED CHILDREN AS REPORTED BY BIRMINGHAM, ALABAMA

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material		
a. Picture books		x
b. Picture storybooks		x
c. Picture dictionaries		x
d. Picture collections		x
2. Collections of games and toys		x
3. Collection of word cards and objects in duplicate for matching	x	
4. Supplementary readers of varying levels for group and audience reading	x	
5. Reference books:		
a. Atlases	x	
b. Encyclopedias	x	
c. Unabridged dictionary	x	
6. Children's newspapers and magazines	x	
7. Phonic instructional materials: Workbooks	x	
8. Scientifically prepared basic word lists	x	

(concluded on next page)

TABLE II (Concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
9. Supplementary word lists based on specific writing needs of class	x	
10. Volumes of prose and poetry for the teacher to read to class	x	
11. Books of stories, plays and poems for pupil use		x
12. Materials of interest to pupils for descriptive writing purposes		x
13. Various teacher prepared materials	x	
14. A printed and written alphabet form of the handwriting system used by school system	x	
15. Attractive displays of language arts materials	x	
16. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic reading	x	
c. Intelligence	x	
d. Spelling	x	
17. Various audio-visual aids and equipment:		
a. Eye, ear testing devices	x	
b. Films, slides, filmstrips	x	
c. Movie projector	x	
18. Individual dictionaries	x	
19. Library loan*	x	

* Material obtained from the public library was listed as being of particular value in teaching the gifted child. Material loaned by the library is not confined to books, but includes such valuable teaching aids as pictures, films, filmstrips, and records.

The questionnaire sent to Los Angeles, California, was completed by Mrs. Adelaide Wilson of the Los Feliz School.

Mrs. Wilson stated that the Los Angeles Work Program for the gifted consists of enrichment experiences for children in grades 4, 5, and 6 who meet one morning a week. As the program is concerned with the upper elementary grades, primary materials are not maintained in the special class.

The enrichment topics in Los Angeles center about the following areas: science, exploration of literature, typing, upgrading of study skills, , creative writing, individual interests, and trips.

The trips include visits to such places as courts of law, book fairs, science fairs, the County Museum, the Southwest Museum, the central library, the harbor, marine museums, and the Griffith Observatory and Planetarium.

Table III shows a list of materials and equipment possessed in sufficient quantities to meet class needs; materials and equipment possessed, but not in sufficient quantity to meet class needs; and materials and equipment of particular value for teaching gifted children as reported by Los Angeles, California.

TABLE III

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, NOT SUFFICIENT TO MEET CLASS NEEDS, OR OF PARTICULAR VALUE FOR GIFTED CHILDREN AS REPORTED BY LOS ANGELES, CALIFORNIA

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Reference books:		
a. Atlases	x	
b. Encyclopedias	x	
c. Unabridged dictionary	x	
2. Volumes of prose and poetry for the teacher to read to class	x	
3. Books of stories, plays, and poems for pupil use	x	
4. Various teacher prepared materials	x	
5. A printed and written alphabet form of the handwriting system used by the school system	x	
6. Attractive displays of language arts materials	x	
7. A stage or facilities for duplicating a theatrical atmosphere	x	
8. Various standardized tests:		
a. Stanford Achievement	x	
b. Iowa Study Skills	x	
c. Calvert Science	x	
d. Lee-Thorpe Occupational Interest	x	
e. California Personality	x	
f. Drake Music Aptitude	x	
g. Los Angeles school made inventory test "About Myself"	x	

(concluded on next page)

TABLE III (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
9. Various audio-visual aids and equipment:		
a. Films, slides, filmstrips	x	
b. Movie projector	x	
c. Radio	x	
d. Record player (3-speed)	x	
e. Recorder *	x	
f. Tachistoscope or flash-meter		x
g. Television		x
10. Typewriter *	x	
11. Individual dictionaries		x
12. Library loan	x	
13. Collections for identification purposes (e.g., California coast shells and mineral collections)	x	

* These items were listed as being of particular value in teaching gifted children. Also mentioned as of particular value were the microscope, prism, tuning fork, test tube and rack, and scales.

The questionnaire sent to Napa, California, was completed by Mrs. Barbara Iversen of the Lincoln School.

Mrs. Iversen reported that the program for gifted children in Napa, California, involves fifth grade and sixth grade children who are segregated from the regular classrooms for two periods each week for purposes of special enrichment. The questionnaire answered by Mrs. Iversen reflects materials and equipment available in the special class and has no bearing on materials and equipment which might be available to the regular class.

Table IV, based on the questionnaire, shows materials and equipment possessed in sufficient quantity to meet the needs of the class, and materials and equipment possessed, but not in sufficient quantity to meet the needs of the class as reported by Napa, California.

TABLE IV

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, AND NOT SUFFICIENT TO MEET CLASS NEEDS AS REPORTED BY NAPA, CALIFORNIA

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books	x	
b. Picture storybooks	x	
c. Picture dictionaries	x	
d. Picture collections		x
2. Supplementary readers of varying levels for group and audience reading	x	
3. Reference books:		
a. Atlases	x	
b. Encyclopedias		x
c. Unabridged dictionary	x	
4. Children's newspapers and magazines	x	
5. Phonic instructional materials:		
a. Cards		x
b. Charts	x	
c. Workbooks		x
6. Supplementary word lists based on specific writing needs of class	x	
7. Volumes of prose and poetry for the teacher to read to class	x	

(concluded on next page)

TABLE IV (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
8. Books of stories, poems, and plays for pupil use		x
9. Materials of interest to pupils for descriptive writing purposes	x	
10. Various teacher prepared material	x	
11. Attractive displays of language arts materials		x
12. A stage or facilities for duplicating a theatrical atmosphere	x	
13. Various standardized tests: Intelligence tests	x	
14. Various audio-visual aids and equipment:		
a. Films, slides, filmstrips	x	
b. Movie projector	x	
c. Opaque projector	x	
d. Radio		x
e. Record player (3-speed)	x	
f. Recorder	x	
g. Tachistoscope or flash-meter		x
h. Television		x
15. Typewriter		x
16. Individual dictionaries		x

The questionnaire sent to Atchison, Kansas, was completed by Mr. C. W. Lafferty, Superintendent of Schools.

Mr. Lafferty did not mention the type of program conducted by the Atchison Public Schools. He did mention that no limits are imposed on the teaching aids and supplies requested by teachers of the gifted.

Table V shows a list of materials and equipment possessed in sufficient quantities to meet class needs, and materials and equipment

possessed, but not in sufficient quantities to meet class needs as reported by Atchison, Kansas.

TABLE V

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, AND NOT SUFFICIENT TO MEET CLASS NEEDS AS REPORTED BY ATCHISON, KANSAS

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books	x	
b. Picture storybooks	x	
c. Picture dictionaries	x	
d. Picture collections	x	
2. Collections of games and toys	x	
3. Collections of objects and word cards in duplicate for matching	x	
4. Alphabet books	x	
5. Reading readiness books	x	
6. Pre-primers, including one large copy, for reading readiness work	x	
7. Basic reading series with accessories:		
a. Workbooks	x	
b. Manual	x	
c. Word card sets	x	
8. Supplementary readers of varying levels for group and audience reading	x	
9. Reference books:		
a. Atlases	x	
b. Encyclopedias	x	
c. Unabridged dictionary	x	
10. Children's newspapers and magazines	x	

(continued on next page)

TABLE V (continued)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
11. Phonic instructional materials:		
a. Cards	x	
b. Charts	x	
c. Workbooks	x	
12. Picture cards for vocabulary development	x	
13. Vocabulary building and speech development cards	x	
14. Experience charts and stories	x	
15. Scientifically prepared basic word lists	x	
16. Supplementary word lists based on specific writing needs of class	x	
17. Volumes of prose and poetry for the teacher to read to class	x	
18. Books of stories, plays, and poems for pupil use	x	
19. Materials of interest to pupils for descriptive writing purposes	x	
20. Various teacher prepared materials	x	
21. Attractive displays of language arts materials	x	
22. Recorded selected literary selections	x	
23. A stage of facilities for duplicating a theatrical atmosphere	x	
24. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic reading	x	
c. Intelligence	x	
d. Language arts survey	x	
e. Reading readiness	x	
f. Spelling	x	

(concluded on next page)

TABLE V (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
25. Various audio-visual aids and equipment:		
a. Films, slides, filmstrips	x	
b. Movie projector	x	
c. Opaque projector	x	
d. Radio	x	
e. Record player (3-speed)	x	
f. Recorder	x	
g. Tachistoscope or flash-meter	x	
h. Television		x
26. Typewriter	x	
27. Individual dictionaries	x	

The questionnaire sent to Brockton, Massachusetts, was completed by Roberta Meade Kellogg, Director of Elementary and Special Education in Brockton.

In Brockton, Massachusetts, gifted children are segregated in special classes. The groupings consist of a grade four and five, and a grade five and six. The classes are restricted in size to twenty-one pupils. Both classes are housed in the same school building and many enterprises are entered upon cooperatively. The classes are balanced as nearly as possible to include the same number of boys and girls, as well as all socio-economic levels.

