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### Some Influencing and Motivating Factors in the Education of the Gifted Child

Adella S. Cooper

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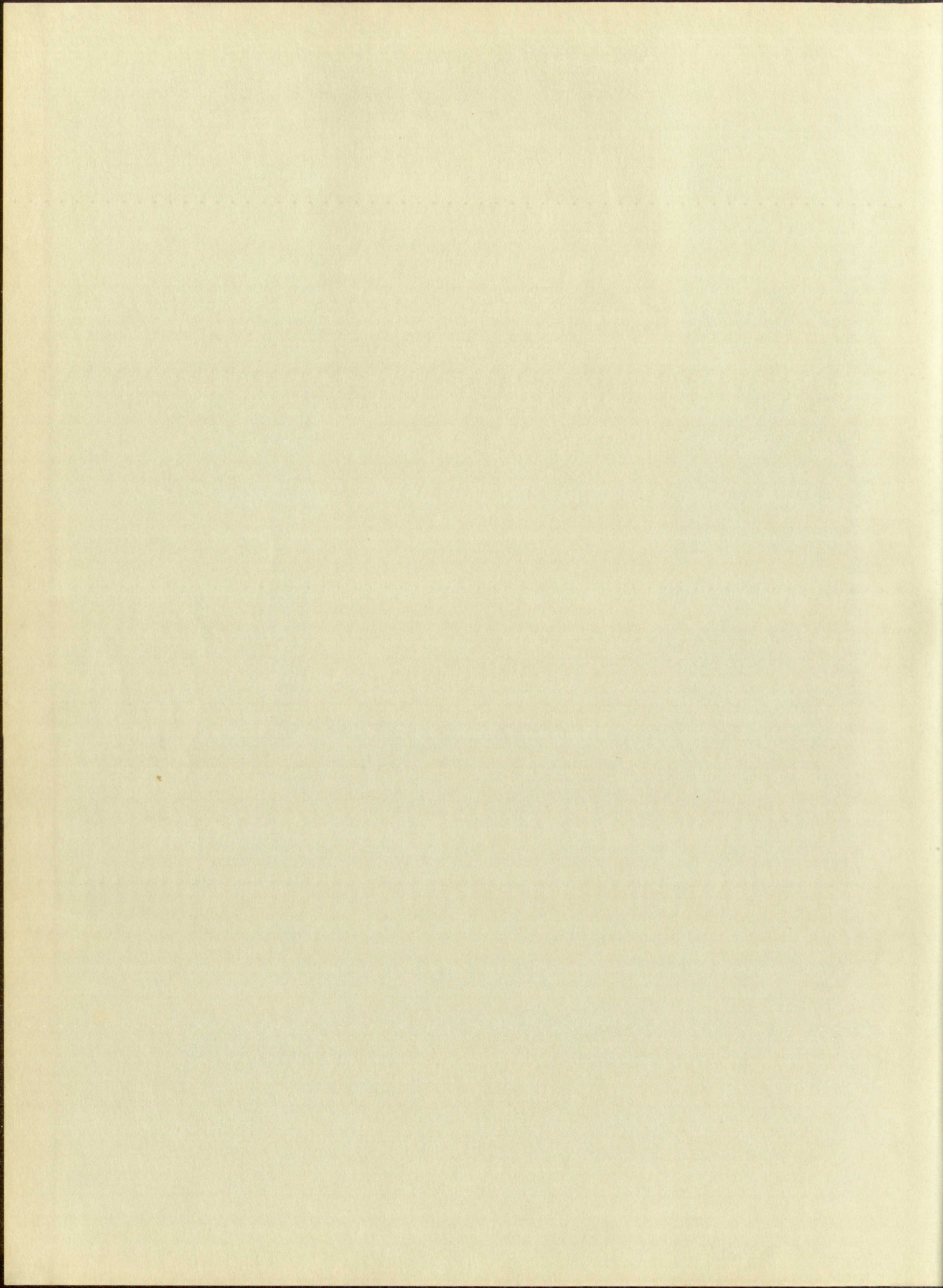
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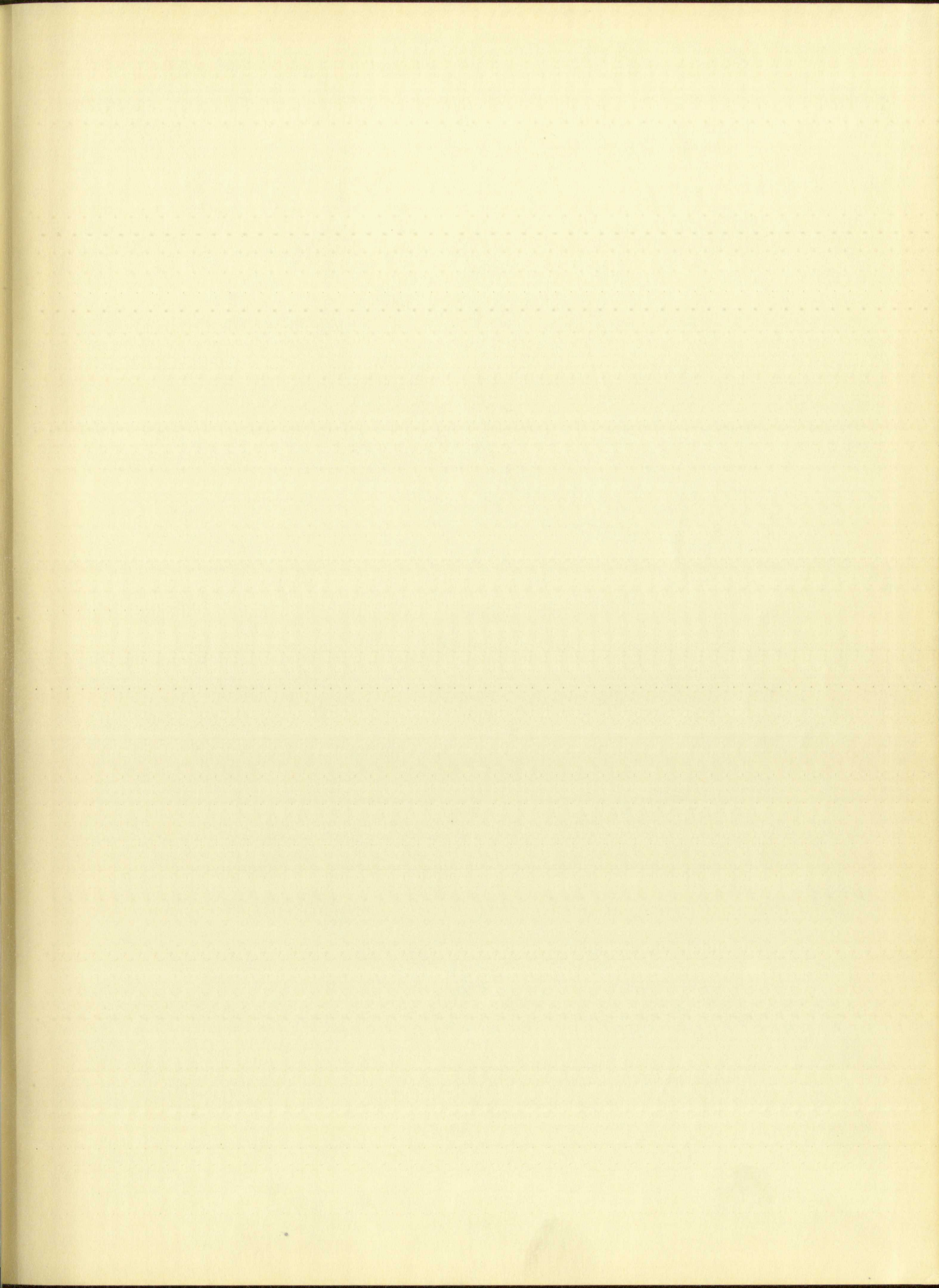
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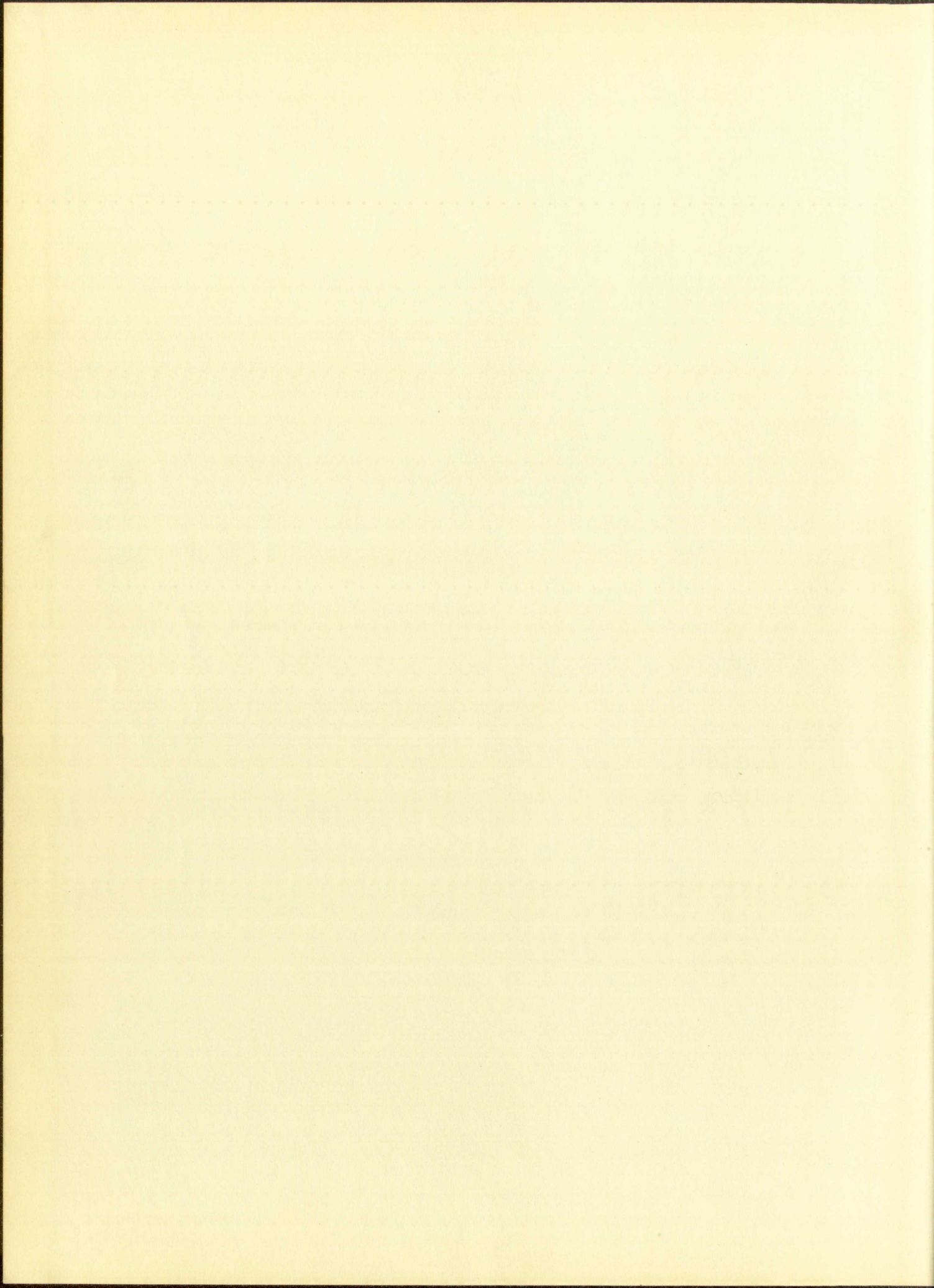
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SOME INFLUENCING AND MOTIVATING  
FACTORS IN THE EDUCATION OF THE GIFTED CHILD

By

Adella S. Cooper

A Thesis

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts in Education

The University of New Mexico

1959



FACTORS IN THE EDUCATION OF THE DISTED CHILD  
SOME EXPERIMENTAL AND MOTIVATING

BY

WILLIAM A. COOPER

MINERALS  
EXPERIMENTAL  
CONTENT

Submitted in partial fulfillment of the

Requirements for the Degree of

Master of Arts in Education

The University of New Mexico

1952

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

El Casteller  
DEAN

DATE

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MASTER OF ARTS

DATE

Thesis committee

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## CHAPTER I

### INTRODUCTION TO THE PROBLEM

Throughout history there has been a wide range of interest in the gifted individual, some of a positive nature and some certainly negative. In some instances persons who tended to be "different" because of superior intellect were often subjected to abuse or ridicule during their lifetimes. In other instances, there has been a deep appreciation expressed toward the individual possessing a superior intellect and ability. In all periods of history the concepts of what constituted giftedness were based on the culture of the day.

During the Middle Ages, when emphasis was placed upon the social and religious aspects of life, the gifted persons of the day were those individuals who were capable of inspiring the multitudes to religious devotion. Little interest was shown in scientific advances at that time, the major emphasis being placed on furthering the doctrines of the church and its teachings.

The Renaissance brought about a new interpretation of the position of the church in society and awakened interest in philosophic thought. Since the emphasis during this period shifted from the church to secular life, those more gifted, intellectually, were inspired to look farther afield for new directions in which

TRANSITION TO THE PRESENT

Throughout history there has been a wide range of attitudes in the gifted individual, some of a positive nature and some certainly negative. In some instances persons who showed a "ferent" because of superior intellect were often subjected to abuse or ridicule during their lifetime. In other instances, however, has been a deep appreciation expressed toward the individual possessing a superior intellect and ability. In all instances of history the concepts of what constitutes giftedness were based on the nature of the day.

During the Middle Ages, when engineering was looked upon as a social and religious aspect of life, the giftedness of the day were those individuals who were capable of engineering the great bridges to religious devotion. Little later on, when scientific advances at that time, the height was reached when the furthering the doctrines of the church and its teachings. The Renaissance brought about a new order of things in the position of the church as society and advanced sciences in religious thought. Since the religious feeling had been removed from the church to secular life, there was a new order of things. From the church to secular life, there was a new order of things. were inspired to look forward to the new order of things.

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they might explore. The new directions which began during the Renaissance have continued to the present time and the talented are encouraged to explore farther and farther in their never-ending search for knowledge. The gifted have continued to follow the pathways first uncovered during the Renaissance.

The Protestant ethic of the past five centuries, with its emphasis on a highly commercial and industrial society, has exerted much influence upon our present-day concern for the nurturing of talent in youth.

However, not all interest in the individual of superior intellect has been toward the nurturing of giftedness. Early thinkers, such as Aristotle, believed that the person possessing a superior intellect would undoubtedly possess some negative physical trait to balance the giftedness. Other students of human behavior such as Lombroso, Nisbet, Galton, and Sigmund Freud through their studies have attempted to link neuroses and physical disabilities to the intellectually gifted. At the end of the nineteenth and the beginning of the twentieth centuries, researchers such as Terman, Cox, and Hollingworth made studies of the intellectually endowed and arrived at conclusions that

they might explore. The new disciplines which have arisen in the  
renaissance have continued to the present time and the  
are encouraged to study further and further in the  
ending search for knowledge. The present time is a time  
the pathways first uncovered during the renaissance.  
The Protestant ethic of the last five hundred years with its  
emphasis on a highly commercial and industrial spirit has exerted  
much influence upon our present-day civilization and its  
talent in youth.  
However, not all interest in the individual is materialistic.  
Intellect has been toward the nineteenth century. The  
thinkers, such as Aristotle, believed that the person who  
a superior intellect would naturally possess some special  
physical trait to balance the intellect. Some physical  
human behavior such as Lombroso, Galton, and others of that  
through their studies have attempted to find the link between  
sexual disabilities to the intellectually inferior. At the end of  
the nineteenth and the beginning of the twentieth century,  
researchers such as Terman, Cox, and Hollingworth have studied  
of the intellectually superior and tried to find out what was

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disproved the earlier studies which linked mental, emotional, and physical disabilities with intellectual precocity.<sup>1</sup>

The long range studies of Terman and Cox, and Hollingworth's studies of genius have done much to make those who are intellectually superior acceptable as individuals who can offer society more than their less endowed or average contemporaries.

Psychologists have provided tests for assessing the mental capacities of the intellectually gifted. Educators have sought and continue to seek means for nurturing the talents of the gifted and have experimented with various innovations for providing an educational experience commensurate with the abilities of the gifted. These have included such experiments as "acceleration", "enrichment", "segregation", and "opportunity" for the more able student.

Since various plans are not always feasible due to lack of community resources, a disinterested or uninformed public, or "too few" gifted students in a particular grade, school, or district, what then can be done to stimulate these gifted students to achieve to the limit of their capabilities?

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<sup>1</sup>Abraham J. Tannenbaum, "History of Interest in the Gifted" Education for the Gifted, Part II (Chicago, Illinois: University of Chicago Press, 1958), pp. 21-38.

disproved the earlier findings which indicated a relationship

and physical fitness, as well as the relationship between

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of Chicago Press, 1952, pp. 21-22.

### The Problem

Statement of the Problem. This study will investigate and examine the school program in terms of its potential to contribute to the education of the gifted child, taking into account the methods by which the regular school program may be enriched or diversified to motivate or enable the gifted child to reach his optimum development. Further, this study will investigate whether such an enrichment program can best be offered in a heterogeneous classroom situation or in a homogeneous classroom situation.

This study will also attempt to determine methods which parents, school personnel, and community agencies can best use to aid in the development of the gifted child.

This study will also investigate available literature related to the role of the parent in the discovery and encouragement of the gifted child, and how the role of the parent can best be integrated with the role of the school in the development of the gifted child.

This study will further investigate other possible influencing factors in the motivation of the gifted child such as the mass media influence--television and radio, in the development of the potential of the gifted child. It will further investigate

# EXHIBIT

## Statement of the Study

examine the school program in terms of its effectiveness in providing for the education of the gifted child, taking into account the methods by which the regular school or school system is diversified to motivate or enable the gifted child to reach his optimum development. Further, this study will investigate whether such an enrichment program can be offered in a satisfactory classroom situation or in a non-classroom situation.

This study will also attempt to determine whether parents, school personnel, and community agencies are able to aid in the development of the gifted child.

This study will also investigate whether the child is related to the role of the parent in the home, the role of the child, and how the role of the parent and child be integrated with the role of the school in the development of the gifted child.

This study will further investigate whether social factors in the education of the gifted child, such as mass media influence—television and radio, in the development of the potential of the gifted child. It will further investigate

whether the availability of resources plays a major role in the development of the gifted child.

Importance of the study. Much has been written about the gifted child and what the schools have or have not been doing to help the gifted child. In most instances experiments have taken one of the following approaches: (1) enrichment in a heterogeneous classroom situation, (2) homogeneous groupings of gifted children based upon the intelligence quotient only, (3) accelerating the talented student to a more advanced grade level, and (4) organizing special classes for the talented in their specific areas of indicated giftedness.<sup>2</sup> For the purposes of this study it is necessary to know what some of the most successful means for motivating the gifted child are and how they have evolved.

It is also necessary to investigate the varied factors which influence the gifted child to put forth his greatest effort to achieve regardless of the organization of the school program.

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<sup>2</sup>For studies on experiments in grouping and enrichment see, for example: William D. Lewis, A Study of Superior Children in the Elementary School, (Nashville, Tenn.: Published for the George Peabody College for Teachers, Cullom and Gertner Co., 1940), pp. 67-80; Harry Passow, Miriam Goldberg, Abraham J. Tannenbaum, and William French, Planning for Talented Youth, Considerations for Public Schools, (New York: Columbia University, Teachers College, Bureau of Publications, 1955), pp. 2-3.



It will be necessary to investigate and examine those known methods which have been used with apparent success elsewhere so as to evolve some workable plan for local use.

Since the school and the parents must share the child's waking hours, it will be necessary to examine the role of the parent in the motivation of the child to achieve as well as the role of the school in the motivation of the child. This study will investigate what is known concerning the desirability of parental awareness of giftedness, and of parental understanding of the role to be played in the education and development of the gifted child. Further, this study will investigate whether such understandings can lead to a fuller realization of the potential of the gifted child.

This study will indicate the desirability of the parents' working in close conjunction with the school and the teacher. Emphasis will be placed on the positive benefits which can result when:

1. The parent is made aware of the school program administered for the gifted child,
2. The parent knows the nature and extent of the giftedness of the child, and

It will be necessary to investigate the role of the parent

known methods which have been used in the past to identify and

so as to avoid some of the difficulties of the past.

Since the school and the community have been the main

working hours, it will be necessary to consider the role of the

parent in the motivation of the child to achieve as well as the

role of the school in the motivation of the child. The study

will investigate what is known concerning the relationship of

parental awareness of giftedness, and of parental motivation

of the role to be played in the education and development of the

gifted child. Further, this study will investigate whether or not

understandings can lead to a better understanding of the parent's

of the gifted child.

This study will indicate the relationship of the parent

working in close conjunction with the school to identify and

Emphasis will be placed on the positive relationship which can be

when:

1. The parent is made aware of the child's special abilities

needed for the gifted child.

2. The parent knows the factors which influence the child's

of the child, and

3. The parent is counseled in the steps which may be taken to encourage the best possible performance from the gifted child.

Limitations on the scope of the study. This study will be concerned only with the following:

1. Some of the factors which influence attitudes toward learning, and

2. Some of the factors which contribute to the maximum achievement on the part of the gifted child in the first through sixth grades.

The factors indicated above will include:

1. The role of the parent in the discovery and development of the giftedness,

2. The role of the school in motivating the gifted child, and, through the guidance service, leading him to a greater understanding of his potential, and the advantages of attaining his greatest potential,

3. The role of the community as an agency in stimulating the gifted child through free and low cost activities which encourage study along the line of giftedness, and



4. The role of other factors in the development of the gifted child such as educational television, radio, and other cultural performances.

This study will not consider the effect of siblings on the known gifted, nor will it concern itself with children indicating giftedness at the pre-school level, nor those gifted children in the Junior or Senior High School, except as such studies relate to the role of the parent, the role of the school, the role of the guidance department, and have apparent meaning for the consideration of motivating and influencing factors in the education of the first-through-sixth-grade gifted child.

Definitions of terms used. For the purposes of this study the terms "gifted" and "talented" will be considered synonymous and will refer to any individual who has a superior mental ability. This would be ". . .any individual within the upper 1 percent of the child population in intellectual ability."<sup>3</sup> Such a child would receive a quotient of approximately 130, or above, as measured by the Stanford-Binet test.<sup>4</sup>

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<sup>3</sup>C. M. Louttit, Clinical Psychology of Exceptional Children, (New York: Harper and Brothers, 1957), p. 197.

<sup>4</sup>Ibid.



By a 'homogeneous grouping' this study will mean: "a group of students gathered together on the basis of intellectual capacity, as measured by tests and measures of ability, rather than upon age or size or effort, or even the judgment of teachers."<sup>5</sup>

A heterogeneous grouping would then be one made up of boys and girls of varying abilities and interests, but of similar chronological age.

Enrichment in the classroom, for the purposes of this study will mean carefully conceived and planned projects which give opportunities for self-expression, critical thinking, and satisfactory social relationships.<sup>6</sup>

Acceleration, according to Abraham,<sup>7</sup> is a more rapid onward movement through the course of study without leaving gaps. This is possible for the brighter child who does not need as much drill or repetition in order to master the subject matter as he passes from grade to grade.

---

<sup>5</sup>Ellwood P. Cubberly and Walter C. Eels, An Introduction to the Study of Education, (Cambridge: The Riverside Press, 1933), p. 283.

<sup>6</sup>Louittit, Ibid., pp. 224-225.

<sup>7</sup>Willard Abraham, Common Sense About Gifted Children, (New York: Harper and Brothers, 1958), p. 77.

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## CHAPTER II

### A REVIEW OF THE LITERATURE

Much has been written about various aspects of giftedness since Terman made his comprehensive studies in the 1920's.<sup>8</sup> For the purposes of this study, the literature related to the education and development of the gifted child will be divided into three subject areas: the role of the parent, the role of the school, and the role of the community in the nurturing of talented children.

This writer will examine the indicated literature, giving an overview of the aspects of each of the known experiments, and a digest of the salient features of each of the plans examined. Under the three subheadings, indicated, this writer will then summarize the major points of the plans. These summaries will then form a basis for an analytic consideration of the plans examined.

The role of the parent. One of the most important steps in the nurturing of the gifted child is that of an early awareness of certain traits which are indicative of intellectual precocity.

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<sup>8</sup>Lewis M. Terman, "The Discovery and Encouragement of Exceptional Talent", Test Service Notebook, No. 14, (New York; World Book Company, 1954), pp. 1-6, remarks based upon Terman's studies in 1917, 1925, and 1947.

# A REVIEW OF THE LITERATURE

Much has been written about the subject of gifted children since Terman made his comprehensive studies in the field. The purpose of this study is to review the literature on the subject and development of the gifted child with a special reference to the three subject areas: the role of the parent, the role of the school, and the role of the community in the training of talented children.

This writer will examine the indicated literature, giving an overview of the aspects of each of the three areas, and a digest of the salient features of each of the studies. Under the three subheadings, indicated, this writer will summarize the major findings of the field. These summaries will then form a basis for an intensive consideration of the studies examined.

The Role of the Parent. One of the most important aspects of the nurturing of the gifted child is the role of the parent. Certain traits which are indicative of exceptional ability

Twiss, M. Terman, "The Discovery and Development of Exceptional Talent," Giftedness and Ability, 1951, World Book Company, 1951, pp. 1-10. This study is based on studies in 1910, 1920, and 1930.

Witty<sup>9</sup> lists the following traits as guides for parents in the early discovery of giftedness: early walking; early talking; countless "whys"; ease of using words and ideas; an early interest in books, clocks and calendars; the ability to concentrate on one subject for a longer period of time than most children of the same age; and perhaps better physical development than children of the same age. These indications are guide posts only, and do not actually give a clear indication of how bright the child is. Cutts and Moseley<sup>10</sup> state that bright children have certain favorable personality traits and habits of work which distinguish them from the average child. These include "...greater curiosity, originality, perseverance, self-confidence, foresight, and eagerness to be helpful and of service."<sup>11</sup> <sup>4</sup>

Since the child's earliest educational experiences are in the home with the parents, parental attitudes are of prime importance in encouraging the development of the talented. This may be done by encouraging the child to ask questions, and by providing the kinds of activities and equipment that will stimulate his interest.<sup>12</sup> <sup>5</sup>

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<sup>9</sup>Paul Witty, Helping the Gifted Child, (Chicago: Science Research Associated, 1952), pp. 3-9.

<sup>10</sup>Norma E. Cutts and Nicholas Moseley, Bright Children, A Guide for Parents, (New York: G. P. Putnam's Sons, 1953) pp. 7-18.

<sup>11</sup>Ibid., p. 13.

<sup>12</sup>Ibid.



When the child enters school a more valid assessment of the degree of giftedness is possible through the use of intelligence instruments which have been tested for reliability. Perhaps the most valid test for the young child is the Stanford-Binet scale.<sup>13</sup>

Many writers have commented on the role of the parents in the development of the potential of the gifted child. Perhaps the best known experiment emphasizing the role of the parent has been the Hunter College Elementary School program which is carried out with the mutual cooperation of the parents and the school. This program has been highly successful since its inception in 1941, when mentally superior students in the New York area were brought together at the Hunter College Elementary School for a program of enriched study. Hildreth<sup>14</sup> reported that a great deal of interaction between the parents and the school was necessary to carry out the program of the school. A representative group of the parents and faculty, the parent-teachers council, meets once a month to decide on plans and types of action. Parents are called upon to help with such events as field trips and the financing of programs for the enrichment of the curriculum. Since

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<sup>13</sup>Louttit, op. cit., p. 197.

<sup>14</sup>Gertrude H. Hildreth, Educating Gifted Children, (New York: Harper and Bros., 1952), pp. 167-185.