Table VI shows the materials and equipment possessed in sufficient quantity to meet class needs, materials and equipment possessed, but not in sufficient quantities to meet class needs, and materials and

equipment of particular value to gifted children as reported by Brockton, Massachusetts.

TABLE VI

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, NOT SUFFICIENT TO MEET CLASS NEEDS, OR OF PARTICULAR VALUE FOR GIFTED CHILDREN AS REPORTED BY BROCKTON, MASSACHUSETTS

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books	x	
b. Picture storybooks	x	
c. Picture dictionaries	x	
d. Picture collections	x	
2. Supplementary readers of varying levels for group and audience reading	x	
3. Children's newspapers and magazines	x	
4. Scientifically prepared basic word lists	x	
5. Volumes of prose and poetry for the teacher to read to class	x	
6. Books of stories, plays, and poems for pupil use	x	
7. Materials of interest to pupils for descriptive writing purposes	x	
8. Various teacher prepared materials	x	
9. A printed and written alphabet form of the handwriting system used by school system	x	
10. Attractive displays of language arts materials	x	

(concluded on next page)

TABLE VI (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
11. Recorded selected literary selections	x	
12. A stage or facilities for duplicating a theatrical atmosphere	x	
13. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic readings**		x
c. Intelligence	x	
d. Language arts survey	x	
14. Various audio-visual aids and equipment:		
a. Eye, ear testing devices	x	
b. Films, slides, filmstrips	x	
c. Movie projector	x	
d. Opaque projector	x	
e. Record player (3-speed)	x	
f. Recorder	x	
15. Typewriter	x	
16. Individual dictionaries	x	
17. Library loan	x	
18. Reference books:*		
a. Atlases	x	
b. Encyclopedias	x	
c. Unabridged dictionary	x	
19. Collections of games and toys**		x

* Reference books were mentioned as of particular value for teaching gifted children, with encyclopedias receiving special mention.

** The questionnaire received from Brockton, Massachusetts had the restrictive words if needed written beside Diagnostic reading. Beside Collections of games and toys was written "science kits", which is definitely restrictive. For purposes of the study, the above items were considered possessed, but not in sufficient quantity to meet the needs of the class.

The questionnaire sent to Great Neck, New York was completed by Hazel Prehm, the Director of Elementary Education for the Great Neck Public Schools.

Although Great Neck does not maintain special classes for gifted children, the system provides for the gifted by enrichment in the regular classroom. Great Neck believes in maintaining small classes in order to allow the teacher to be selective in programming for the individual. Teachers are encouraged to aid in selection of materials best suited for their particular groups. On the basis of Hollingsworth's^{1/} statement that nothing would be included in a classroom for the gifted that wouldn't properly be included in the ideal classroom for children, Great Neck was chosen as one of the cities in the study.

Great Neck is well supplied with reference books; reading material for children, both books and magazines; audio-visual aids; and various standardized tests. Table VII shows a list of materials possessed by Great Neck in sufficient quantity to meet the needs of the class.

^{1/} Leta S. Hollingsworth, Gifted Children: Their Nature and Nurture, New York: Macmillan Company, 1926.

TABLE VII

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET
CLASS NEEDS AS REPORTED BY GREAT NECK, NEW YORK

Item
1. Pictorial material:
a. Picture books
b. Picture storybooks
c. Picture dictionaries
d. Picture collections
2. Collections of games and toys
3. Collections of objects and word cards in duplicate for matching
4. Reading readiness books
5. Pre-primers, including one large copy, for reading readiness work
6. Basic reading series with accessories:
a. Manual
b. Word card sets
7. Supplementary readers of varying levels for group and audience
8. Reference books:
a. Atlases
b. Encyclopedias
c. Unabridged dictionary
9. Children's newspapers and magazines
10. Phonic instructional materials:
a. Cards
b. Charts
c. Workbooks
11. Picture cards for vocabulary development
12. Experience charts and stories
13. Supplementary word lists based on specific writing needs of class
14. Volumes of prose and poetry for the teacher to read to class
15. Books of stories, plays, and poems for teacher use
16. Materials of interest to pupils for descriptive writing purposes
17. Various teacher prepared materials
18. A printed and written alphabet form of the handwriting system used by school system
19. Attractive displays of language arts materials
20. Recorded selected literary selections
21. A stage or facilities for duplicating a theatrical atmosphere

(concluded on next page)

TABLE VII (concluded)

Item
22. Various standardized tests:
a. Basic reading
b. Diagnostic reading
c. Intelligence
d. Language arts survey
e. Reading readiness
f. Spelling
23. Various audio-visual aids and equipment:
a. Eye, ear testing devices
b. Films, slides, filmstrips
c. Movie projector
d. Opaque projector
e. Radio
f. Record player (3-speed)
g. Recorder
24. Typewriter
25. Individual dictionaries
26. Library loan

The questionnaire sent to New York, New York was completed by Miss Frieda R. Shprentz, principal of Public School 241.

As appears to be the case in schools which make provisions for the gifted, a wide variety of standardized tests are provided. In addition to the tests listed in the questionnaire (see Appendix), standardized tests are used for Social Studies, Science, Work Study Skills, and Interests. A wide variety of audio-visual aids is also provided, including television. Reference books, varied reading material, and material designed to enlarge vocabularies is present in sufficient quantity to fulfill the class requirements. New York City provides material and equipment for able children in the primary grades, as well as for gifted children in the upper elementary grades.

In Table VIII is shown the materials and equipment possessed in quantity sufficient to meet class needs, and the materials and equipment possessed, but not in sufficient quantity to meet class needs as reported by New York, New York.

TABLE VIII

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, AND NOT SUFFICIENT TO MEET CLASS NEEDS AS REPORTED BY NEW YORK, NEW YORK

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial materials:		
a. Picture books	x	
b. Picture storybooks	x	
c. Picture dictionaries	x	
d. Picture collections	x	
2. Collections of games and toys	x	
3. Collections of objects and word cards in duplicate for matching	x	
4. Reading readiness books	x	
5. Pre-primers, including one large copy, for reading readiness work	x	
6. Basic reading series with accessories:		
a. Workbooks	x	
b. Manual	x	
c. Word card sets	x	
7. Supplementary readers of varying levels for group and audience reading	x	
8. Reference books:		
a. Atlases	x	
b. Encyclopedias	x	
c. Unabridged dictionary	x	

(continued on next page)

TABLE VIII (continued)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
9. Children's newspapers and magazines	x	
10. Phonic instructional materials:		
a. Cards	x	
b. Charts	x	
c. Workbooks		x
11. Picture cards for vocabulary development	x	
12. Vocabulary building and speech development cards	x	
13. Experience charts and stories	x	
14. Scientifically prepared basic word lists	x	
15. Supplementary word lists based on specific writing needs of class	x	
16. Volumes of prose and poetry for the teacher to read to class	x	
17. Books of stories, plays, and poems for pupil use	x	
18. Materials of interest to pupils for descriptive writing purposes	x	
19. Various teacher prepared materials	x	
20. A printed and written alphabet form of the handwriting system used by school system	x	
21. Attractive displays of language arts materials	x	
22. Recorded selected literary selections	x	
23. A stage or facilities for duplicating a theatrical atmosphere	x	

(concluded on next page)

TABLE VIII (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
24. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic reading	x	
c. Intelligence	x	
d. Language arts survey		x
e. Reading readiness	x	
f. Spelling	x	
g. Social studies	x	
h. Science	x	
i. Interests	x	
j. Work study skills	x	
25. Various audio-visual aids and equipment:		
a. Films, slides, filmstrips	x	
b. Movie projector	x	
c. Opaque projector		x
d. Radio	x	
e. Record player (3-speed)	x	
f. Recorder		x
g. Tachistoscope or flash-meter		x
h. Television	x	
26. Individual dictionaries	x	
27. Library loan	x	

The questionnaire sent to Cleveland, Ohio was completed by Miss Edna M. Horrocks, Directing Supervisor of the Language Arts Department of the Cleveland Public Schools.

The standardized tests which are maintained in sufficient quantity to meet class needs are the intelligence test, the basic reading test, and the reading readiness test. Due to the large attendance in the Cleveland Major Work Classes, there seems to be a shortage in the curricular materials present in sufficient quantity to meet class needs.

In Table IX is a list of materials possessed in sufficient quantity to meet class needs; and materials possessed, but not in sufficient quantity to meet class needs as reported by Cleveland, Ohio.