# MILLERS FALLS

When the child enters school, a certain amount of knowledge of the degree of differences is possible through the use of intelligence instruments which have been devised for this purpose. The most valid test for the young child is the Stanford-Binet scale. Many writers have commented on the fact that the development of the language of the gifted child, compared with the best known experimental language, is not only different but has been the Hunter College Elementary School program which is carried out with the mutual cooperation of the parents and the school. This program has been widely successful since its inception in 1941, when mentally superior students from New York were brought together at the Hunter College Elementary School for a program of enriched study. Although it is not a great deal of interaction between the parents and the school was necessary to carry out the program of the school. A representative group of the parents and faculty, the parent-teacher council, meet once a month to decide on plans and types of action. The plans are called upon to help with the child's progress and the financing of programs for the enrichment of the child.

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New York: Harper and Bros., 1951. Pp. 127-22.

the parents are aware of the value of the program offered at Hunter College Elementary School, most of the parents support the program to the best of their ability.

Many of the parents of the gifted students of Hunter reveal emotional difficulties of their own. Some have financial and/or domestic difficulties as well. Parents often fail to establish standards for the child's responsibilities at home. Parental exploitation of the gifted is also a problem met by the Hunter parent and faculty group. Through the combined efforts of the parent and faculty group, those parents with problems which concern the fulfillment of the potential of the gifted children are given guidance so that the child is given every opportunity to develop to his fullest.

The Hunter plan relies strongly on the combined efforts of the home and the school for the fullest intellectual development of the gifted child.

Laycock, commenting on gifted children states that

...if these children are to find the satisfactions which come from a full development of their potentialities they need the fullest understanding and the widest possible guidance on the part of parents and teachers.<sup>15</sup>

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<sup>15</sup>Samuel R. Laycock, "Counseling Parents of Gifted Children", Journal of the International Council for Exceptional Children, 23:108, December, 1956.

# MILLER FALLS E2E2A2E

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and teachers.<sup>12</sup>

<sup>12</sup>Samuel I. Laycock, "Gifted Children and Their Education,"

Journal of the International Council for Educational Research,

23:108, December, 1955.

Laycock stresses the fact that all children are unique, and as such, no specific plan of guidance can be used for all. All children should be allowed to grow emotionally, socially, and physically, as well as intellectually during their childhood, according to their own rate of development. Intellectual development should not be forced.

Parents must do all in their power to see that their children are given the kind of intelligent understanding that will enable them to develop to their fullest. Sometimes parents need help in understanding their role in respect to their child.

Laycock states the ideal objective for parents of the gifted child is

. . .to help their child grow up in such a way that he gives his best to the world and knows the deep satisfaction of a life richly and fully lived.<sup>16</sup> ✓

The gifted child needs to be accepted by his parents, first as a child, then as a gifted individual, and needs to accept himself as he is. As a gifted child he must understand his problems or frustrations when these arise in relation to those who may or may not be gifted. He needs guidance from his parents so as to adapt himself to the boring routine of school work when he would rather be doing other more challenging work.

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<sup>16</sup>Ibid., p. 108. 7



Since all school systems are not able to carry out special programs for the gifted, or for all types of giftedness, parents must encourage their children through out-of-school trips, cultural programs such as visits to art galleries, museums, concerts, lectures, exhibits and the like. Sympathetic encouragement and interest of the parents is necessary.

. . . Only with a high degree of parental acceptance, understanding, and guidance are gifted children likely to have that equal chance for development of their potentialities which is the goal for all children in a democratic society.<sup>17</sup>

Willard Abraham,<sup>18</sup> like Laycock, lists many of the same attitudes parents should have toward their gifted children, but stresses the fact that gifted children are really not so different from average children as to require special attention. The child should be respected in regard to his feelings, desires, interests, and ambitions, with the parent providing the limitations and guidance. The parent should listen to the child, to his experiences, questions, and problems, but the child must learn to listen, too. Children should be enjoyed by the parent, but not necessarily every moment of every day. All children need discipline and guidance. They need help in planning activities, but not to the

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<sup>17</sup> Ibid., p. 134. <sup>10</sup>

<sup>18</sup> Abraham, op. cit., pp. 43-63.



extent that the initiative is taken from the child. Parents should exercise the final word in the interest of the preservation of health and safety for all.

Parents of gifted children must be ever on the alert to see to it that the child does not become lazy because the learning process appears easy and seems to require so little mental exertion. The gifted child must not be over-indulged. He should be accepted by his parents and encouraged to achieve to his fullest, and be given recognition when he has done his very best.

✓ Abraham stresses the three "A's" which are necessary in handling all children, regardless of capabilities: Affection, Acceptance, and Achievement.<sup>19 17</sup>

Abraham cites the Phoenix Plan for the handling of the gifted children. Parents established a library of materials on the gifted and met with teachers and administrators for discussions on plans of action to help the gifted both in and out of school. They came to the conclusion that it was impossible for the average parent to keep up with the mental abilities of the gifted offspring, and certainly not always possible to keep up with the child economically. Therefore, the most important thing for the

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<sup>19</sup>Ibid.

extent that the individual should exercise the least word in the interest of the preservation of health and safety for all.

Parents of gifted children must be very careful to see to it that the child does not become lazy, but that the process appears easy, and seems to require no little effort. The gifted child must not be over-protected. It must be encouraged by his parents and encouraged to develop his own ideas, and to give recognition when he has done his best.

Abraham stresses the three "I's" which are necessary in handling all children, regardless of capabilities: Interest, Acceptance, and Acknowledgment.

Abraham cites the example given for the handling of gifted children. Parents should have a library of materials on the gifted and not visit teachers and consultants about the child on plans of action to help the gifted child in and out of school. They came to the conclusion that it was impossible for the average parent to keep up with the mental abilities of the gifted child, and certainly not always possible to keep up with the child economically. Therefore, the most important thing for the

parent to do was to accept the child as he is, and provide free and inexpensive materials to help satisfy his needs.

In the Phoenix Plan it was decided that the school room was the starting point. Parents learned what was being done for the child in the school, and then attempted to enrich the program through community resources, guidance centers, parent-teacher organizations, and the like. Under the Phoenix Plan opportunities are provided for visits to museums, zoos, and inexpensive materials are obtained for the children's use in creative activities. Summer camp activities, with the emphasis on the study of flora and fauna are also provided under this plan.<sup>20</sup>

Ruth Strang indicates much the same philosophy as Abraham when she states that to motivate the academically talented, the parents must provide the conditions under which youthful energy and curiosity are released into socially useful and personally satisfying channels.<sup>21</sup> Parental attitudes and behavior are important in bridging the expanse between youth's needs and social values. Too little or too much parental pressure is equally

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<sup>20</sup>Ibid., pp. 44-45 13

<sup>21</sup>Ruth Strang, "Motivating the Academically Talented", The Identification and Education of the Academically Talented Student in the American Secondary School, The Conference Report, (Washington, D. C.: National Education Association, February, 1958), pp. 58-63.



detrimental. When there is a genuine affection and desire on the part of the parents for the child to realize his potential, fully, there is a greater degree of achievement possible. If the child feels that nobody cares whether he succeeds or not he lacks the incentive to put forth enough learning effort. If a child has had early experience in realistic goal-setting and achieving, he will develop a personality with strong ego demands and needs.

Parents should provide constructive summertime projects for their gifted youth. More free use of libraries and laboratories, university television programs, and as many opportunities as possible to develop special abilities and interests.

Perhaps the most intensive program to ascertain how parents might help their gifted children was that carried out at Kent University in Ohio, and reported in 1957. In a bulletin devoted entirely to this manifold problem, Oswalt stressed the importance of the parental role in the early identification of the mentally superior child and the understanding guidance necessary to help the child of the superior mental ability to develop physically and emotionally, to his fullest.<sup>22</sup>

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<sup>22</sup>Edna R. Oswalt, "The Role of the Parent in the Education and Training of the Mentally Superior Child", (Kent, Ohio: Kent University Bulletin, June, 1957), pp. 1-46.



Parent study groups were organized and the various facets of the problem of understanding and creating the most advantageous climate for the all-around growth of the superior intellect were probed. Among the areas studied were the emotional adjustment of the child; the human relations of the superior child; his social adjustment; the child's health and physical development; provisions for special talents such as art or music; broadening cultural experiences such as travel, hobbies, library usage, language and creative expression; science experiences and guidance, both for the parent and the child.

In this very extensive study by parents and teachers, the role of the parent was stressed. This study also gives special emphasis to the fact that the gifted child needs a feeling of security, the feeling of being loved, the feeling that his actions and achievements for the most part are pleasing to the parents in order that he may develop a well-balanced personality. Stress was also placed on giving guidance early in childhood, and on placing too many unnecessary restrictions upon the child. Apparently such restrictions tend to stifle development. Guidance, according to the results of this study, should continue through adolescence with more freedom being given than the parents desire to give, rather than as much as the child desires to have.

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the child; the human relations of the child in the family and

adjustment; the child's adjustment to school; development of

skills for special talents such as art or music; preparation for

social experiences such as travel, hobbies, literary clubs, etc.

and creative expression; scientific exploration and discovery; and

for the parent and the child.

In this very extensive study, it is the purpose of the

role of the parent was discussed. The study was given special

emphasis to the fact that the child is not a passive recipient

of the environment, but that he is an active participant in

and achievement for the child is the primary aim of the study.

In order that no one should be misled by the title of the study,

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according to the results of the study, it is found that an

adolescence with more freedom and less control is more likely

to give, rather than to receive, and to be more active in life.

The child should be encouraged to gain independence and self-reliance at all stages of development. Parents should help the child to develop poise and balance by setting a good example and by giving adequate guidance in all aspects of daily life. The parents can help the child develop a pleasing personality and become more socially acceptable. The child should be encouraged to work for his allowance and then budget the money wisely. Provisions should be made so that the child can develop his use of good judgment in a variety of situations.

Like Witty and several other investigators, Cutts and Moseley<sup>23</sup> suggest many of the same guideposts for parents to use in assessing the mental abilities of their children, such as early walking and talking, and learning to read and write at an early age, often before going to school. Cutts and Moseley also stress the importance of love and understanding in the handling of the gifted child. The gifted child needs to feel secure and have recognition for his achievements. Since learning comes easily to the brighter child, parents must train the child to be persistent, especially in doing tasks which must be done but which may seem humdrum to the child. In this category would be such

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<sup>23</sup>Norma E. Cutts and Nicholas Moseley, op. cit., pp. 3-65.

The child should be encouraged to play independently and self-reliance at all stages of development. The child should be encouraged to develop good habits and by giving adequate attention to all aspects of child life. The parents can help the child develop a positive personality and become more socially acceptable. The child should be encouraged to work for his achievement and then enjoy the reward wisely. Provisions should be made so that the child can develop his use of good judgment as a variety of situations.

Like Wiscy and several other investigators, Moseley<sup>23</sup> suggests many of the same objectives for children as use in assessing the mental abilities of young children, such as early walking and talking, and learning to read and write at an early age, often before going to school. Cohen and Moseley stress the importance of love and affection in the training of the gifted child. The gifted child needs to feel secure and have recognition for his achievement. Since learning comes easily to the gifted child, parents must train the child to be persistent, especially in those tasks which must be done for a while.

may seem burdens to the child.

<sup>23</sup>Thomas H. Cohen and Nicholas Moseley, "Gifted Children," p. 10-12.

tasks as making his or her bed and helping with household chores. These authors state that "Chores hold a special place in the training of the bright child. They are a balance wheel to the changeability that may accompany his typical curiosity. And, carried out day after day, they, like all routine, build security by letting the child know what to expect when."<sup>24</sup> Along with the habit training, these authors suggest that consistent discipline is of prime importance, and a potent factor in the establishment of a strong feeling of what is right and what is wrong.

Another writer, Lass,<sup>25</sup> echoes the scholars already noted, and stresses the need for early recognition of giftedness. In handling the gifted child, he also stresses the need for tender loving care, acceptance of the child as he is, permitting him to be a child and grow naturally without undue pressures, keeping his curiosity alive, giving him duties and responsibilities, allowing him to read a variety of materials and to follow many different hobbies, and helping him by preparing him for the resentment of those who are less endowed, intellectually.

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<sup>24</sup>Ibid, p. 45.

<sup>25</sup>Abraham H. Lass, "How to Raise a Bright Child", Coronet, 42:44-48, June, 1957.

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<sup>24</sup> Ibid., p. 42.  
<sup>25</sup> Abraham A. Lane, "How to Raise a Bright Child,"  
 43:44-48, June, 1937.

All of the above noted writers offer positive suggestions for parental participation which requires a minimum of effort on the part of the parent in helping the gifted child to attain to his fullest potentiality.

Anne Hoppock adds one further note. She advises that parents can help by demanding and paying for smaller classes, for more materials, and by demanding a greater amount of teaching preparation, which is possible only with a smaller work (class) load.<sup>26</sup>

The role of the school. In a democracy, all children should be given an education commensurate with their abilities. No one plan of educating gifted children will fit every situation. The large school system may be able to provide one plan for the gifted while a small system may need an entirely different plan. In order to establish the best plan for the particular location, the community should find out as much as possible about various plans which are being used in other communities, and then set out to devise one most likely to meet its needs.

Among the kinds of plans which have been successful in operation are:

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Among the kinds of plans which have been successful in

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<sup>26</sup>Anne S. Hopwood, "About Gifted Children--Everybody Says..." The National Elementary Principal, 37:17-20, December, 1957.

1. The special school in which the gifted child is segregated from the average student and educated in a more or less homogeneous situation;
2. The use of special full-time classes for the gifted in regular schools;
3. Special groupings of gifted children who spend part of their school time in regular classes and part of their time in special classes geared to their particular type of giftedness;
4. Plans which provide enrichment for the gifted in the regular classroom;
5. Plans which use acceleration to lessen the gap between the mental capacity of the gifted child and the children with whom he associates in the classroom.

One of the least feasible plans for the smaller school system is that of providing special schools in which the gifted child is segregated from the average student for all of his school work. As mentioned earlier in this study,<sup>27</sup> this plan has met with a high degree of success since it began in 1941 in the New York city area. At that time, a special school, The Hunter

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<sup>27</sup>Supra, p. 12f.

1. The special school is where the child is placed who is segregated from the average child in order to receive special homogeneous education.

2. The use of special 5-12 year classes in the regular school.

3. Special groups of 12-18 year olds who are placed in special classes during the last part of their school life in order to receive special instruction in special classes during the last part of their school life.

4. Plans which provide for the segregation of the child in the regular classroom.

5. Plans which use segregation to provide the child with the mental capacity of the child and the child with whom he associates in the classroom.

One of the least desirable for the regular school system is that of providing the child with the child as segregated from the system. The child is segregated from the system. As mentioned earlier in this paper, the child with a high degree of mental retardation is placed in the New York City area. At this time, a special school, the Lincoln

College Elementary School was instituted for the gifted child. This school, according to Hildreth,<sup>28</sup> aims to give children an education right up to the maximum of their abilities. This school makes use of many community resources, and since it is run in conjunction with Hunter College, it has many specialists in many fields upon which to draw to educate the gifted child to the fullest. Since most small school systems, and most large school systems as well, cannot afford to provide special schools for the gifted, this plan, while in many ways ideal, has not been widely adopted.

Many school systems have adapted the plan which was begun in 1922 in Cleveland, Ohio, and which makes use of special full-time classes for the gifted in regular schools. The Cleveland program, known as the Cleveland Major Work Program, makes use of separate classes for the gifted child where much enrichment is added and the gifted child is encouraged to develop to his utmost, but at the same time the child is kept in some of the school activities with his regular or average classmates.<sup>29</sup>

Other schools which use segregated classes to further the education of the talented child in the elementary school

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<sup>28</sup>Hildreth, op. cit.

<sup>29</sup>Dorothy E. Norris, "Programs in the Elementary Schools," Education for the Gifted, Part II (Chicago, Illinois: University of Chicago Press, 1958), pp. 222-232.

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<sup>29</sup> Dorothy E. Norton, "Programs in the Elementary Schools," Education for the Gifted, Part II (Chicago, Illinois: University of Chicago Press, 1958), pp. 221-232.

are in New York City; Birmingham, Alabama; Berkeley, California; Indianapolis, Indiana; and, Allentown, Pennsylvania.

Another type of grouping which has had widespread acceptance is that of special part-time groups for the gifted child. The child is part of a regular heterogenous class grouping, but is segregated for special classes in the area of his giftedness. This plan has been adopted in Pittsburgh, Pennsylvania; University City, Missouri; Castro Valley, California; Baltimore, Maryland; and, Los Angeles, California. After a screening process, which included the judgment of the teacher and the use of tests and various other evaluative criteria, children who could profit by special instruction are chosen to take part in the program.

The Colfax plan (Pittsburgh), as reviewed by Cutts and Moseley<sup>30</sup> makes use of workshops for the gifted child during the same time that is scheduled for regular academic work for all classes during one half of the school day. The remainder of the school day is spent in regular home rooms for art, music, and physical education. The workshops contain as many students as a regular class, thus the program does not require the services

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<sup>30</sup>Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted, (New Jersey: Prentice-Hall, Inc., 1957), pp. 96-97.



of additional teaching personnel. Since the regular Pittsburgh course of study is used in the workshops, much enrichment is used to provide for individual differences. The principal of the school, Hedwig O. Pregler, in analyzing the program states,

...the Colfax plan through its workshop provides mentally superior children with three essential experiences: group activities both with their social and mental peers; individual activities through projects; and drill in the mental skills.<sup>31</sup>

The University City, Missouri<sup>32</sup> plan is similar to the Colfax plan although the students are given more individualized attention. The gifted children meet in small groups (usually from eight to ten students) from forty to fifty minutes twice a week in each of the eight elementary schools taking part in the experiment. This time is spent in reading, discussion, written and oral reports, listening to lectures by authorities in various subject areas, making experiment, taking trips, and the construction of models, charts, graphs, and maps. Since the groups are small it is possible to explore many topics which are not contained in the regular curriculum as well as dealing more thoroughly with those which are part of the regular program.

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<sup>31</sup>Ibid., p. 97. Quoted by Cutts and Moseley from Hedwig O. Pegler, "The Colfax Plan," Exceptional Children, Vol. 20, No. 5 (February, 1954).

<sup>32</sup>James M. Dunlap, "Gifted Children in an Enriched Program," Exceptional Children, Vol. 21, No. 4, (January, 1955) pp. 135-137.

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<sup>31</sup> Ibid., p. 27. Quoted by Carter and Hensley from Hedwig O. Piegler, "The Colfax Plan," Exceptional Children, Vol. 30, No. 2 (February, 1954).

<sup>32</sup> James M. Dunlap, "Gifted Children in an Enriched Program," Exceptional Children, Vol. 31, No. 4 (January, 1955), pp. 135-137.

The Castro Valley, California plan<sup>33</sup> is another variation of a program making use of partial segregation as a means for furthering the education of the gifted. While the Castro Valley schools make use of much enrichment in the regular school room as a means of encouraging all students to work independently, those students who are classified as brighter than average (120 IQ or above) are given special workshop sessions for two hours a week. This enables the student to explore more thoroughly certain subject areas or to explore areas of interest which may not be a part of the general curriculum.

All of these programs have differences in their procedure, but use the same type of basic structure (partial segregation) as a means for motivating and encouraging the gifted child to achieve to his fullest.

Enrichment in the regular classroom has been used in many areas as a means of providing for the gifted child. One of the most active programs of this type is being carried on in Portland, Oregon.<sup>34</sup> Children are identified as gifted through the use of a battery of intelligence and achievement tests and through teacher judgment. They are then given added enrichment in the regular classroom through the use of independent exploration,

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<sup>33</sup>Abraham, op. cit., pp. 93-94.

<sup>34</sup>Norris, op. cit., pp. 246-257.

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33 Abstract, pp. 211-212, 213-214

34 Abstract, pp. 211-212, 213-214

the use of critical thinking, encouragement in leadership capacities, and through the use of a variety of materials. Enrichment in the regular classroom provides for a broader scope of activities, the freedom to follow special interests and to experiment with original problem solving ideas. Much use was made of opportunities for creative expression.

Another report on the use of enrichment in the regular classroom to meet the needs of the gifted child is contained in a comprehensive bulletin edited by Henry J. Otto.<sup>35</sup> This publication was the result of a workshop held at the University of Texas in 1954 to bring together as many ideas as possible for the handling of the gifted child in the regular classroom, and stresses various enrichment activities which may be used in conjunction with the regular curriculum. The stress seems to be placed on the development of independent research techniques, leadership development, increased creativity in language arts areas, the development of the ability to evaluate one's own work, and to learn to think critically.

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<sup>35</sup>Henry J. Otto, Curriculum Enrichment for Gifted Elementary School Children in Regular Classes, (Austin: The University of Texas, 1955), passim.

the use of critical thinking, encouragement in leadership capacities, and through the use of a variety of materials. Emphasis was in the regular classroom provides for a broader scope of activities, the teacher to follow special interests and to experiment with original problem solving ideas. Much use was made of opportunities for creative expression.

Another report on the use of enrichment in the regular classroom to meet the needs of the gifted child is contained in a comprehensive bulletin edited by Henry J. Otto.<sup>35</sup> This publication was the result of a workshop held at the University of Texas in 1954 to bring together as many ideas as possible for the handling of the gifted child in the regular classroom, and stresses various enrichment activities which may be used in conjunction with the regular curriculum. The stress seems to be placed on the development of independent research techniques, leadership development, increased creativity in language arts areas, the development of the ability to evaluate one's own work, and to learn to think critically.

<sup>35</sup>Henry J. Otto, Curriculum Enrichment for Gifted Elementary School Children in Regular Classes, (Austin: The University of Texas, 1952), passim.

Acceleration is one of the oldest methods for handling the more talented child, and perhaps one of the most controversial. "Acceleration is defined as any procedure which enables a student to complete his education a year or more earlier than the norm for his age."<sup>36</sup>

During the 1920's and 1930's, educators became more concerned with the emotional and social development of children as the result of psychological and social research. The result was a turning-away from this plan. However, recent Ford Foundation experiments with programs of early admission to college and admission to college with advanced standing are symbolic and supportive of a reassessment of acceleration.<sup>37</sup>

The swing now is toward ungraded primary groups, a flexible grouping which allows the more talented child to move into a grouping which best fits his physical and social development as well as his school achievement. In this way the child may move from one familiar group to another without any feeling of loss of security. If the child is capable, he is able to move through the ungraded primary group more rapidly, thus cutting off time from his total educational period.

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<sup>36</sup>Cutts and Moseley, op. cit., pp. 103.

<sup>37</sup>Passow, et. al., op. cit., pp. 2-3.

# EXPERIMENTAL PSYCHOLOGY

Acceleration is one of the most important factors in the more balanced child, and points to the fact that acceleration is a factor in the child's development. "Acceleration is defined as the rate of change of velocity." A student to complete his education a year or more earlier than the norm for his age.

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The swing now is toward accelerated primary groups. A flexible grouping which allows the more talented child to move into a grouping which best fits his physical and social development as well as his school achievement. In this way the child may move from one familiar group to another without any loss of security. If the child is ready, he is able to move through the accelerated primary group more rapidly than the child off time from his total educational period.

A similar form of acceleration is known as the "rapid progress" method. This form of acceleration allows the bright child to complete the whole curriculum in less than normal time. The advantage of this form of acceleration lies in the fact that the child is completing all the work of one grade before going to the next, thus eliminating the gaps in education which formerly caused the brighter child difficulties.

The plan adopted by a school to handle the education of the gifted is largely the problem of the particular school administration and the community. A closely allied consideration, and certainly of vital importance is that of the role of the teacher of the gifted. Since the teacher's role is to challenge and guide the gifted child to achieve his maximum development during the course of their relationship, there are many educators who believe that the teacher should have special training and experience. However, there are few institutions which have done anything to provide special classes or training for the teachers of the gifted.

Ruth Strang<sup>38</sup> suggests that teachers of gifted students in enrichment classes should be very creative and highly skilled

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in individualizing instruction and, to do their best work, should have materials and equipment appropriate for the wide range of abilities and interests among their students.

Schiefelbusch<sup>39</sup> lists the following qualities which the teacher of gifted children should possess:

1. A sense of humor,
2. An ability to encourage responsibility and self-direction in children,
3. A superior knowledge of the subject matter to be taught,
4. Firmness and fairness in handling children,
5. An understanding of gifted children, and
6. An enjoyment of teaching.

Other authors<sup>40</sup> suggest similar abilities, as well as the ability to pose stimulating questions, to guide the child in processes of critical thinking, to suggest sources of further exploration, and a real interest in the plight of the gifted child.

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<sup>39</sup>R. L. Schiefelbusch, Our Gifted Children, (University of Kansas, Lawrence, Kansas: Bureau of Child Research, Public Information Series, No. 1, June 30, 1958), p. 25.

<sup>40</sup>Robert F. DeHaan and Jack Kough, Helping Children With Special Needs, (Chicago: Science Research Associates, Inc., 1956), pp. 13-14. See also Schiefelbusch, op. cit., pp. 24-29.

in individualizing instruction. The teacher should have sufficient knowledge of the range of abilities and interests among his pupils to make the following suggestions. The teacher of gifted or gifted average pupils should:

1. A sense of humor.
2. An ability to encourage responsibility and initiative in children.
3. A superior knowledge of the subject matter to be taught.
4. Firmness and fairness in handling children.
5. An understanding of the child's mind.
6. An enjoyment of teaching.

Other authors<sup>40</sup> suggest similar qualities, as well as the ability to pose stimulating questions, to handle the child's processes of critical thinking, to suggest sources of information, and a real interest in the child's child.

<sup>39</sup>R. L. Schaefer, *Gifted Children*, University of Kansas, Lawrence, Kansas: Bureau of Child Research, Information Series, No. 1, (June 30, 1934), p. 1.

<sup>40</sup>Robert L. Bennett and Frank Brown, *Gifted Children*, Special Needs, (Chicago: Science Research Associates, Inc., 1934), pp. 13-14. See also Schaefer, op. cit., pp. 1-14.

Marian Scheifele<sup>41</sup> suggests that the teacher of the gifted does not necessarily have to be a gifted person, but should be someone who is able to guide the learning and development of children regardless of their mental capacity. She further suggests that the teacher of the gifted should be more widely read than the average teacher and perhaps somewhat more nimble, mentally.

The role of the community. John M. Stalnaker<sup>42</sup> in writing about ways of meeting the needs of the talented student gets to the crux of the problem by stating that the schools are products of the community, and as such are controlled at the grass roots level. He suggests that the fault lies with parents rather than with the institutions of teacher training. Parents should demand and pay for better schools. Stalnaker states that parents place more emphasis on financial and social position than on intellectual areas of research and scholarship. As an aid to alleviating the situation, Stalnaker suggests better pay for school teachers and a higher standard of professional training.

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<sup>41</sup>Marian Scheifele, The Gifted Child in the Regular Classroom, (Columbia University, New York: Bureau of Publications, Teachers College, 1953), p. 77.

<sup>42</sup>John M. Stalnaker, "Realism in Meeting the Needs of Talented Students", Exceptional Children, (Washington, D. C.: Department of NEA, Volume 25, No. 5, January, 1959), pp. 217-218.



He further states that the idols of the day for children are comfort, security, and conformity.<sup>43</sup> Parents want their children to be happy. They do not want them to be geniuses. They want children who will give them a maximum of satisfaction but with a minimum of trouble. All people connected with education as a profession must insist on more and better work for the talented students, regardless of parental attitudes favoring the easy life.

Stalnaker suggests that there must be a continuous re-evaluation of the gifted child through the use of different rating scales as the child proceeds through school. He states that achievement is the most important factor to be assessed as "...attainment can be the result of effort and intellect in varying proportions."<sup>44</sup>

He further suggests that attention to the gifted should start at an early age and becomes crucial during the seventh and eighth grades. If the child has recognized that learning can be fun, he will be properly motivated to continue to achieve throughout his education. To further the education of the talented, Stalnaker suggests the need for motivation in the home situation

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<sup>43</sup> Ibid., p. 218.