TABLE IX

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, AND NOT SUFFICIENT TO MEET CLASS NEEDS AS REPORTED BY CLEVELAND, OHIO

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books		x
b. Picture storybooks		x
c. Picture dictionaries		x
d. Picture collections		x
2. Collections of games and toys		x
3. Collections of objects and word cards in duplicate for matching		x
4. Reading readiness books	x	
5. Pre-primers, including one large copy, for reading readiness work	x	
6. Basic reading series with accessories:		
Manual	x	
7. Supplementary readers of varying levels for group and audience reading	x	
8. Reference books:		
a. Atlases		x
b. Encyclopedias		x
c. Unabridged dictionary		x
9. Children's newspapers and magazines		x
10. Phonic instructional materials:		
Charts	x	

(continued on next page)

TABLE IX (continued)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
11. Experience charts and stories	x	
12. Scientifically prepared basic word lists	x	
13. Supplementary word lists based on specific writing needs of class		x
14. Volumes of prose and poetry for the teacher to read to class		x
15. Books of stories, plays, and poems for pupil use		x
16. Materials of interest to pupils for descriptive writing purposes		x
17. Various teacher prepared materials		x
18. A printed and written alphabet form of the handwriting system used by school system	x	
19. Attractive displays of language arts materials		x
20. Recorded selected literary selections		x
21. A stage or facilities for duplicating a theatrical atmosphere		x
22. Various standardized tests:		
a. Basic reading	x	
b. Intelligence	x	
c. Reading readiness	x	
23. Various audio-visual aids and equipment:		
a. Eye, ear testing devices		x
b. Films, slides, filmstrips	x	
c. Movie projector		x
d. Opaque projector		x
e. Radio		x
f. Record player (3-speed)		x
g. Recorder		x
h. Tachistoscope or flash-meter		x
i. Television		x

(concluded on next page)

TABLE IX (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
24. Typewriter		x
25. Individual dictionaries	x	
26. Library loan		x

The questionnaire sent to Corvallis, Oregon was completed by the Department of Special Education, Consolidated School District Number Nine, Corvallis, Oregon. Mrs. Marjorie W. Priger is Director of Special Education.

Corvallis, Oregon has been conducting a pilot program in educating gifted children in special classes. The program has been in effect for the last three years. The expenses incurred during the first two years of the program were absorbed by the Oregon State Department of Education. The third year of the program is to be financed by Corvallis, Oregon. As of now, no definite conclusions have been formulated concerning the specific value of the program.

Possibly due to the newness of the program, the variety of equipment available is more limited than that of other systems queried.

A wide selection of audio-visual aids is available in Corvallis. The standardized tests possessed in sufficient quantity to meet class needs are intelligence tests, basic reading tests, and diagnostic reading tests. Corvallis appears to have a reasonably good collection of reference books, although encyclopedias are listed as possessed, but not in sufficient quantity to meet class needs.

On Table X are found the materials and equipment possessed in sufficient quantity to meet class needs; and the materials and equipment possessed, but not in sufficient quantity to meet class needs.

TABLE X.

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, AND NOT SUFFICIENT TO MEET CLASS NEEDS AS REPORTED BY CORVALLIS, OREGON

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Reference books:		
a. Atlases	x	
b. Encyclopedias		x
c. Unabridged dictionary	x	
2. Children's newspapers and magazines	x	
3. Volumes of prose and poetry for the teacher to read to class	x	
4. Books of stories, plays, and poems for pupil use	x	
5. Attractive displays of language arts materials	x	
6. A stage or facilities for duplicating a theatrical atmosphere	x	
7. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic reading	x	
c. Intelligence	x	
8. Various audio-visual aids and equipment:		
a. Films, slides, filmstrips	x	
b. Movie projector	x	
c. Opaque projector	x	
d. Radio	x	
e. Record player (3-speed)	x	
f. Recorder	x	
g. Tachistoscope or flash-meter	x	
9. Typewriter	x	
10. Individual dictionaries	x	

The questionnaire sent to Portland, Oregon was completed by Clifford W. Williams, Administrative Director of the Gifted Child Project of the Portland, Oregon Schools.

In Portland the special education for the gifted is based on enrichment within the regular classrooms, and special interest classes attended three to five times weekly. The purpose of the special interest classes is the supplementing of the homeroom instruction. In addition to the usual standardized tests, Portland utilizes tests in creative writing and creative dramatics.

Portland appears to be well supplied with audio-visual equipment, and with reference materials, although atlases are listed as possessed in sufficient quantity to meet class needs.

The materials and equipment reported by Portland, Oregon as being possessed in sufficient quantity to meet class needs; and as possessed, but not in sufficient quantity to meet class needs are listed on Table XI.

TABLE XI

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET
CLASS NEEDS, AND NOT SUFFICIENT TO MEET CLASS NEEDS
AS REPORTED BY PORTLAND, OREGON

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books	X	
b. Picture storybooks	X	
c. Picture dictionaries	X	
d. Picture collections		X
2. Collections of games and toys	X	
3. Reading readiness books	X	
4. Pre-primers, including one large copy, for reading readiness work	X	
5. Basic reading series with accessories:		
a. Workbooks	X	
b. Manual	X	
c. Word card sets	X	
6. Supplementary readers of varying levels for group and audience reading		X
7. Reference books:		
a. Atlases		X
b. Encyclopedias	X	
c. Unabridged dictionary	X	
8. Children's newspapers and magazines	X	
9. Phonic instructional materials:		
a. Cards	X	
b. Charts	X	
c. Workbooks	X	
10. Picture cards for vocabulary development	X	
11. Vocabulary building and speech development cards	X	
12. Experience charts and stories	X	

(continued on next page)

TABLE XI (continued)

	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
13. Scientifically prepared basic word lists	x	
14. Supplementary word lists based on specific writing needs of class	x	
15. Volumes of prose and poetry for the teacher to read to class	x	
16. Books of stories, plays, and poems for pupil use		x
17. Materials of interest to pupils for descriptive writing purposes		x
18. Various teacher prepared materials	x	
19. A printed and written alphabet form of the handwriting system used by school system	x	
20. Attractive displays of language arts materials		x
21. Recorded selected literary selections		x
22. A stage or facilities for duplicating a theatrical atmosphere	x	
23. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic reading	x	
c. Intelligence	x	
d. Language arts survey	x	
e. Reading readiness	x	
f. Spelling	x	
g. Creative writing	x	
h. Creative dramatics	x	

(concluded on next page)

TABLE XI (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
24. Various audio-visual aids and equipment:		
a. Eye, ear testing devices	x	
b. Films, slides, filmstrips	x	
c. Movie projector	x	
d. Opaque projector	x	
e. Radio	x	
f. Record player (3-speed)	x	
g. Recorder	x	
h. Tachistoscope or flash- meter		x
i. Television		x
25. Typewriter		x
26. Individual dictionaries	x	
27. Library loan	x	

The questionnaire sent to Allentown, Pennsylvania was directed to Mr. John Cartwright, the Superintendent of Schools. The individual who actually completed the questionnaire was not identified.

Allentown is well supplied with reference books, standardized tests, and audio-visual aids. Allentown also seems to possess a wide variety of reading material.

Although Allentown's questionnaire listed typewriters as possessed, but not in sufficient quantity to meet class needs, the typewriter was listed as being of particular value in the teaching of gifted children.

Table XII lists the materials and equipment possessed in sufficient quantity to meet class needs; possessed, but not in sufficient quantity to meet class needs; and of particular value in teaching gifted children as reported by Allentown, Pennsylvania.

TABLE XII

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, NOT SUFFICIENT TO MEET CLASS NEEDS, OR OF PARTICULAR VALUE FOR GIFTED CHILDREN AS REPORTED BY ALLENTOWN, PENNSYLVANIA

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books	x	
b. Picture storybooks	x	
c. Picture dictionaries	x	
2. Collections of games and toys	x	
3. Collections of objects and word cards in duplicate for matching	x	
4. Reading readiness books	x	
5. Pre-primers, including one large copy, for reading readiness work	x	
6. Basic reading series with accessories:		
a. Workbooks	x	
b. Manual	x	
c. Word card sets	x	
7. Supplementary readers of varying levels for group and audience reading	x	
8. Reference books:		
a. Atlases	x	
b. Encyclopedias	x	
c. Unabridged dictionary	x	
9. Children's newspapers and magazines	x	
10. Phonic instructional materials:		
a. Cards	x	
b. Charts	x	
c. Workbooks	x	
11. Picture cards for vocabulary development	x	
12. Vocabulary building and speech development cards	x	
13. Experience charts and stories	x	

(concluded on next page)

TABLE XII (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
14. Scientifically prepared basic word lists	x	
15. Volumes of prose and poetry for the teacher to read to class	x	
16. Books of stories, plays, and poems for pupil use		x
17. A printed and written alphabet form of the handwriting system used by school system	x	
18. Attractive displays of language arts materials	x	
19. A stage or facilities for duplicating a theatrical atmosphere		x
20. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic reading	x	
c. Intelligence	x	
d. Language arts survey	x	
e. Reading readiness	x	
f. Spelling	x	
21. Various audio-visual aids and equipment:		
a. Eye, ear testing devices	x	
b. Films, slides, filmstrips	x	
c. Movie projector	x	
d. Opaque projector	x	
e. Radio	x	
f. Record player (3-speed)	x	
g. Recorder	x	x
h. Tachistoscope or flash-meter		x
i. Television		x
22. Typewriter*		x
23. Individual dictionaries		x
24. Library loan	x	

* The typewriter was listed as of particular value in teaching the gifted child.