<sup>44</sup> Ibid.

as well as in the school environment. He suggests the use of as many community resources as possible to further the education of the talented. Among these are: museums, libraries, scientific establishments, factories, the careful use of resource persons in the community, and the attendance and participation in community sponsored contests and science fairs.

Other writers suggest that the community and its agencies can and should provide a program to help develop its talented children.

Kough<sup>45</sup> suggests that the community should be responsible for providing training for gifted and talented children in those activities where individual instruction cannot possibly be given to all the candidates and for whom the schools are able to only give an exposure. In this category one might expect to find drama, art, and music. The schools in many areas do provide excellent instruction, however, the demand is so great that it is not possible to provide the training nor, in many cases, the materials or instruments to satisfy the demands. Therefore, some of the training would probably have to be done by non-school groups.

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<sup>45</sup>Jack Kough, "Community Agencies and the Gifted", Education for the Gifted, Part II (Chicago, Illinois: University of Chicago Press, 1958), p. 378.

as well as in the school environment. The school should be  
as many community groups as possible. The school should be  
of the talented. The school should be  
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school groups.

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<sup>22</sup> Jack E. Kong, "Community Groups in the School,"  
for the Gifted, pp. 15-16, Chicago Public Schools,  
Chicago Public Schools, 1968.

On the other hand, non-school groups can do much to further the educational goals of the public schools by providing programs which will complement and enrich the education of the average as well as the gifted student. Kough suggests the following criteria for the development of a community program for the stimulation of the gifted:

1. Recruitment by systematic screening. To be of value, the program must be geared to the capabilities of the gifted, and the gifted must be encouraged to participate through a screening process which discovers those of high level ability.
2. Long-term program sponsored by an established organization. In order to have a stable foundation, the program must be continued for a long period of time and should be sponsored by an established organization. As the program continues through the years, the initial problems are eliminated and the program becomes more stable and therefore more effective.
3. Financial support for the program. Most programs for the gifted require financing in some way. Many of the talented are not able to pay all or even part of the cost of special activities. So as not to eliminate these gifted children from worthwhile projects, the program should have some financial backing which will enable it to provide scholarships for those who could not, because of financial reasons, take part.
4. Competent personnel to conduct the program. A thorough understanding of the over-all needs of growing children is necessary in the instructional staff of a community program to obtain the best possible development of the gifted.

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5. An educational effort to explain the program. In order to create an eagerness among the gifted to take part in a program, as well as to gain parental cooperation and participation, and financial help from the community there must be a continued interpretation and evaluation of the program to the public. People are more eager to support such a program if they understand why the program is important and what it is accomplishing.<sup>46</sup>

The Cleveland Major Work program was the result of community efforts to provide the best possible education for the gifted children in the public schools of Cleveland, Ohio. It began with the recognition of a need for a more challenging educational program by Mrs. Roberta H. Bole. Through the help of the Women's City Club of Cleveland, she was able to form a committee to study the needs and plan a course of action for the education of the "Supernormal Child". The project was approved and accepted by the Cleveland Board of Education in 1922 and has been a successful feature of that school system since that time.<sup>47</sup>

Other programs mentioned by Kough,<sup>48</sup> in which the community plays an important part are the Worchester (Massachusetts) Art Museum which provides classes in art self-expression for children

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<sup>46</sup>Ibid., pp. 379-380.

<sup>47</sup>Theodore Hall, Gifted Children: The Cleveland Story, (Cleveland: The World Publishing Company, 1956), pp. 9-10.

<sup>48</sup>Kough, op. cit., pp. 382-385.

3. An additional effort is being made in order to create an organized group of people to take part in a project, as well as to provide for cooperation and participation, and to make it clear that the community is not only interested in the interpretation and evaluation of the project to the public. People are more likely to accept a project if they understand why the project is important and what it is necessary to do.

The Cleveland Junior Work Project was the first of its kind in the city efforts to provide the best possible education for the children in the public schools of Cleveland. It was with the recognition of a need for a more intelligent national program by Mrs. Robert H. Taft. The Women's City Club of Cleveland, who were in turn a committee to study the needs and give a course of action for the education of the "Superior Child". The project was accepted and accepted by the Cleveland Board of Education in 1915 and has been a successful feature of that school system since that time. Other projects mentioned by Karp, in which the project plays an important part are the Workmen (Manufacturers) Museum which provides classes in art and science for children.

46 Ibid., pp. 175-180.

47 Theodore Mill, Guided Children: The Cleveland Story (Cleveland: The World Book, 1920), pp. 1-10.

48 Karp, op. cit., pp. 281-282.

from the age of three onward, regardless of the degree of talent. Since the non-gifted child is more apt to withdraw from the instruction, by the time the child is of adolescent age there are few of the original group still enrolled. This gives the instructors more time to devote to the individual instruction of the talented. This program is largely financed by the museum itself.

In Dallas, Texas, the librarian has sponsored a poetry-writing club for all interested children in both elementary and secondary schools.

Those with musical and dramatic abilities have profited by the Worchester (Massachusetts) Girls' Club, sponsored by that community. While there is no mention of the program being for the gifted in these specific arts, those who join the club have more interest and presumably more talent than the average in the community.

In Quincy, Illinois, a Youth Development Commission was formed with the cooperation of the University of Chicago. The purpose of the joint effort was to stimulate gifted and talented children. Much of the work of the organization was carried out through the cooperation of the public school, although a portion was done also through community groups. The programs, sponsored

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Since the non-gifted child is more apt to be interested in the  
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through the cooperation of the public school, although a portion  
was done also through community groups. The program, however,

by various community organizations and established for the sole purpose of helping a group of gifted children, included art, drama, dancing ability, musical ability, and scientific ability. To meet the cost of the materials and instruction, and any other expenses, those who could afford to pay were asked to do so; those who were not able to were given scholarships.

These are only a few of the programs possible through the combined efforts of the parents, school, and the community.

#### Summary

The role of the parent. The parental role in the development of the gifted child begins with an early awareness of certain indications of precocity. These include such physical traits as early walking, better than average all-around physical development and coordination.

In mental development the child may seem to talk earlier, use full sentences and have a more advanced vocabulary than the average. He may have an insatiable curiosity about things around him as evident by the number of "whys" he asks. He may have a great interest in clocks and calendars and books. He may even teach himself to read before he is of school age. He may be



able to concentrate for a longer period of time on one subject than other children of his same age.

In order to properly motivate the young child, the parent should encourage the child to ask questions and provide him with challenging activities and equipment to stimulate his interest.

Parental acceptance, love, understanding, and guidance are necessary throughout the gifted child's school life.

Parents should encourage achievement, but at the same time not make demands that the child cannot fulfill. The child must be allowed more freedom than his parents wish to give, but not as much freedom as he wishes.

The child must not be allowed to get an exaggerated opinion of himself because of his capabilities, but must understand that since he is well-endowed that he has a greater responsibility to himself and to society to achieve to his fullest capability.

The role of the school. In a democracy all children are entitled to an education commensurate with their abilities. In order to provide for individual differences, educational systems may have to establish some special type of program to challenge

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the capabilities of the gifted child.

Among the plans which have been used and have been found successful are those of special schools for the gifted, an example of which is the Hunter College Elementary School in New York which provides a stimulating educational program for the highly gifted in that locale.

A second plan which has been used with success is that of special full-time classes for the gifted in the regular schools. This plan provides specially enriched classes for the gifted for a portion of the school day, and then returns the child to his home room for certain activities with his average classmates. An example of this type of program is the Cleveland Major Work Program.

A similar plan is that of special part-time groupings for the gifted child in the area of his giftedness, while at the same time being a member of a heterogeneous class grouping. The major difference between this plan and that of the Cleveland Major Work Program seems to be in the amount of time spent in the special grouping. An example of this type of grouping is that found in University City, Missouri.

Perhaps the most popular program for the education of the gifted is that of the administering of enrichment in the

the capabilities of the group in the  
Among the plans which have been developed  
successful and have been adopted for the group, an ex-  
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work which provides a means of continuing the study  
highly skilled in the work.  
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home room for certain activities with the group.  
An example of this type of program is the "Home Study"  
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the gifted child in the area of the sciences, which is  
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major difference between the two plans is that of the "Home Study"  
Major Work Program tends to be in the area of the sciences,  
the special program, an extension of the type of program  
that found in the "Home Study" program.

Perhaps the most important factor in the development of the  
the gifted is that of the individual's own interests and  
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regular classroom. This plan allows the gifted child to explore more deeply various subject areas than the average child is capable of doing. The child is also encouraged to experiment in problem solving techniques, use more advanced research methods, and explore areas of his interest individually. An example of a school system employing enrichment techniques throughout the elementary grades is that of Portland, Oregon.

Acceleration is one of the oldest methods for providing for the gifted child. In the 1920's and 1930's this method was frowned upon since many of the students who were 'skipped' from one grade to the next developed gaps in their knowledge which hampered their achievement for some time. Educators are now returning to the use of acceleration in a somewhat different form. In some school systems, the primary grades are converted into ungraded groupings through which the talented child can move more rapidly. The 'single track' or 'lock step' system is being replaced by what is known as the "rapid progress" method. With this plan, the gifted child is enabled to complete the whole curriculum in less than normal time, while at the same time completing all the work of one grade before going on to the next.

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The role of the teacher, which may be considered along with the role of the school, seems to be very similar to the role of a good teacher in any teaching situation. The main requisites seem to be perhaps more creativity, a wider reading background, and an understanding and desire to further the education of the gifted child. Some writers stress the following as requisites for the teacher of the gifted: a sense of humor, a superior knowledge of subject matter content, and the ability to motivate the child to his utmost.

The role of the community. The community is responsible for the type of educational program available to the gifted child. An informed public will recognize the need for providing funds for the type of educational program that is necessary to meet the needs of all the students whether they be gifted or not. It is only through the awareness and desire of the parents and the community as a whole that the needs of the talented student may be met.

After providing the best possible school situation, the community and its agencies can do much to help develop its talented youth through special library programs, scientific programs and fairs which call for pupil participation, the provision

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After providing the best possible school situation, the community and its agencies can do much to help develop the talented youth through special library programs, scientific programs and clubs which call for pupil participation. The provision

of scholarships to enable the talented who need financial help to achieve their goals, as well as through many special instructional programs of a non-school type which are geared to the gifted child.

Community awareness was responsible for the establishment of many of the best known educational programs for the gifted. Among these, probably the best known is the Cleveland Major Works program.

Whether it be segregation, partial segregation, enrichment, or groupings within the school system, the community must give its blessing to the plan. In many localities, community agencies have done much to help stimulate and encourage the gifted child through the development of, or the sponsorship of special educational or instructional programs for the gifted and the provision of scholarships to help the talented child further his education.

The literature investigated by this writer indicates that in order to provide the best possible education for the talented, there must be a combined effort on the part of parents, schools, and the whole community.

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Whether it be a suggestion, a plan, a policy, or a program  
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does much to help students and teachers in the school system  
the development of, or the expansion of, the school system  
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shape to help the school system in the school system  
The literature investigated by this school system  
in order to provide the best possible education for the school system  
there must be a continued effort on the part of the school system  
and the whole community.

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## CHAPTER III

### METHOD OF PROCEDURE

As noted in the previous chapter, many studies, reports on experiments, and investigations have been carried on in various parts of the United States in order to discover the gifted child at as early an age as possible. Many experiments and programs have been attempted in order to provide the best possible motivation to insure the maximum achievement by the gifted child. This writer will analyze those studies and experiments which are pertinent to the role of the parent in the education of the gifted child. The analysis will stress the following general areas:

1. The role of the parent in the discovery of potential giftedness in the child;
2. The role of the parent in stimulating the desire for achievement;
3. The responsibility of the parent in nurturing the development of all facets of the gifted child; and
4. The relationship of the parent of the gifted child to the school.

This writer will also analyze those studies which are pertinent to the role of the school in the education of the gifted child. This portion of the analysis will stress the following general areas:



1. The role of the school in the discovery and analysis of giftedness;
2. The role of the school in providing for the gifted child through the development of special school plants;
3. The provision of special part-time classes for the gifted in the regular school situation;
4. The use of special groupings in the area of giftedness in the regular school situation;
5. The use of special enrichment for the gifted in the regular classroom situation;
6. The use of accelerated programs in encouraging the development of the gifted child; and,
7. The use of guidance services for the gifted and the parents of the gifted.

The writer will also analyze the role of community agencies:

1. In providing enrichment for the school program;
2. In providing special instruction and projects for the gifted as non-school activities; and
3. In providing incentives for the talented in the form of scholarships and awards.

Based on the analysis of the studies, experiments and investigations which have been carried out, this writer will then suggest some general objectives and activities which may be carried out by parents, the schools, and the community.

1. The role of the school in the discovery and analysis of giftedness;
2. The role of the school in providing for the gifted child through the development of special school classes;
3. The provision of special part-time classes for the gifted in the regular school situation;
4. The use of special programs in the area of giftedness in the regular school situation;
5. The use of special enrichment for the gifted in the regular classroom situation;
6. The use of accelerated programs in encouraging the development of the gifted child; and,
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In a separate chapter, this writer will examine some of the studies related to the influence of the mass media--radio and television--as these effect the development of the gifted child. Since investigation in relation to the mass media and their influence is relatively new (particularly the influence of television on all children), perhaps the conclusions drawn by investigators may still be considered somewhat tenuous.

Therefore, in chapter V, this writer will:

1. Give some brief overview of the development of the use of radio and television for learning and enrichment purposes at the elementary level;
2. Give an indication of the ability of all children to learn by means of instruction disseminated through these media;
3. Indicate some potential uses of, and possible need for the medium of television in the future development of education throughout the United States; and,
4. Note some implications of the direction in which the development of educational television may proceed.