The questionnaire sent to Pittsburg was completed by Miss Hedwig O. Pregler, principal of the Colfax School.

The classes for the gifted in Pittsburg seem to have a very wide assortment of materials and equipment. There is present a wide assortment of reading materials, a variety of reference books, many audio-visual aids, and various standardized tests.

Table XIII lists materials and equipment possessed in sufficient quantity to meet class needs; and materials and equipment possessed, but not in sufficient quantity to meet class needs as reported by Pittsburg, Pennsylvania.

TABLE XIII

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, AND NOT SUFFICIENT TO MEET CLASS NEEDS AS REPORTED BY PITTSBURG, PENNSYLVANIA

Item	Possessed quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books	x	
b. Picture storybooks	x	
c. Picture dictionaries	x	
d. Picture collections	x	
2. Collections of games and toys	x	
3. Reading readiness books	x	
4. Pre-primers, including one large copy, for reading readiness work	x	
5. Basic reading series with accessories:		
a. Workbooks	x	
b. Manual	x	
c. Word card sets	x	

(continued on next page)

TABLE XIII (continued)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
6. Supplementary readers of varying levels for group and audience reading	x	
7. Reference books:		
a. Atlases	x	
b. Encyclopedias	x	
c. Unabridged dictionary	x	
8. Children's newspapers and magazines	x	
9. Phonic instructional materials:		
a. Cards	x	
b. Charts	x	
c. Workbooks	x	
10. Experience charts and stories	x	
11. Scientifically prepared basic word lists	x	
12. Supplementary word lists based on specific writing needs of class	x	
13. Volumes of prose and poetry for the teacher to read to class	x	
14. Books of stories, plays, and poems for pupil use	x	
15. Materials of interest to pupils for descriptive writing purposes	x	
16. Various teacher prepared materials	x	
17. A printed and written alphabet form of the hand- writing system used by school system	x	
18. Attractive displays of language arts materials	x	
19. Recorded selected literary selections	x	

(concluded on next page)

TABLE XIII (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
20. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic reading	x	
c. Intelligence	x	
d. Language arts survey	x	
e. Reading readiness	x	
f. Spelling	x	
21. Various audio-visual aids and equipment:		
a. Eye, ear testing devices	x	
b. Films, slides, filmstrips	x	
c. Movie projector	x	
d. Opaque projector	x	
e. Radio	x	
f. Record player (3-speed)	x	
g. Recorder	x	
h. Television		x
22. Typewriter	x	
23. Individual dictionaries	x	
24. Library loan	x	

The questionnaire sent to Brigham, Utah, was addressed to Mr. K. E. Weight, Superintendent of Schools. The identity of the individual who actually completed the questionnaire is not known.

Brigham, Utah possesses a fairly wide assortment of audio-visual aids. A good assortment of reading materials and reference material is also available, although the unabridged dictionary is listed as being possessed, but not in sufficient quantity to meet class needs. A wide variety of standardized tests is also on hand.

Table XIV shows the materials and equipment possessed in sufficient quantity to meet class needs; and the materials and equipment possessed,

but not in sufficient quantity to meet class needs as reported by Brigham, Utah.

TABLE XIV

MATERIALS AND EQUIPMENT POSSESSED IN QUANTITIES SUFFICIENT TO MEET CLASS NEEDS, AND NOT SUFFICIENT TO MEET CLASS NEEDS AS REPORTED BY BRIGHAM, UTAH

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books	x	
b. Picture storybooks	x	
c. Picture dictionaries	x	
d. Picture collections	x	
2. Collections of games and toys	x	
3. Collections of objects and word cards in duplicate for matching	x	
4. Alphabet books	x	
5. Reading readiness books	x	
6. Pre-primers, including one large copy, for reading readiness work	x	
7. Basic reading series with accessories:		
Manual	x	
8. Supplementary readers of varying levels for group and audience reading	x	
9. Reference books:		
a. Atlases	x	
b. Encyclopedias	x	
c. Unabridged dictionary		x
10. Children's newspapers and magazines		x
11. Phonic instructional materials:		
a. Cards	x	
b. Charts	x	
c. Workbooks	x	
12. Vocabulary building and speech development cards	x	

(concluded on next page)

TABLE XIV (concluded)

Item	Possessed in quantity sufficient for class needs	Possessed in quantity, but not sufficient for class needs
13. Experience charts and stories	x	
14. Scientifically prepared basic word lists	x	
15. Volumes of prose and poetry for the teacher to read to class	x	
16. Books of stories, plays, and poems for pupil use	x	
17. Various teacher prepared materials	x	
18. A printed and written alphabet form of the hand-writing system used by school system	x	
19. Attractive displays of language arts materials		x
20. Various standardized tests:		
a. Basic reading	x	
b. Diagnostic reading	x	
c. Intelligence	x	
d. Language Arts survey	x	
e. Reading readiness	x	
f. Spelling	x	
21. Various audio-visual aids and equipment:		
a. Eye, ear testing devices	x	
b. Films, slides, filmstrips	x	
c. Movie projector	x	
d. Opaque projector		x
e. Radio	x	
f. Record player (3-speed)	x	
g. Recorder		x
h. Tachistoscope or flash-meter		x
i. Television		x
22. Typewriter	x	
23. Individual dictionaries	x	
24. Library loan	x	

In Table XV are listed the materials and equipment mentioned in the questionnaires received from the various school systems participating in the study. The items are listed as being possessed in sufficient quantity to meet class needs; or are listed as being possessed, but not in sufficient quantity to meet class needs. Also listed is the frequency with which each item was mentioned on the sum total of questionnaires. The total number of questionnaires used in the study is thirteen.

TABLE XV

FREQUENCY OF MATERIALS AND EQUIPMENT POSSESSED IN SUFFICIENT QUANTITY TO MEET CLASS NEEDS, OR IN QUANTITY, BUT NOT SUFFICIENT TO MEET CLASS NEEDS ON TOTAL NUMBER OF QUESTIONNAIRES

Item	Frequency possessed in sufficient quantity to meet class needs	Frequency possessed in quantity, but not sufficient for class needs
1. Pictorial material:		
a. Picture books	9	2
b. Picture storybooks	9	22
c. Picture dictionaries	9	2
d. Picture collections	7	4
2. Collections of games and toys	8	2
3. Collections of objects and word cards in duplicate for matching	6	1
4. Alphabet books	2	-
5. Reading readiness books	7	1
6. Pre-primers, including one large copy for reading readiness work	8	-
7. Basic reading series with accessories:		
a. Workbooks	5	-
b. Manual	8	-
c. Word card sets	6	-
8. Supplementary readers of varying levels for group and audience reading	10	1

(continued on next page)

TABLE XV (continued)

Item	Frequency possessed in sufficient quantity to meet class needs	Frequency possessed in quantity, but not sufficient for class needs
9. Reference books:		
a. Atlases	11	2
b. Encyclopedias	11	2
c. Unabridged dictionary	11	2
10. Children's newspapers and magazines	10	2
11. Phonic instructional materials:		
a. Cards	7	1
b. Charts	9	-
c. Workbooks	7	2
12. Picture cards for vocabulary development	5	-
13. Vocabulary building and speech development cards	4	1
14. Experience charts and stories	8	-
15. Scientifically prepared basic word lists (e.g., textbook, workbook, curriculum guide)	9	-
16. Supplementary word lists based on specific writing needs of class	7	1
17. Volumes of prose and poetry for teacher to read to class	12	1
18. Books of stories, plays, and poems for pupil use	8	5
19. Materials of interest to pupils for descriptive writing purposes (e.g., costumes, pictures, models, nature specimens)	6	3
20. Various teacher prepared materials (e.g., work sheets, study guides, duplicated poems, objective tests)	10	1
21. A printed and written alphabet form of the hand- writing system used by the school system	10	-

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TABLE XV (concluded)

Item	Frequency possessed in sufficient quantity to meet class needs	Frequency possessed in quantity, but not sufficient for class needs
22. Attractive displays of language arts materials (e.g., book jackets, pupil work, projects, activities)	9	4
23. Recorded selected literary selections	5	2
24. A stage or facilities for duplicating a theatrical atmosphere	8	2
25. Various standardized tests:		
a. Basic reading	11	-
b. Diagnostic reading	10	-
c. Intelligence	12	-
d. Language arts survey	7	1
e. Reading readiness	8	-
f. Spelling	8	-
26. Various audio-visual aids and equipment:		
a. Eye, ear testing devices	7	1
b. Films, slides, film- strips	13	-
c. Movie projector	12	1
d. Opaque projector	8	3
e. Radio	9	2
f. Record player (3-speed)	11	1
g. Recorder	8	4
h. Tachistoscope or flashmeter	2	7
i. Television	2	7
27. Typewriter	6	3
28. Individual dictionaries	7	2
29. Library loan	8	1

CHAPTER V

FINDINGS AND CONCLUSIONS

The purpose of this study was to determine the curricular materials which should be used in an elementary school classroom devoted to the maximal effective teaching of gifted elementary school children in the area of language arts.

In order to determine the materials and equipment which should be used, it was decided, by means of a questionnaire, to ascertain the materials and equipment in common use in schools which maintain provisions for the gifted.

The school system originally selected to participate in the study were the fifteen that had been listed by the United States Department of Education as maintaining special classes for gifted children during the school year 1947-1948. Of the original school systems selected for the study, four (26.67%) no longer maintain classes for gifted children. In addition, two of the systems (13.33%) failed to return completed questionnaires. Of the original fifteen systems selected for the study, six (40%) could not be included due to failure to respond to the questionnaire, or cessation of provisions for gifted children.

In order to obtain more representative findings, six additional cities were queried. Of these cities, four (67%) responded to the questionnaires and two (33%) failed to respond.

In all, twenty-one cities were contacted. Of these cities, thirteen (61.9%) completed questionnaires, four (19.05%) no longer

maintain special provisions for gifted children, and four (19.05%) failed to answer the questionnaires.

In an examination of the data obtained from the completed questionnaires, it was determined which items were listed on the majority of questionnaires as possessed in sufficient quantity to meet class needs. On the basis of being named on a majority of questionnaires, those items were adjudged as being commonly used in classes for the gifted. Those items were also judged to be commonly accepted as valuable to educating gifted children of elementary school age in the area of language arts, and were concluded to be items which should be included in classrooms devoted to the maximal effective teaching of gifted children. Also concluded to be of value to gifted children and belonging in classrooms for the gifted was any item which had been specifically mentioned on any questionnaire as being of particular value to the teaching of gifted children.

The only item mentioned on every questionnaire as being possessed in sufficient quantity to meet class needs was "films, slides, and filmstrips."

Mentioned as being possessed in sufficient quantity to meet class needs on twelve of the thirteen questionnaires (92.3%) was the "movie projector." On the remaining questionnaire (7.69%) the "movie projector" was listed as possessed, but not in sufficient quantity to meet class needs. Being mentioned as present in some quantity on all thirteen questionnaires demonstrates that this particular visual aid is generally recognized as valuable in educating gifted children.

Mentioned as possessed in sufficient quantity to meet class needs

on twelve of the questionnaires (92.3%) were "intelligence" tests. On only one of the questionnaires (7.69%) were these standardized tests omitted. The inclusion of "intelligence" tests on an overwhelming majority of questionnaires as possessed in sufficient quantity to meet class needs indicates that they are a valuable inclusion to curricular materials for the gifted.

"Volumes of prose and poetry for the teacher to read to the class" were listed on twelve of the questionnaires (92.3%) as possessed in sufficient quantity to meet class needs; and on one questionnaire (7.69%) was listed as possessed, but not in sufficient quantity to meet class needs. Being listed on every questionnaire as being present in some quantity would indicate that "volume of prose and poetry for the teacher to read to the class" is of value to classes for the gifted.

The reference books most frequently mentioned as possessed in sufficient quantity to meet class needs were "atlases," "encyclopedias," and the "unabridged dictionary." Each of these items was listed on eleven of thirteen questionnaires (84.62%) as being possessed in sufficient quantity to meet class needs; and on two questionnaires (15.38%) as being present, but not in sufficient quantity to meet class needs. Being listed on every questionnaire as present to some degree would indicate that these items are of value to the gifted.

The "record player" (3-speed) was mentioned on eleven of the thirteen questionnaires (84.62%) received as being possessed in sufficient quantity to meet class needs; and on one questionnaire (7.69%) was listed as being possessed, but not in sufficient quantity to meet class needs. The "record player" was omitted from but one questionnaire

(7.69%). Being mentioned on twelve of thirteen questionnaires as being present to some extent, as well as being mentioned on a large majority of questionnaires as possessed in sufficient quantity to meet class needs gives some indication of widespread acceptance of the value of the "record player" to classes for the gifted.

The "basic reading" test was a frequently mentioned standardized test. Mentioned on two questionnaires (15.38%) as possessed, but not in sufficient quantity to meet class needs, the "basic reading" test was listed on eleven questionnaires (84.62%) as possessed in sufficient quantity to meet class needs. Being mentioned as possessed in sufficient quantity to meet class needs on such a large majority of questionnaires (84.62%) strongly indicates that "basic reading" tests are considered a worthwhile device for classes for the gifted.

Ten of the questionnaires (76.92%) mention "children's newspapers and magazines" as possessed in sufficient quantity to meet class needs; two of the questionnaires (15.38%) list "children's newspapers and magazines" as possessed, but not in sufficient quantity to meet class needs; and one questionnaire does not list them as possessed. Being mentioned on over three-fourths (76.92%) of the questionnaires as possessed in sufficient quantity to meet class needs is strong indication that "children's newspapers and magazines" are valuable in educating gifted children.

"Various teacher prepared materials" were listed on ten questionnaires (76.92%) as being possessed in sufficient quantity to meet class needs; on one questionnaire (7.69%) were listed as possessed, but not in sufficient quantity to meet class needs; and on two

questionnaires (15.38%) were not listed as present in the classroom. Being listed on better than a three-fourths majority (76.92%) of questionnaires as present in sufficient quantity to meet class needs is strong implication that "various teacher prepared materials" have a place in classrooms for the gifted.

"Supplementary readers of varying levels for group and audience reading" were listed on ten questionnaires (76.92%) as being possessed in sufficient quantity to meet class needs; were mentioned on one questionnaire (7.69%) as being possessed, but not in sufficient quantity to meet class needs; and were not included as present in the class on the remaining two questionnaires (15.38%). The general acceptance of the value of "supplementary readers of varying levels for group and audience reading" is implied by their mention as being possessed in sufficient quantity to meet class needs on over three-fourths of the questionnaires (76.92%).

"A printed and written alphabet form of the handwriting system used by the school system" was mentioned as possessed in sufficient quantity to meet class needs on ten of the questionnaires (76.92%), but was not mentioned on the remaining three questionnaires (23.08%). Mention on better than a three-fourths majority (76.92%) of questionnaires would indicate general acceptance of the value of the above item.

On ten of the thirteen questionnaires (76.92%) the "diagnostic reading" test is mentioned as possessed in sufficient quantity to meet class needs, but on the remaining three questionnaires (23.08%) is not listed as available in any quantity. Widespread agreement on the value

of the "diagnostic reading" test is indicated by the mention as possessed in sufficient quantity to meet class needs on better than three-fourths of the questionnaires (76.92%).

On nine of the thirteen questionnaires (69.23%) "attractive displays of language arts materials" are listed as possessed in sufficient quantity to meet class needs; and on four questionnaires (30.77%), they are listed as possessed, but not in sufficient quantity to meet class needs. Being mentioned to some extent on every questionnaire as possessed in sufficient quantity to meet class needs on more than two-thirds of the questionnaires is a strong indication that "attractive displays of language arts materials" have a part to play in the education of gifted children.

The "radio" is an audio-visual aid which was mentioned as possessed in sufficient quantity to meet class needs on nine of the questionnaires (69.23%); on two questionnaires (15.38%) the radio is mentioned as possessed, but not in sufficient quantity to meet class needs; and on the remaining two questionnaires (15.38%) the radio is not listed as being available.

On the basis of being mentioned on better than a two-thirds majority of questionnaires as being possessed in sufficient quantity to meet class needs, the importance of the "radio" to the gifted children would seem to have achieved general recognition.

"Picture books" are listed on nine of the questionnaires (69.23%) as being possessed in sufficient quantity to meet class needs; on two of the questionnaires (15.38%) are listed as being possessed, but not in sufficient quantity to meet class needs; and on the remaining two

questionnaires (15.38%) are not listed as being possessed in any quantity. The data for "picture storybooks" and "picture dictionaries" is similar to that obtained for "picture books." Being mentioned on more than two-thirds (69.23%) of the questionnaires indicates that the above items have a place in the educating of gifted children.

"Books of stories, plays, and poems for pupil use" were noted as possessed in sufficient quantity to meet class needs on eight of the questionnaires (61.54%); and were noted as possessed, but not in sufficient quantity to meet class needs on the remaining five questionnaires (38.46%). Being listed as available to some extent on every questionnaire, and as possessed in sufficient quantity to meet class needs on a clear majority of the questionnaires (61.54%) indicates that "books of stories, plays, and poems for pupil use" are worthwhile equipment for a classroom for gifted children.

The phonic instructional material most frequently mentioned as possessed in sufficient quantity to meet class needs is the "chart" which was listed on none of the questionnaires (69.23%). The phonics "chart" was not mentioned on the four other questionnaires (30.77%) as being available. Being included in slightly in excess of two-thirds of the questionnaires (69.23%) as available in sufficient quantity to meet class needs is an indication that the phonics chart is generally recognized as valuable as an aid in educating the gifted.

The "recorder" is an audio-visual aid which was noted on eight of the questionnaires (61.54%) as possessed in sufficient quantity to meet class needs; on four of the questionnaires (30.77%) as possessed, but not in sufficient quantity to meet class needs; and on the remaining

questionnaire (7.69%) as not available. Being mentioned as possessed in sufficient quantity to meet class needs on a clear majority of questionnaires (61.54%) as well as being mentioned as available to some extent on an overwhelming number of questionnaires (twelve or 92.3%) demonstrates that the school systems queried generally consider the recorder a valuable instrument in educating the gifted.