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## CHAPTER IV

### ANALYSIS OF THE STUDIES

This portion of the writer's investigation will contain an analysis of the available studies related to the gifted or talented child. This chapter will be divided into three broad areas of analysis: (1) analysis related to studies treating the role of the parent in relation to the gifted child, (2) analysis related to studies available which emphasize the role of the school and its potential and responsibilities in-so-far as the gifted child is concerned, and (3) analysis of the role of the community in providing for the gifted child.

#### The Role of the Parent

##### Parental role in the discovery of the gifted child.

One of the most important roles of the parent is that of discovering special talents in their pre-school child. Since many intellectually superior children need to be challenged far beyond that necessary for an average child, an early awareness of superior endowment and a valid assessment in the form of an individual intelligence test to find the extent of giftedness are very desirable. The parents, then, must take the initiative in discovering the talented, asking for help in the

ANALYSIS OF THE CASE

This portion of the paper is devoted to a comparison

an analysis of the available evidence in the case.

It is suggested that the following points be considered:

1. The facts of the case as stated in the indictment.

2. The role of the various persons mentioned in the indictment.

3. The evidence in support of the charges.

4. The evidence in support of the defenses.

5. The evidence in support of the various theories of the case.

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appraising of the degree of giftedness, and providing a stimulating atmosphere for the nurturing of the talent until the child is of school age. The parent must then assume an obligation in the nurturing of talent beyond the school age. These facts have been stressed by such authors as Oswalt, Laycock, Witty, Lass and Sumption.<sup>49</sup>

The role of the parent in stimulating desire for achievement. Strang<sup>50</sup> suggested that parental attitudes are of great importance to the achievement of the gifted. Too little or too much parental pressure is equally undesirable since neither course is apt to bring forth the greatest achievement possible from the gifted child. Abraham<sup>51</sup> also stressed the effect parental attitudes have on the achievement of the child. He suggests realistic goal-setting, recognition of achievement commensurate with abilities, and affectionate guidance as means for bringing forth the greatest possible performance from the gifted. Laycock stressed the need for the child to develop

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<sup>49</sup>Oswalt, op. cit.; Laycock, op. cit.; Witty, op. cit.; Lass, op. cit.; M. R. Sumption, "Have You A Gifted Child?" National Parent Teacher, 46:24-26, June, 1952.

<sup>50</sup>Strang, op. cit., pp. 58-60.

<sup>51</sup>Abraham, op. cit., pp. 49-50.



MILLERS FALLS  
ERASE

as a whole child, emotionally, socially, physically, and intellectually.<sup>52</sup>

Witty indicated that the gifted child must be encouraged by parents to achieve to the fullest.<sup>53</sup> While the authors are in agreement with the term "encouragement," all seem to qualify the form of "encouragement." The encouragement suggested is one of helping the child to understand himself and his capabilities. Guidance should then be given the child so that he can achieve to the extent to which he is capable. Overt encouragement alone is apparently not desirable.

The responsibility of the parent in nurturing the development of all facets of the gifted child. Parents must overcome any feeling of dismay or resentment, or any other negative feeling they may have so that they will be able to better cope with the gifted child. If the child is to realize his potential, his emotional, social, and physical development must be reasonably mature and satisfying. Parents, therefore, must provide the opportunities for the "total" development of their

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<sup>52</sup> Laycock, op. cit., pp. 108-110.

<sup>53</sup> Witty, op. cit., pp. 35-38; Witty, "Gifted Children-- Our Responsibility and Our Hope," National Parent Teacher, (Chicago: December, 1957), pp. 14-17.

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gifted child. The child who wants to spend all of his time with books must be encouraged to have some physical exercise and some social contact with the same age group. The encouragement may be based on some particular interest.

Abraham stresses the fact that free and inexpensive materials for the child are of more importance than planned, expensive experiences. It is not the amount of time given to the gifted child that is the important factor, but rather that which is accomplished of a positive nature within the time given.

Oswalt takes a somewhat different stand from that of Abraham when she states, "The participation of the parent in all plans for the child is of prime importance."<sup>54</sup> She further indicates that parents of the gifted child may help by providing varied and stimulating experiences within the interest range of the child.

The literature reviewed suggested that the gifted child should be treated like any other child--with affection and respect. However, since the gifted child is surrounded by persons of various abilities, he must learn to live comfortably with those persons in order to become a leader.

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<sup>54</sup>Oswalt, op. cit., "foreward."

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The relationship of the parent of the gifted child to the school. In all the literature reviewed, once the child has reached school age, it was indicated that there should be a definite program of interaction between the school and the home in order to provide the best possible education for the gifted child. In communities where enrichment is used, parents might be called upon to enrich the school curriculum by giving demonstrations, showing films of trips through foreign lands, or showing realia from other lands, and the like, if they were capable of doing so.

In school systems where special classes are set up for the gifted, parents might lend their financial and physical support to the schools as is demonstrated in the Hunter College Elementary School program, as reported by Hildreth.<sup>55</sup>

In communities where no program is in existence for the gifted child, a joint program could be initiated through parental instigation in conjunction with the schools as was done in Phoenix, Arizona, and reported by Abraham.<sup>56</sup> In this latter program, parents organized and gave their time and support to an enrichment program carried on either during, or after school hours, in conjunction with the school program.

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<sup>55</sup>Hildreth, op. cit., pp. 167-185.

<sup>56</sup>Abraham, op. cit., pp. 44-45.

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school. In all the literature reviewed, once the child has reached school age, it was indicated that there should be a definite program of interaction between the school and the home in order to provide the best possible education for the gifted child. In contrast to where enrichment is used, parents might be called upon to enrich the school curriculum by giving demonstrations, showing films of trips through foreign lands, or showing results from other lands, and the like, if they were capable of doing so. In school systems where special classes are set up for the gifted, parents might lead their children and physical support to the schools as is demonstrated in the Hunter College Elementary School program, as reported by Nildreth.<sup>35</sup> In communities where no program is in existence for the gifted child, a joint program could be initiated through parental investigation in conjunction with the schools as was done in Phoenix, Arizona, and reported by Abraham.<sup>36</sup> In this latter program, parents organized and gave their time and support to an enrichment program carried on either during, or after school hours, in conjunction with the school program.

<sup>35</sup> Nildreth, op. cit., pp. 157-158.

<sup>36</sup> Abraham, op. cit., pp. 44-45.

In all cases, regardless of the type of program used, the parents and the teacher, working hand in hand, are more apt to encourage the best possible achievement from all children, regardless of the degree of giftedness.

### The Role of the School

The role of the school in the discovery and analysis of giftedness. Regardless of the plan for educating the gifted child, the school is responsible for the identification of those students who are to partake of the program offered. Since the earlier the gifted child is identified the better the chance for motivating him to work to his capacity, parental observations, though perhaps biased, may be of value in alerting the child's first teacher to significant signs of giftedness, according to Witty.<sup>57</sup>

The various plans mentioned in this study make use of screening processes to identify talents and to analyze the type and degree of giftedness. Thus, attempts were made to conceive programs which would best satisfy a particular talent need.

Screening processes are based on (1) numerous observations by various persons who are in a position to evaluate the child

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<sup>57</sup>Paul Witty, The Gifted Child, (Boston; D. C. Heath and Company, 1951), p. 15.



socially, mentally, emotionally, and physically, and (2) the results of a battery of intelligence and achievement tests. The use of a variety of techniques is a necessity in order to best assess the child's abilities and capabilities.

Cutts and Moseley, Otto, and DeHaan and Havighurst<sup>58</sup> stress the need for a variety of sources of information to be used in the screening process. These include the use of pupil's cumulative records; the child's developmental history as recorded by parents; the results of intelligence and aptitude tests; teacher's observations in a variety of different situations; and indications of special types of giftedness such as leadership ability, artistic or musical abilities.

The role of the school in providing for the gifted child through the development of special school plants. The Hunter College Elementary School<sup>59</sup> was established as a means for providing a suitable and enriching education for the talented children in the New York City area. Since the area from which the students at this school are drawn is large, the standards for admission are very high. The enrollment at Hunter is limited to about 450

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<sup>58</sup>Cutts and Moseley, Teaching the Bright and Gifted, pp. 12-36; Otto, op. cit., pp. 12-15; Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children, (Chicago: University of Chicago Press, 1957), pp. 37-57.

<sup>59</sup>Norris, op. cit., pp. 233-237.

socially, mentally, emotionally, and physically, and (2) the use of a battery of intelligence and achievement tests. The use of a variety of standardized tests is necessary in order to assess the child's abilities and capabilities.

Cutts and Rosenberg, Otto, and others are emphasizing the need for a variety of sources of information to be used in the screening process. These include the use of group tests, five records; the child's developmental history as reported by parents; the results of intelligence and achievement tests; observations in a variety of different situations; and information of special types of aptitudes such as leadership ability, artistic or musical abilities.

The role of the school in screening for gifted children

through the development of special school classes. The purpose

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<sup>28</sup>Cutts and Rosenberg, Identifying and Educating Gifted Children, (New York: University of Chicago Press, 1957), pp. 37-57.

<sup>29</sup>Morris, op. cit., pp. 18-22.

students, from nursery school through sixth grade, and at all times there is a waiting list of students for admission.

This plan, while ideal in many respects, is not one which can be used in most communities due to its high cost and the tendency in smaller communities to frown on special programs for a minority of the population. A large city is complex and heterogeneous in composition, and as such, the people expect variety and specialization in services. This can lead to the establishment of such types of programs as special schools of various kinds, including a special school for the talented. The special school has the unique advantage of permitting the rapid learning possible in children of high motivation and high I. Q., thus enabling them to develop to their fullest.

The role of the school in providing special full-time classes for the gifted in the regular school situation. The example of this type of program cited in Chapter II was the Cleveland Major Work Program.<sup>60</sup> The I.Q. rating on the Binet test required for inclusion in this plan is slightly lower than that required by the Hunter College Elementary plan. Another aspect of the Cleveland Program which is different from that of the

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<sup>60</sup>Ibid., pp. 222-233.

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<sup>60</sup> Ibid., pp. 222-223.

Hunter Program is that the gifted child does not spend all of his time with other gifted children. In Cleveland he is segregated for a special enrichment program which includes fundamental subjects as well as special instruction in foreign language, typing, and other areas not included in the regular school program. The child returns to his regular class for such subjects as physical education and crafts.

Other differences which may exist between the Hunter and Cleveland programs are not significant. Both programs call for the judgment of the teacher, in addition to the results of the Binet test and achievement tests, to determine the fitness of the child to be included in the program. Final permission must be secured from the parent for entrance into the program. Both plans provide motivation in the form of special activities and special classes for the gifted.

The use of special part-time groupings in the area of giftedness in the regular school situation. A much more widely accepted plan for the education of the talented child by the public schools is that of special part-time groupings. For acceptance in a program of this kind, the requirements are similar to those of the Cleveland and Hunter College plans.

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Apparently, the major difference between the special schools' and the special part-time groupings' plans is in the size of the groupings and the time spent by students in those special groupings.

The University City, Missouri, plan,<sup>61</sup> cited as an example of the special groupings' plan, makes use of group projects and a great deal of enrichment. The children chosen for the program must have an I.Q. of not less than 140 on a reliable test instrument (the Binet). Instead of meeting with other children of similar I.Q., only, the children are segregated further into areas of talent and spend their enrichment periods (usually two a week, for forty or fifty minutes) in groups of eight or ten, with a special teacher.

This type of program has a distinct advantage over the special school for the gifted and the full-time classes for the gifted in the regular school in that this type of program is possible in small localities where gifted children are few in number. Additional personnel are not necessarily required for this type of program as the special classes may be held before or after the regularly scheduled classes of the school. Larger school systems have also adopted this type of program for the gifted since

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<sup>61</sup>Ibid., pp. 237-240.



a roving specialist may be employed satisfactorily to service the needs of a number of schools in providing enrichment in the areas of giftedness.

The use of partial segregation is of special value in motivating and encouraging the gifted child to achieve as it is an honor to be chosen to take part in such a program. This has been one of the best means for fulfilling the needs of the talented child.

The use of special enrichment for the gifted in the regular classroom. The most popular method for providing for the gifted child in the regular classroom has been through the use of enrichment. As noted in Chapter II, in the Portland, Oregon schools, many of the same techniques for identifying the gifted are used.<sup>62</sup> Enrichment in this school system is not the addition of more of the same kind of work for the gifted, but a well-conceived plan of exploration by the child, under careful guidance, to gain a broader understanding of subject matter, to develop the use of critical thinking, and to develop leadership abilities.

DeHaan states that ". . . Good enrichment increases rather than decreases individual differences among children."<sup>63</sup>

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<sup>62</sup>Ibid., pp. 246-257.

<sup>63</sup>DeHaan and Havighurst, op. cit., p. 97.

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<sup>81</sup> Ibid., pp. 248-257.

<sup>82</sup> Barham and Ravipour, op. cit., p. 97.

Enrichment, therefore, should deepen experiences and enable the student to explore more widely in his area of interest.

Enrichment, theoretically, is the easiest of all plans to administer. Many school systems have adopted "enrichment" techniques, however, to be true enrichment there must be sound guidance in the techniques of research, leadership, creativity in oral and written media, and the development of critical self-evaluation. The Portland plan for enrichment makes use of all of these techniques in providing for the gifted child.

Enrichment to the regular curriculum is a technique which can be used quite satisfactorily by any school system, large or small, and by any properly trained teacher without too much additional effort.

The use of accelerated programs. The use of any type of acceleration has been in disrepute since the 1920's and 1930's, until the Ford Foundation experiments proved that accelerated entrance into college was not detrimental to achievement, but rather an aid to it.

The Ford Foundation experiments have led to a reassessment of acceleration in its many forms. Many school systems are opposed to "skipping" an individual child from one grade to

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of acceleration in its many forms. Many school systems are

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another higher grade. Rickover<sup>64</sup> comments on the waste of time pupils of above average intelligence must endure in the single track system in use in most schools in the United States. He suggests that multiple tracks, or allowing the child to progress at his own rate of speed through school, should be adopted in this country so as to make better use of the talented minds by permitting them to complete their schooling as quickly as possible and thus enter productive endeavors earlier.

No studies of this type of program were available for evaluation.

The use of guidance services for the gifted and their parents.