The "opaque projector" was listed as possessed in sufficient quantity to meet class needs on eight of the thirteen questionnaires (61.54%); as possessed, but not in sufficient quantity to meet class needs on three of the thirteen questionnaires (23.08%); and was not listed as being available on the remaining questionnaires (15.38%). Being available to at least a limited extent on eleven of the questionnaires (84.62%), and being available in sufficient quantity to meet class needs on a definite majority of the questionnaires (61.54%) indicates a general belief in the value of the "opaque projector" to the education of the gifted.

"Collections of games and toys" were listed as being available in sufficient quantity to meet class needs on eight of the thirteen questionnaires (61.54%); were listed as being available, but not in sufficient quantity to meet class needs on two of the thirteen questionnaires (15.38%); and were indicated to be unavailable on the remaining three questionnaires (23.08%). Being present to at least a limited degree on ten of the thirteen questionnaires (76.92%), and being listed as possessed in sufficient quantity to meet class needs on a definite majority of the questionnaires (61.54%) is an indication that school systems in general consider "collections of games and toys" of

value to the instruction of gifted youngsters.

"A stage or facilities for duplicating a theatrical atmosphere" was listed on eight of the thirteen questionnaires (61.54%) as possessed in sufficient quantity to meet class needs; on two of the thirteen questionnaires (15.38%) as possessed, but not in sufficient quantity to meet class needs; and on the remaining three questionnaires (23.08%) as not available. That dramatics are generally considered a worthwhile experience for gifted children was demonstrated by the availability of "a stage or facilities for duplicating a theatrical atmosphere" in sufficient quantity to meet class needs on a clear majority of the questionnaires (61.54%), as well as being available in varying degrees on better than a three-fourths majority (76.92%) of the questionnaires.

"Scientifically prepared basic word lists" are listed on nine of the thirteen questionnaires (69.23%) as being possessed in sufficient quantity to meet class needs. On the remaining four questionnaires (30.77%), they are not listed as being available. In view of their mention on slightly more than two-thirds of the questionnaires as possessed in sufficient quantity to meet class needs, there is indication that the value of the above item is generally, though not unanimously recognized as valuable for the education of the gifted children.

The "library loan" is mentioned as possessed in sufficient quantity to meet class needs on eight of the thirteen questionnaires (61.54%); is mentioned as possessed, but not in sufficient quantity to meet class needs on one of the thirteen questionnaires; and is not listed as available on the remaining four questionnaires (30.77%). Being mentioned as possessed in sufficient quantity to meet class needs on a majority of the

questionnaires, as well as being mentioned on one questionnaire as being particularly valuable to the teaching of gifted children, would tend to indicate that the library loan is an asset to the education of gifted children.

The most frequently mentioned accessory to a basic reading series was the "manual." The "manual" was listed on eight of the thirteen questionnaires (61.54%) as possessed in sufficient quantity to meet class needs, but was not listed as available at all on the remaining five questionnaires (38.46%). On the basis of being used by the majority of systems queried, there appears to be some value in using a reading manual in the classroom for gifted children.

"Experience charts and stories" were mentioned on eight of the thirteen questionnaires (61.54%) as being possessed in sufficient quantity to meet class needs, but no mention as to their availability was made on the remaining five questionnaires (38.46%). As "experience charts and stories" are used by the majority of cities included in the study, there appears to be some value to their use in classrooms for the gifted.

Two standardized tests each noted as being possessed in sufficient quantity to meet class needs on eight of the thirteen questionnaires (61.54%) were the "reading readiness" test and the "spelling" test. They were not listed as available on any of the remaining five questionnaires (38.46%). As both the "reading readiness" test and the "spelling" test were mentioned as possessed on a majority of the questionnaires (61.54%), there is reason to feel that they might well be included as basic classroom equipment for a class for the gifted.

"Picture collections" were listed as possessed in sufficient quantity to meet class needs on seven of the thirteen questionnaires (53.85%); and as possessed, but not in sufficient quantity to meet class needs on four of the questionnaires (30.77%). They were not mentioned as being available to any extent on the remaining two questionnaires (15.38%). Being mentioned as possessed to at least a limited extent on eleven of the questionnaires (84.62%), and as possessed in sufficient quantity to meet class needs on a majority of the questionnaires (53.85%) provides reason to assume that "picture collections" might be a worthwhile addition to a classroom for the gifted.

Phonic instructional "workbooks" were listed as possessed in sufficient quantity to meet class needs on seven of the thirteen questionnaires (53.85%); were listed as possessed, but not in sufficient quantity to meet class needs on two questionnaires (15.38%); and were not listed as possessed in any degree on four questionnaires (30.77%). Being mentioned as possessed in sufficient quantity to meet class needs on the majority of questionnaires (53.85%), and as possessed in at least a limited degree on over two-thirds of the questionnaires (69.23%), there is some indication that phonic instructional "workbooks" are of some value to teaching the gifted child.

"Individual dictionaries" are listed as possessed in sufficient quantity to meet class needs on seven of the thirteen questionnaires (53.85%); as possessed, but not in sufficient quantity to meet class needs on two questionnaires (15.38%); and as not available on the remaining four questionnaires (30.77%). In view of being possessed in sufficient quantity to meet class needs on a majority of the

questionnaires (53.85%), and as possessed in some quantity on over two-thirds of the questionnaires (69.23%), there is some indication that individual dictionaries are valuable for classes for the gifted.

"Eye, ear testing devices" were listed as possessed in sufficient quantity to meet class needs on seven of the thirteen questionnaires (53.85%); as possessed, but not in sufficient quantity to meet class needs on one questionnaire (7.69%); and as not available on the remaining five questionnaires (38.46%). In view of being named as possessed in sufficient quantity to meet class needs on a majority of the questionnaires (53.85%), and as possessed to some extent on eight of the thirteen questionnaires (61.54%), "eye, ear testing devices" would appear to be worthwhile equipment to be available to a classroom for the gifted.

"Reading readiness books" and phonic instructional "cards" were each listed on seven of the thirteen questionnaires (53.85%) as possessed in sufficient quantity to meet class needs; were each listed on one questionnaire (7.69%) as possessed, but not in sufficient quantity to meet class needs; and were not listed as available to any degree on the remaining five questionnaires (38.46%). Bearing in mind that some of the systems queried do not provide for gifted primary grade children, the possession of "reading readiness books" and phonic instructional "cards" on the majority of questionnaires (53.85%) indicates that they are both of some value in educating intellectually superior children.

"Supplementary word lists based on specific writing needs of class" were listed as possessed in sufficient quantity to meet class needs on seven of the thirteen questionnaires (53.85%); were listed as possessed,

but not in sufficient quantity to meet class needs on one questionnaire (7.69%); and were not mentioned as available on the remaining five questionnaires (38.46%). Being mentioned as possessed in sufficient quantity to meet class needs on a majority of questionnaires (53.85%), and as possessed to some extent on eight of the thirteen questionnaires (61.54%) is an indication that "supplementary word lists based on specific writing needs of class" are commonly accepted as useful in the educating of gifted children.

The "language arts survey" is a standardized test that was mentioned as possessed in sufficient quantity to meet class needs on seven of the thirteen questionnaires (53.85%). Also, the "language arts survey" was mentioned as possessed, but not in sufficient quantity to meet class needs on one questionnaire (7.69%); and was not listed as available on the other five questionnaires (38.46%). The fact that the "language arts survey" was included on a majority of questionnaires (53.85%) as being possessed in sufficient quantity to meet class needs, as well as being mentioned as possessed in some quantity on a sum total of eight questionnaires (61.54%) is an indication that this instrument is generally considered of value to the education of gifted youngsters in the area of language arts.

"Materials of interest to pupils for descriptive writing purposes" were mentioned on six of the thirteen questionnaires (46.15%) as being possessed in sufficient quantity to meet class needs; on three of the questionnaires (23.08%) as being possessed, but not in sufficient quantity to meet class needs; and were not mentioned as being available on the remaining four questionnaires (30.77%). Although appearing on a

sum total of nine questionnaires (69.23%) as being possessed in some quantity, the fact that "materials of interest to pupils for descriptive writing purposes" were listed on a minority of questionnaires (46.15%) as available to meet class needs might be interpreted to indicate that such materials are not vitally important to the education of gifted children.

The "typewriter" was mentioned on six of the thirteen questionnaires (46.15%) as being possessed in sufficient quantity to meet class needs; on three questionnaires (23.08%) as being possessed, but not in sufficient quantity to meet class needs; and on the remaining four questionnaires (30.77%) as not available. In spite of the fact that the typewriter was mentioned on a minority of questionnaires (46.15%) as being possessed in sufficient quantity to meet class needs, Los Angeles, California and Allentown, Pennsylvania specifically mentioned the typewriter as an item of particular value in teaching gifted children. In view of the information received from the above named cities and the fact that the expense of "typewriters" would prevent some cities from owning them, the fact that "typewriters" were listed as being possessed to some extent by the majority of cities queried indicates that they are worthwhile equipment for classes for the gifted.

"Collections of objects and word cards in duplicate for matching" were listed on six of the thirteen questionnaires (46.15%) as being possessed in sufficient quantity to meet class needs; were listed on one questionnaire (7.69%) as being possessed, but not in sufficient quantity to meet class needs; and were not mentioned as available to any extent on the remaining six questionnaires (46.15%). Despite the fact that

"collections of objects and word cards in duplicate for matching" were mentioned as possessed to some extent by a majority of systems queried (53.85%), the fact that as many systems did not use them as did possess them in sufficient quantity to meet class needs (46.15%) prevents the drawing of conclusions as to their value to classes for the gifted.

"Word card sets" were mentioned on six of the thirteen questionnaires (46.15%) as being possessed in sufficient quantity to meet class needs. They were not listed as being available on the remaining seven questionnaires (53.85%). In view of the fact that "word card sets" were mentioned as possessed in sufficient quantity to meet class needs on a minority of the questionnaires (46.15%), their value to classes for the gifted was not established.

"Recorded selected literary selections" were listed on five of the thirteen questionnaires (38.46%) as possessed in sufficient quantity to meet class needs; on two questionnaires (15.38%) as being possessed, but not in sufficient quantity to meet class needs; and on the remaining six questionnaires (46.15%) as not available in any quantity. In view of the fact that a minority of systems possess "recorded selected literary selections" in sufficient quantity to meet class needs, there is little basis to consider them necessary curricular materials for classes for gifted children.

"Picture cards for vocabulary development" were listed on five of the thirteen questionnaires (38.46%) as being possessed in sufficient quantity to meet class needs, but were not mentioned on any of the remaining questionnaires (61.45%) as available in any quantity. In view of the fact that a minority of systems queried possess "picture

cards for vocabulary development" in sufficient quantity to meet class needs, there is little basis for considering them as materials that should be included in a classroom for the gifted.

A basic reading series accessory mentioned on five of the thirteen questionnaires (34.86%) was the "workbook." No mention was made on any of the remaining eight questionnaires (61.54%) of availability in any quantity. One system (Great Neck, New York) went on record as being opposed to workbooks in reading. In light of the fact that a minority of systems responding to the questionnaires (38.46%) possess "workbooks" in sufficient quantity to meet class needs, there is little to indicate the value of "workbooks" for classes of intellectually superior children.

"Vocabulary building and speech development cards" were listed on four of the thirteen questionnaires (30.77%) as being possessed in sufficient quantity to meet class needs; and on one questionnaire (7.69%) as being possessed, but not in sufficient quantity to meet class needs. On the majority of questionnaires (61.54%) no mention was made of the possession of "vocabulary building and speech development cards" in any quantity. In view of the fact that the majority of questionnaires (61.54%) indicate that "vocabulary building and speech development cards" are not included as basic classroom equipment, there is little to demonstrate that they belong in a classroom for youngsters of superior mental endowment.

The "tachistoscope or flashmeter" and "television" are mentioned with equal frequency on the questionnaires. Each is mentioned as possessed in sufficient quantity to meet class needs on two of the thirteen questionnaires (15.38%); and each is mentioned as possessed,

but not in sufficient quantities to meet class needs on seven questionnaires (53.85%). On four of the questionnaires (30.77%) neither item was listed as possessed in any quantity. Although "television" may be a valuable educational device, its value to classes of gifted children cannot be determined on the basis of the questionnaires as twice as many systems (30.77%) do not possess television as do have it available in sufficient quantity to meet class needs (15.38%). Similar conclusions are drawn for the "tachistoscope or flashmeter" as were drawn for the "television."

"Alphabet books" were mentioned on two of the thirteen questionnaires (15.38%) as being possessed in sufficient quantity to meet class needs. On the remaining eleven questionnaires (84.62%) "alphabet books" as basic materials, it was concluded that they are not particularly desirable for classes for the gifted.

It was decided that materials and equipment listed on the majority of questionnaires as possessed in sufficient quantity to meet class needs should be considered as curricular materials of value to gifted elementary school children in the area of language arts. From those materials and equipment, the following list of curricular materials which should be included in a classroom devoted to the maximal effective teaching of gifted elementary school children in the area of language arts was formulated:

1. Movie projector
2. Films, slides, and filmstrips
3. Intelligence tests

4. Volumes of prose and poetry for the teacher to read to the class
5. Reference books: Atlases, encyclopedias, unabridged dictionary
6. Record player (3-speed)
7. Basic reading test
8. Children's newspapers and magazines
9. Various teacher prepared materials (e.g., work sheets, study guides, duplicated poems, objective tests)
10. Supplementary readers of varying levels for group and audience reading
11. A printed and written alphabet form of the handwriting system used by the school system
12. Diagnostic reading test
13. Attractive displays of language arts materials (e.g., book jackets, pupil work, projects, activities)
14. Radio
15. Picture books
16. Picture storybooks
17. Picture dictionaries
18. Books of stories, plays, and poems for pupil use
19. Phonics instructional chart
20. Recorder
21. Opaque projector
22. Collections of games and toys
23. A stage or facilities for duplicating a theatrical atmosphere
24. Scientifically prepared basic word lists
25. Library loan

26. Pre-primers including one large copy for reading readiness work
27. Basic reading series manual
28. Experience charts and stories
29. Reading readiness test (standardized)
30. Spelling test (standardized)
31. Picture collections
32. Phonic instructional workbooks
33. Individual dictionaries
34. Eye, ear testing devices
35. Reading readiness books
36. Phonic instructional cards
37. Supplementary word lists based on specific writing needs of class
38. Language arts survey (standardized test)

In addition to the items which were listed on the majority of questionnaires as being possessed in sufficient quantity to meet class needs, items which were specifically mentioned on individual questionnaires as being particularly valuable in the teaching of gifted children are concluded to be items which should be included as curricular materials in classes devoted to the maximal effective teaching of gifted elementary school children in the area of language arts. Those items are as follows:

1. Library loan
2. Typewriter
3. Recorder
4. Reference books (especially the encyclopedia)

Of the materials and equipment mentioned in individual questionnaires as being particularly valuable in educating gifted children, only the typewriter had not been mentioned on the majority of questionnaires as possessed in sufficient quantity to meet class needs. Therefore, with the addition of the typewriter to the list of materials and equipment which had been mentioned as possessed in sufficient quantity to meet class needs, a total of thirty-nine curricular materials has been listed. It has been concluded, on the basis of the information contained in the questionnaires, that those thirty-nine curricular materials should be included in a classroom devoted to the maximal effective teaching of gifted elementary school children in the area of language arts.

In view of the number of cities that maintained special classes for gifted children during the school year 1947-1948 which have dispensed with their use, as indicated in the responses to the questionnaire, it would appear that there may be a trend away from segregated classes for gifted children. This possible trend may have begun at the beginning of World War II as Gray,^{1/} in 1942, reported that there was a trend toward a modified enriched program. Drag^{2/} would appear to substantiate that theory with his report that in fifteen of the twenty California school systems studied, enrichment was the device used to provide for the intellectually superior children.

One item noted as being particularly valuable to classes for the

^{1/} William S. Gray, "Education of the Gifted Child: With Special Reference to Reading," Elementary School Journal, 42:736-44, June, 1942.

^{2/} Francis L. Drag, "The Gifted Child: A Report of Practices in California Cities," California Journal of Secondary Education, 10:8-28, August, 1941.

gifted, according to the questionnaires received, was the possession of various reference books. Encyclopedias, atlases, and the unabridged dictionary were mentioned on the vast majority of questionnaires. This widespread possession of reference books is in keeping with Hollingsworth's ^{1/} belief that miscellaneous reference books are indispensable to the gifted.

In addition to reference books, the questionnaires indicate that a wide variety of reading material of all types is desirable to classes for gifted children. This is in line with the reasoning of Hildreth ^{2/} who feels that books, textbooks, and reference books are very valuable to the gifted because, by reading, the child's horizons are extended. With books the child can span the culture of the ages which is so neatly encompassed within the bindings of books. Also, gifted children are said not only to be able to read easily, but also to be able to develop use of research techniques which enable them to pursue studies independently in libraries. Furthermore, an important consideration to school administrators is the fact that books are economical learning materials.

Generally, the schools queried possess a wide array of audio-visual materials. Such items as recorders, movie projectors, phonographs, films, slides, filmstrips, and radios were commonly used. The value of a wide variety of audio-visual materials is due to their

^{1/} Leta S. Hollingsworth, Gifted Children: Their Nature and Nurture, New York: Macmillan Company, 1926.

^{2/} Gertrude H. Hildreth, Educating Gifted Children, New York: Harper and Brothers, 1952.

being a vital, happy form of learning which makes people and events come alive to the children. According to Hildreth,^{1/} these audio-visual aids are the best substitute for real experiences and aid children in visualizing the world in which they exist.