According to Oswalt,<sup>65</sup> the schools, in handling gifted children, should provide guidance for the talented child so that he is better able to realize his potential. At an early age, the talented child must learn to understand that since he is better-endowed mentally than most of his peers, he has an obligation to society and to himself to achieve to his capacity. Parents of the gifted also need counseling and guidance so that they are better able to cope with their gifted child and help him achieve to his fullest. The

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<sup>64</sup>H. G. Rickover, Education and Freedom, (New York: E. P. Dutton and Company, 1959), pp. 123-126.

<sup>65</sup>Oswalt, op. cit., pp. 43-45.

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<sup>64</sup> H. G. Rickover, Education and Training, (New York: E. P.

Butter and Company, 1959), pp. 113-114.

<sup>65</sup> Gosselin, op. cit., pp. 43-45.

schools have an obligation to work hand in hand with parents to provide the best possible education for all children, and especially those who possess special talents. Much better understanding can be brought about through the guidance services of the school in explaining to the parents the needs of the gifted child, the program for the gifted child as carried on by the school and possible ways of helping the gifted child. Over and above this service to the parents, advice and guidance is also given to the child.

#### The Role of the Community

The role of the community in providing for the gifted child is of prime importance. Without the support, the encouragement, and the understanding of the community, there can be no satisfactory program of education for the gifted child. The community performs a real function in determining the type of program through the amount of funds which are made available to the school system. There are other roles which the community can play in providing for the gifted child.

Providing enrichment for the school program. Regardless of whether the educational program provided by the community is of the special school type (Hunter College Elementary School), partial segregation type (as used in Cleveland, University City, or

schools have an obligation to work with parents to provide the best possible education for all children, and especially those who possess special talents. The school can be brought about through the systematic selection of the school in explaining to the parents the needs of the gifted child. The program for the gifted child is based on the school in possible ways of raising the gifted child. Over and over again service to the parents, advice and guidance is given to the child.

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### Providing enrichment for the gifted child

Whether the educational program is provided by the community or the special school type (either College Elementary School) or partial segregation type (as used in Cleveland, Ohio) is a

Pittsburgh), or the enrichment type (Portland), the community can provide further enrichment to the school program. Norris<sup>66</sup> cites the use of many community resource facilities by the Hunter College Elementary School such as the Museum of the City of New York, the Metropolitan Museum of Art, and the American Museum of Natural History, as means of encouraging the students to learn about their community, from their community. The Cleveland Major Works plan makes use of community resources in much the same way as Hunter College Elementary School does--as a source of enriching experiences and as a means to gain an understanding of how the citizens of a community may work together for the good of the majority of the people. Regardless of the type of school program, the schools turn to the community for enrichment to the curriculum. The Portland, Oregon enrichment plan makes use of trips to community facilities which will enable the children to understand better the subject they are studying. They also use resource persons from the community who come to the classroom to assist in the learning process through showing pictures, films, realia of various kinds, and through giving interesting talks to the children. This same type of enrichment is used widely throughout the United States,

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<sup>66</sup>Norris, op. cit., p. 236.



and serves a dual purpose in bringing a wider knowledge of the community to the children, and stimulating a greater community interest and understanding of the school and its problems.

Special instruction and projects as non-school activities.

As an aid to encouraging its talented children, projects have been organized by some communities just for the talented in certain fields. The Worcester (Massachusetts) Art Museum<sup>67</sup> was cited as an example of this type of program in which the community, through one of its organizations, has encouraged the gifted. In a program of this type, the costs of the instruction and of materials are usually underwritten by some organization in the community. If there is a charge, as cited in the case of the Quincy Youth Development Commission "Little Theater" project,<sup>68</sup> those children who are not able to pay it but for whom the program would be worthwhile, are offered a scholarship. Thus, the community, through providing instruction and special projects to encourage the gifted, can fill an important need for the gifted.

Providing scholarships and awards. Another means of encouraging the gifted child is through scholarships and awards. In most

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<sup>67</sup>Jack Kough, "Community Agencies and the Gifted," Education for the Gifted, Part II (Chicago, Illinois: University of Chicago Press, 1958), pp. 382-383.

<sup>68</sup>Ibid., pp. 384-385.



instances the awards, if sponsored by a local organization, usually will be small, but they serve the purpose of motivating the winner to try for other awards in his area of giftedness. Many large companies, such as Westinghouse, sponsor science competitions with the reward for the winners being scholarships to enable them to further their interest and education in the area of their talent.<sup>69</sup> Many local communities provide science fairs as an encouragement to those with scientific talent, and the winners are then chosen to compete against a larger area or district. District winners often represent the district in a national contest.

These are only a few of the means by which the community and its resources may be utilized to encourage talented children to achieve.

### Summary

The role of the parent in the nurturing of the talented consists of several vital facets. First, the parent should understand the development of the average child so as to be better able to recognize positive talent deviations in his offspring. Studies reveal that the sooner signs of giftedness are recognized, the sooner steps may be taken to encourage the talent.

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<sup>69</sup>Cutts and Moseley, Teaching the Bright and Gifted, p. 86.



In the studies analyzed, the second point on which there is agreement reveals that the parent should encourage the gifted child to achieve to his fullest, but there must be no forcing of the child beyond his abilities. The gifted child may be advanced intellectually, but he may not be emotionally as well developed. More harm than good is done to the child through the use of too much parental pressure.

Parents sometimes need to be helped to understand their gifted children so that they are better able to encourage the "total" development of their child.

The parents of gifted children, working in close conjunction with the school, can encourage the best possible performance from the child regardless of the type of school program offered.

The role of the school has many facets in providing for the all-over development of the child. Once a child has been enrolled in a school for the first time and the parent has perhaps given some indication of the child's pre-school development, it is up to the school and the teacher to further assess, and perhaps reassess many times, the mental, social, emotional, and physical development of the child. If there are indications of giftedness, then notations should be made on the child's permanent

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giftedness, then notations should be made on the child's

record card concerning the teacher's observations. If possible, there should be intelligence and aptitude tests given to further assess the talent so that a program which will challenge the child can be developed before the child "withers on the vine".

The school can provide for the gifted child in one of several ways, depending upon the size of the community and the financial capability of that community, although there are instances of some smaller homogeneous communities being more "intellectually oriented" than some larger communities. Some communities, especially those which are large and near teacher training institutions, may provide a special school for the gifted as is done at the Hunter College Elementary School in New York. Others may provide special full-time classes for the gifted throughout most of the school day.

Another plan which some communities have found workable makes use of special part-time classes for the gifted. This plan provides special instruction in the area of giftedness, but leaves the child with his chronologically aged peers for the major part of his school day.

The most popular program for the gifted, and probably the most easily financed, is that of enrichment in the regular

record card containing the child's name, age, sex, and date of birth.

There should be a record card for each child in the school.

As soon as the child is enrolled, the teacher should fill out the

child can be developed before the child is sent to school.

The school can serve as the center for the child's development.

Several ways, depending upon the kind of child, are available.

Financial capability of the family is a factor.

Attitudes of some earlier generations are also a factor.

Intelligently organized, there were higher organizations. Some

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The most popular program for the child, and probably

the most easily financed, is that of sending him to the regular

school room. If properly carried out, this kind of program provides a broader and deeper exploration of areas of interest within the curriculum than the average student is capable of handling. It should also provide experiences in leadership, techniques of research, self-evaluation, and creativity. Also, there are many advocates of a multiple-track system of promotion as a means for accelerating the education of the gifted.

Schools should provide guidance services for the gifted child to help him understand his potential and his obligation to achieve to the limits of his potential. School guidance services should also be made available to the parents of the gifted as a means for explaining the fact that the child possesses more than average talents, and as a means for establishing parent cooperation in motivating and encouraging the development of the talent. When special programs or special projects are made available to the gifted child, the parents should have the program explained to them, and their permission should be obtained before entering the child in the program. The guidance services of the school can help both the gifted and their parents to understand the values of encouragement and special opportunities for the above-average child.

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The community provides the money for the public school system, and through this, controls the type of program which may be initiated and maintained for the gifted. The community can also provide opportunities for enrichment to the child through such community organizations as museums, art galleries, and public libraries.

Resource persons, citizens of the community with special fields of interest or training, are an invaluable asset in providing enrichment to the school curriculum. Some communities also provide special instruction and projects outside of school hours for the gifted child. Most of these projects are sponsored by an organization of the community which provides some or all of the financial backing as well as providing the instructor or leader.

Another means for providing community encouragement to the talented is through competitions, with the reward being a scholarship or an award of some kind.



## CHAPTER V

### AN ANALYSIS OF THE POTENTIAL AND SOME POSSIBLE INFLUENCES

#### OF THE TELEVISION MEDIUM ON THE GIFTED CHILD

It now seems clear . . . that television offers the greatest opportunity for the advancement of education since the introduction of printing by movable type. This comparison is made soberly.<sup>70</sup>

On March 21, 1959, the Secretary of Health, Education and Welfare formally announced the first group of fifteen proposals approved by the Advisory Committee for the use of television in various aspects of education. It is interesting to note that of the fifteen projects, two will deal with methods of using television to provide stimulation to the superior or gifted student. One experiment will be conducted in Utah, by the University of Utah and the Salt Lake City Public Schools, to make the study of the Russian language available to gifted elementary students. The other experiment will be carried on in Augusta, Maine, to determine if television is not one of the most economical and practical methods for providing intellectual stimulation to gifted pupils in small secondary schools.<sup>71</sup>

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<sup>70</sup>Alexander J. Stoddard, Schools for Tomorrow: An Educator's Blueprint. (New York: The Fund for the Advancement of Education, 1957), p. 27, quoting Dr. Thomas Clark Pollock of New York University.

<sup>71</sup>Educational Television Factsheet, (Washington, D.C.: Joint Council on Educational Television, 1785 Massachusetts Avenue, N.W., April, 1959), pp. 1-2.

# AN ANALYSIS OF THE POTENTIAL AND SOME POSSIBLE REACTIONS OF THE REINTEGRATION METHOD OF THE FIRST THREE

It now seems clear . . . that the reintegration method is the greatest opportunity for the individual in the education of the individual. This is a new type of education. This is a new type of education.

On March 20, 1952, the Secretary of Health, Education and Welfare formally announced the final report of the National Committee on the Use of Television in the Education of the Deaf.

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<sup>10</sup> Alexander J. Stoddard, Education for the Deaf: A Study in the History of the Deaf in America (New York: The Fund for the Advancement of Education, 1957), p. 27, quoting Dr. Thomas Clark Holmes of New York University.

<sup>11</sup> Educational Television Handbook, (Washington, D.C.: Council on Educational Television, 1955), p. 1-1.

For some time, audio-visual techniques have been used as adjuncts to the teaching process. Some experts have advocated their use for basic teaching in rote-content subject areas. Many state departments of education require some proficiency in the use of audio-visual equipment--tape-recorders, film projectors, record players, slide projectors, and the like--before granting certification. For more than twenty years, radio programs have been used in Detroit, Michigan; Madison, Wisconsin; Philadelphia, Pennsylvania; and, Albuquerque, New Mexico (to mention but a few school systems) to enrich the curriculum. Since one of the most popular means for adding to the education of the gifted child seems to be through enrichment in the regular classroom, television is but one of many tools which may be used for this purpose. Properly used, this medium should provide all the advantages of a carefully conceived sound film presentation, plus the advantage of being viewed by a much larger audience dispersed over an area of widely separated schools--a whole school district, for example. Television can provide more advantages than the popular radio program, in that it has the visual aspect added to the audio, thus presenting a clearer understanding of subject matter being presented. The writer sees in this a distinct advantage, especially in a

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subject area such as the teaching of science. For example, the public schools of Albuquerque provide a purely auditory presentation by radio of the elementary science program and the classroom teacher is responsible for demonstrating the lesson to the class. However, there is no science equipment available in the school with which to demonstrate the lesson, unless the teacher herself provides this. Through the use of the televised science program, the class may see the television teacher demonstrate the lesson, while at the same time hear the description of the process involved in the particular lesson. Since school rules ban certain experiments which require laboratory-type set-ups, the class can still partake of these experiences through the vicarious process of television viewing, thus making every classroom a potential laboratory, with a well-trained and capable science teacher to conduct the lesson.

In a homogeneous grouping of gifted children, educational television could conceivably be used for presenting advanced subject matter in the areas of science, mathematics, literature, or foreign language.

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During the past five years many experiments have been conducted to assess the potential of the use of television as an

adjunct to the regular classroom teaching program. Among the major reasons for the adoption of television as an integral part of the educational program, the following have seemed most noteworthy:

1. The rapidly increasing number of children to be educated. Every day our country has several thousand more people than the day before. Out of a population somewhat larger than 168,000,000, more than 29,000,000 pupils are in our elementary schools, and the prediction is that this number in the elementary schools will increase to 36,000,000 by 1965.<sup>72</sup> Coupled with the rapid population increase, there has also been a rapid expansion in technology, thus the quantity and quality of the content of the educational program must in turn expand.

2. The impending teacher shortage. With the rapid population increase, the teacher shortage is becoming more acute. According to Siepmann,<sup>73</sup> we are short 135,000 teachers now and need 200,000 new teachers a year for the next decade. As stated in Air Letter, the U. S. Census Bureau reports that during the last eight years the number of pupils has increased by 60 percent. The number of teachers has increased by only 45 percent. This reveals a net loss of 15 percent of teachers.<sup>74</sup> Since there seems to be little chance that the shortage of teachers will be overcome, new methods of teaching will have to be developed so that the teacher can handle a larger class load, possibly with the help of an aid, in order to provide the best possible education for all, including either the gifted or the slow learners.

3. The shortage of school buildings. Population growth has been so rapid in many areas that classrooms cannot be built

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<sup>72</sup>Ibid., p. 15.

<sup>73</sup>Charles A. Siepmann, TV and Our School Crisis, (New York: Dodd, Mead & Company, 1958), p. 5.