Although the typewriter was not mentioned on the majority of questionnaires received, its value was indicated by the fact that two systems singled it out as having proved of particular value to gifted children. The reason for the typewriter not being present in more classes for the gifted may be due to school economizing. Books are economical in educating children, but the typewriter is expensive. Birmingham, Alabama, one of the cities included in the study, reported that local finances prevented possessing many materials that would be of value to classes for the gifted. It is interesting to note that Birmingham is one of the cities that does not list typewriters as equipment provided for the gifted.

In addition to reference books, books, and audio-visual aids, various types of standardized tests were mentioned on many of the questionnaires. Their importance to classrooms for the gifted, as well as to other classrooms, is due to the need to determine both quantity of growth and rate of growth. Due to the great emphasis on reading in classes for the gifted, it is interesting to note that basic reading tests and diagnostic reading tests are mentioned with high frequency. As would be expected, the intelligence test is mentioned

^{1/} Hildreth, op. cit., p. 130.

more frequently than any other standardized test on the questionnaires used in this study.

From this study it would appear that there is a trend away from special classes for the gifted. Also, it seems that reference books, a wide assortment of reading material, various standardized tests, and a wide variety of audio-visual aids are basic equipment to a well equipped classroom for gifted children.

CHAPTER VI

LIMITATIONS OF STUDY AND SUGGESTIONS FOR FURTHER STUDY

I. LIMITATIONS OF STUDY

Being a questionnaire survey, the study was dependent on the cooperation of the individuals and school systems petitioned.

In order to encourage responses, the length of the questionnaire was necessarily restricted.

It was decided to limit the questionnaire to curricular materials which were used in educating gifted elementary school children in the language arts area. A particular subject field was chosen in order to cover a specific area as thoroughly as practicable within the limitations of the questionnaire. An attempt to survey the entire subject field of the elementary grades was not undertaken, although the writer had originally considered attempting the study, because the questionnaire would have been extremely long. A questionnaire of extreme length would tend to discourage responses.

The questionnaire used in the study was adapted by the writer from a list of materials mentioned by Hildreth^{1/} as being used in the Hunter College Laboratory School in New York, and a list of materials used extensively in good elementary schools as adjudged in Elementary

^{1/} Gertrude H. Hildreth, Child Growth Through Education, New York: The Ronald Press, 1948.

Evaluative Criteria.^{1/}

The basis for building the questionnaire on a list of materials used extensively in good elementary schools, as well as on a list of materials used in a school specifically intended for the education of gifted children, was Hollingsworth's^{2/} opinion that there is nothing that would be included in a classroom for gifted children that wouldn't properly be included in the ideal classroom for children. That opinion was modified, however, with the claim that there are certain features of the equipment that are of particular value to gifted children.

The cities selected for the study were those fifteen cities which were listed by the United States Department of Education as maintaining classes for gifted children in the school year 1947-1948. It was discovered, by responses to the questionnaire, that several of those cities no longer maintain special classes for the gifted. Cities which no longer have classes for the gifted are listed as follows: Boston, Massachusetts; Milton, Massachusetts; Athens, Alabama; and Jackson, Michigan.

Several of the cities queried failed to respond to the questionnaire. The writer sent questionnaires to several other cities to serve as alternates for the cities which failed to cooperate in the study. The cities chosen as alternates were as follows: Pittsburg, Pennsylvania; Indianapolis, Indiana; Portland, Oregon; Atchison, Kansas;

^{1/} James H. Baker, Elementary Evaluative Criteria, Boston: Boston University, 1953.

^{2/} Leta S. Hollingsworth, Gifted Children: Their Nature and Nurture, New York: MacMillan Company, 1926.

Great Neck, New York; and Shaker Heights, Ohio.

A limitation to the study was the definition of the term "gifted". Various school systems have varying lower limits of intelligence as determinants of giftedness. For purposes of this study, the lower limits used by the separate school systems to designate giftedness were considered acceptable.

Another limitation to the study was the types of programs conducted by the individual school systems. Some programs group gifted children in special classes for the entire school day, some programs group gifted children in special classes for a few periods each week, and other programs group children for even a shorter length of time according to special interests.

The questionnaire listed several items suitable for the primary grades; however, many of the school systems queried do not have provisions for gifted children in the primary grades.

The variety and type of materials and equipment provided for the classes is controlled by the socio-economic status, size, and educational philosophy of the community.

II. SUGGESTIONS FOR FURTHER RESEARCH

The writer feels that the following studies might prove of value.

1. Studies could be made to determine curricular materials of value to gifted children in the following fields:

- a. Science
- b. Arithmetic
- c. Social studies

2. Studies could be made to determine curricular materials of value in teaching slow learning children.

3. Original materials to be used in teaching gifted children might be constructed.

4. Original materials to be used in teaching slow learning children might be constructed.

5. In view of the number of school systems which were listed by the United States Department of Education as maintaining special classes for gifted children in 1947 which no longer have classes for gifted children, a survey might be made to determine whether special classes for gifted children are on the decrease.

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APPENDIX

566 Blue Hill Avenue
Dorchester 21, Massachusetts
Date:

Name
Position
School system
City and state

Dear Sir:

I am a teacher in the public schools of the City of Boston, and am engaged in graduate study at Boston University, Boston, Massachusetts.

My study is concerned with the education of gifted children. It is specifically concerned with the curricular materials which have proved of value in the teaching of gifted elementary school children in the language arts area.

Your school system is one which has been listed by the United States Department of Education as maintaining classes for gifted children. I am enclosing a questionnaire which, I trust, you will forward to a suitable source for completion. Also included herein is a stamped, self-addressed envelope.

Your cooperation in this effort will be greatly appreciated. Any opportunity to reciprocate will be welcome received.

Sincerely yours,
/s/Charles H. Andrews

Charles H. Andrews

Encl.

566 Blue Hill Avenue
Dorchester 21, Massachusetts
Date:

Name
Position
School system
City and state

Dear Sir:

On _____ date _____, questionnaires concerning curricular materials used in educating gifted elementary school children were sent to several school systems. Your system was among those selected.

The questionnaires were distributed in conjunction with a graduate study which the writer is conducting at Boston University, Boston, Massachusetts. The cities included in the study are those which have been listed by the United States Department of Education as conducting classes for gifted children.

The majority of questionnaires have been completed and returned. The questionnaire sent to you is among those still unaccounted for. Perhaps the questionnaire was lost in the mails, or was overlooked in the light of more urgent matters.

I am enclosing a questionnaire which, I trust, you will forward to a suitable source for completion. Also included herein is a stamped, self-addressed envelope.

Your cooperation in this effort will be greatly appreciated. Any opportunity to reciprocate will be welcome received. If the questionnaire is in the mail, please disregard the foregoing paragraphs.

Sincerely yours,

/s/Charles H. Andrews
Charles H. Andrews

Encl.

566 Blue Hill Avenue
Dorchester 21, Massachusetts
Date:

Name
Position
School system
City and state

Dear Sir:

I am a teacher in the public schools of the City of Boston, and am currently engaged in graduate study at Boston University, Boston, Massachusetts.

My study is concerned with the education of gifted children. It is specifically concerned with the curricular materials which have proved of value in the instruction of gifted elementary school children in the language arts area.

Your school system has been referred to me as maintaining provisions for gifted children. I am enclosing a questionnaire which, I trust, you will forward to a suitable source for completion. Also included herein is a stamped, self-addressed envelope.

Your cooperation in this effort will be greatly appreciated. Any opportunity to reciprocate will be welcome received.

Sincerely yours,

/s/Charles H. Andrews
Charles H. Andrews

Encl.

12. Picture cards for vocabulary development ___
13. Vocabulary building and speech development cards ___
14. Experience charts and stories ___
15. Scientifically prepared basic word lists (e.g., textbook, workbook, curriculum guide), ___
16. Supplementary word lists based on specific writing needs of class ___
17. Volumes of prose and poetry for the teacher to read to class ___
18. Books of stories, plays, and poems for pupil use ___
19. Materials of interest to pupils for descriptive writing purposes (e.g., costumes, pictures, models, nature specimens) ___
20. Various teacher prepared materials (e.g., work sheets or study guides, duplicated poems, objective tests) ___
21. A printed and written alphabet form of the handwriting system used by school system ___
22. Attractive displays of language arts materials (book jackets, pupil work, projects, activities) ___
23. Recorded selected literary selections ___
24. A stage or facilities for duplicating a theatrical atmosphere ___
25. Various standardized tests: Basic reading ___ Diagnostic reading ___
Intelligence ___ Language arts survey ___ Reading readiness ___
Spelling ___ Others (please list) _____
26. Various audio-visual aids and equipment: Eye, ear testing devices ___
Films, slides, filmstrips ___ Movie projector ___
Opaque projector ___ Radio ___ Record player (3 speed) ___
Recorder ___ Tachistoscope or flashmeter ___ Television ___
26. Typewriter ___
27. Individual dictionaries ___
28. Please list the materials or equipment which have proved of particular value in teaching the gifted child. Comments concerning techniques employed with the materials may be made on reverse of page.

29. Library loan ___