<sup>74</sup>Air Letter: Educational News for Broadcasters, (Washington, D. C.: Published by the National Education Association in cooperation with State Education Associations, April 20, 1959), p. 1.

adjunct to the regular classroom program. Among the major reasons for the adoption of television as an integral part of the educational program, the following have been mentioned as worthy:

1. The rapidly increasing cost of maintaining the physical plant of our country has become a serious problem. Out of a population somewhat larger than that of the United States, 19,000,000 people are in our elementary schools, and the prediction is that this number in the elementary schools will increase to 35,000,000 by 1955.<sup>72</sup> Coupled with the rapid increase in the cost of maintaining the physical plant, thus the quantity and quality of the educational program must be kept expanded.

2. The impending teacher shortage. With the rapid population increase, the teacher shortage is becoming more acute. According to Stogdins,<sup>73</sup> we are about 115,000 teachers now and need 200,000 new teachers a year for the next decade. As stated in the U. S. Census Bureau report that during the last eight years the number of pupils has increased by 60 percent. The number of teachers has increased by only 45 percent. This results in a loss of 15 percent of teachers.<sup>74</sup> Since there seems to be little chance that the shortage of teachers will be overcome, new methods of teaching will have to be devised so that the teacher can handle a larger class load, possibly with the help of an aid, in order to provide the best possible education for all, regardless of either the gifted or the slow learner.

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<sup>74</sup> Air Mater: What's Next for Public Schools, Washington, D. C.: published by the National Education Association in cooperation with State Education Associations, April 20, 1951, p. 1.

rapidly enough to supply the need. Stoddard<sup>75</sup> states that last year there were 900,000 pupils on curtailed sessions. He further emphasizes that each school day we need 100 school rooms by recess in the morning, 100 more before lunch, 100 more before afternoon recess, and 100 more before dismissal if we are to overcome the building shortage. This is only part of the problem--school buildings do not reflect the needs of the day as they should for maximum use. He suggests that there should be large rooms planned for large groups using television for the school of tomorrow.

As with any new type of device, there are those who see in it answers to problems and those who can see no good in it. Among those who have found television the answer to the problem of education for an ever-increasing pupil population, Cumming summarizes the opinions of its worth thusly ". . .When properly used, characteristics of television which probably have the greatest value to educators are the medium's method of distribution, its versatility, its immediacy and intimacy, and its power for expertly informing, persuading, and suggesting."<sup>76</sup>

Those who show resistance to the use of television present arguments which are not unlike those which have been heard from time to time when new advances were made in other media. Stoddard<sup>77</sup> suggests that when books were first printed by a movable type,

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<sup>75</sup>Stoddard, op. cit., p. 24.

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there were many who looked upon the development with derision. After all, hadn't the human element been removed? The books couldn't possibly last more than a few years, made of paper sheets instead of parchment! Yet, books became more popular and more widely used than ever before. Could not the use of television have the same effect on the number of persons being given educational opportunities? There are also arguments that television is costly--the money could be better used for emergency problems in education. Still others argue that television in education will put teachers out of work. While a shortage of teachers still exists, can we expect a mechanical device to take anyone's place?

There are many arguments about the cost of providing a television station for educational purposes. Paul A. Walker,<sup>78</sup> former chairman of the FCC (Federal Communications Commission) estimated that the average cost of putting an educational television station in operation was \$250,000. The cost of a combination public school gymnasium-auditorium with the seating capacity of 1000 costs between \$125,000 and \$300,000, and a high school building with a capacity of 200 ranges from \$300,000 to \$400,000. Since television can enrich classroom activities and expand them, a reasonable part

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there were many who looked upon the development with interest. After all, hadn't the main element been removed? The fact that possibly last more than a few years, made of paper, parchment, of parchment! Yes, books became more popular and more widely than ever before. Could not the use of television have the same effect on the number of persons being given educational opportunities? There are also arguments that television is costly--but that could be better used for emergency programs in education. Still others argue that television in education will put teachers out of work. While a shortage of teachers still exists, can we afford a mechanical device to take anyone's place?

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H. J. Skornia of the National Association of Educational Broadcasters is quoted as estimating that ". . .full-sized educational television stations could be built on every one of the more than 250 channels now reserved for education, and could be operated for five years at a cost approximately two percent of the sum estimated as needed for additional school rooms and buildings alone, to meet the building requirements of the next five years."<sup>79</sup> Perhaps through the effective use of television, much of the additional building space might not be needed.

There are a number of schools now using television in the classroom as a means for teaching and as a device for enrichment. The schools of Pittsburgh, Pennsylvania, pioneered in the use of television for teaching purposes when station WQED began telecasting in 1955. During the following year reading, arithmetic, and French were taught to normal-sized classes of fifth graders in their regular classrooms. After a year of experimentation, an evaluation was made and comparisons between telecast teaching and traditional classroom instruction methods assessed. The telecast teaching did not suffer by comparison with the traditional methods.

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<sup>79</sup>Stoddard, op. cit., p. 32.

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H. J. Skovira of the National Association of Educational Broadcasters is quoted as estimating that "... full-sized educational television stations could be built on every one of the more than 350 channels now reserved for education, and could be operated for five years at a cost approximately two percent of the sum estimated as needed for additional school rooms and buildings alone, to meet the building requirements of the next five years."<sup>19</sup> Perhaps through the effective use of television, much of the additional building space might not be needed.

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<sup>19</sup>Skovira, op. cit., p. 32.

Other courses were added during the following two years and the same twenty school districts took part in the experiment.<sup>80</sup>

The Pittsburgh experiment was carried out solely for the purpose of discovering whether television usage could advance the pace and quality of teaching, and if possible, to discover the most effective means for using the medium.

The St. Louis, Missouri, school system has also conducted an experiment in the use of television for direct teaching in the elementary grades and junior high schools. This experiment differed from that of the Pittsburgh system in that no supplementary teaching was done by the classroom teachers. The pupils taking part in the experiment were placed in groups of 100 to 150 students to view the telecasts which included such subjects as second-grade spelling, ninth grade English composition and general science.<sup>81</sup> The results of this experiment indicated that the children who had been taught in large groups, wholly through television, made achievements which were equal to the control classes which were taught by conventional methods.

One of the most noteworthy experiments in the use of television in the classroom began in 1956 in Hagerstown, Maryland.

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<sup>80</sup>Ibid., pp. 33-34. See also Siepmann, op. cit., pp. 51-59.

<sup>81</sup>Stoddard, op. cit., p. 34; Siepmann, op. cit., pp. 59-63.

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<sup>80</sup> Ibid., pp. 33-34. See also Stepanian, op. cit., pp. 51-52.

<sup>81</sup> Stoddard, op. cit., p. 34; Stepanian, op. cit., pp. 52-53.

This project was aimed at discovering ways and means for ". . .improving instruction, at all grade levels and in all major curriculum areas, through the systematic and functionally integrated use of closed-circuit television."<sup>82</sup> In this unique plan, teachers and supervisors were organized into specialized "teaching teams", using new instructional techniques found desirable through experimental television studies. The experiment was to develop suitable formats for lesson presentations for the various subject areas and age groupings to view the programs. Special attention was to be directed toward devising techniques for handling the problem of individual differences in pupil learning rates.

The Hagerstown project has been greatly enlarged since its inception in 1956, when eleven courses were televised to some 6000 students in eight schools. In 1957, the student body was doubled and more schools added by coaxial cable. The plan was to have all schools wired by 1958, with a program to include all 18,000 or more students.<sup>83</sup>

In the three studies mentioned, the experimentation has been toward finding the best possible use of television as a means for

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<sup>82</sup>Stoddard, op. cit., pp. 34-35.

<sup>83</sup>Siepmann, op. cit., pp. 63-65.

This project was aimed at discovering ways and means for providing instruction, at all grade levels and in all subject areas, through the systematic and functionally integrated use of closed-circuit television.<sup>82</sup> In this unique plan, teachers and supervisors were organized into specialized "teaching teams", using new instructional techniques found desirable through experimental television studies. The experiment was to develop suitable formats for lesson presentations for the various subject areas and age groupings to view the programs. Special attention was to be directed toward devising techniques for handling the problem of individual differences in pupil learning rates.

The Hagerstown project has been greatly enlarged since its inception in 1956, when eleven courses were televised to some 6000 students in eight schools. In 1957, the student body was doubled and more schools added by coaxial cable. The plan was to have all schools wired by 1958, with a program to include all 18,000 or more students.<sup>83</sup>

In the three studies mentioned, the experimentation has been toward finding the best possible use of television as a means for

<sup>82</sup>Stoddard, op. cit., pp. 34-35.

<sup>83</sup>Stiepmann, op. cit., pp. 63-65.

overcoming the teacher shortage, or for providing the best possible education for the children through the use of a "master teacher" with a variety of resources and plenty of time to prepare the television lesson, thus enabling a larger number of students to take advantage of superior teaching.

These experimental studies point to the possibilities that television possesses for bringing the best possible educational opportunities and the greatest source of enrichment into the regular classroom to aid in the fullest development of the potential of the gifted child.

Although this study is not concerned with the junior high and junior college levels, we should note the experiments in Pittsburgh and Chicago as programs which are geared to fill a definite curriculum need. Pittsburgh has recorded high school physics on film for use in telecasting, with the eminent Dr. Harvey White as the teacher. Chicago's project involved the use of open-circuit telecasting of several junior college subjects to fill the need of students who had not passed the courses in school and needed to make up the credits before going on to higher education.

The Educational Television Bulletin reports: "At the present time approximately 5000 secondary students and 20,000 elementary students are using educational television in Oklahoma City

overcoming the teacher's age, or for providing the best possible situation for the teacher, through the use of a "teacher" with a variety of resources and ability to handle the television lesson, thus enabling a larger number of students to take advantage of a better teaching.

These experimental studies have led to the possibility that television possesses for training the best possibilities, opportunities and the greatest source of entertainment into the regular classroom, so as to aid in the fullest development of the potential of the gifted child.

Although this study is not connected with the television and junior college levels, we should note the importance in Pittsburgh and Chicago as programs which are aimed to fill definite curriculum needs. Pittsburgh has received high school physics on film for use in laboratories, with the aid of Dr. White as the teacher. Chicago's program involved the use of circuit telecasting of several junior college courses in 1951.

The need of students who had not passed the entrance exam and needed to make up the credits before going to higher institutions. The Educational Television Project, which has been sent time approximately 5000 secondary students and 10,000 elementary students are using educational television in Oklahoma City.

for credit. Forty-nine high schools outside Oklahoma City are using it for credit, and approximately fifty other school systems outside Oklahoma City are using it as enrichment for their classroom teaching."<sup>84</sup> The financial support for the program has come from several sources: the Oklahoma Frontiers for Science Organization, the State of Oklahoma ETV Authority, the Ford Foundation through grants in 1957-58, and again in 1958-59, private donations, and the Oklahoma City School District. The Oklahoma City television program for education is rapidly expanding and gains additional support from the University of Oklahoma, through its educational channel 13, KETA-TV.

### Summary

Among the most important reasons for the use of educational television as an integral part of the school program are (1) the need for providing a broader and deeper educational opportunity to the nation's gifted pupils, (2) the rapidly increasing school population which must be educated for our survival as a free nation, (3) the rapidly increasing teacher shortage which places a great need for a satisfactory aid to teaching the children of today and

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<sup>84</sup>Educational Television Bulletin, (Atlanta, Ga.: Southern Regional Education Board, March, 1959), pp. 6-7.

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<sup>84</sup> Educational Television Bulletin, (Atlanta, Ga.: Southern Regional Education Board, March, 1959), pp. 6-7.

tomorrow, and (4) the severe shortage of school rooms in which to educate the children.

Many educators cite the following reasons for using educational television: (1) the signal may be distributed over a wide student population, (2) it is a versatile medium, (3) it possesses immediacy and intimacy in that the program can be seen by widely separated classroom audiences at the same time and bring the student face-to-face with the action or television teacher through the use of camera close-ups, and (4) it has the power to inform, persuade, and suggest.

The resistance to the use of television for education appears to be based on the fear that a new medium cannot do the job of an older proven method. The arguments against its use also cite the initial cost of the television plant and the fact that this medium will replace teachers or relegate them to the menial position of monitors in the classroom.

School systems have conducted experiments which indicate the effectiveness of television as a means for direct teaching and for enrichment at the elementary and secondary levels. Both the federal government and private organizations have provided funds for the experimental use of television as an adjunct to education, and as a means for heightening educational opportunity for the gifted child.

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## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### Summary

Summary of the role of the parent. The role of the parent in the education of the gifted child is primarily that of "talent scout". An early awareness of the signs of precocity in the pre-school child, such as early walking, early talking, the correct use of multi-syllable words and complete sentences, a prolonged interest span, an interest in books and in reading, will perhaps enable the parent to provide experiences which will motivate the child and stimulate his interest in learning.

The parents, after the child has entered school, should continue their special interest in the child and his intellectual development, or the development of the child's specific talent, by encouraging the optimum all-around achievement by the child. The parents should provide varied and stimulating experiences which do not place too great a financial strain on the family.

The parents of the gifted child should encourage the development of independence in the child. The child should be required to do certain chores and acquire the habit of taking care of his own belongings and his own room. He should also be encouraged



to budget his allowance and set his own goals. This requires the careful guidance of the parent so that the child develops the ability to think for himself and bear the consequences if the planning has not been careful enough..

The parents of the gifted child should provide an affectionate and respectful attitude toward the child, but at the same time not spoil the child. The gifted child should be handled in the same way that is best for any child, with love and respect.

Parents of gifted children should cooperate actively with the school in order to provide the best possible climate for the maximum achievement for the child. Sometimes the cooperation will require the parent to take part in study groups with other parents of gifted children and teachers. Other times it will require parents to help by providing transportation so that the child and his peers may be taken on study trips for enrichment purposes. Regardless of the activity, the parent should take an active interest in the school program as a means of encouraging the maximum achievement from the child. The active interest of the parent in the school program can also bring about the establishment of better programs for the gifted.

to budget his allowance and not his pocket. This requires the careful guidance of the parent so that the child does not feel it to think for himself and that the responsibility of the parent has not been entirely removed.

The parents of the gifted child should be advised to be lenient and respectful towards the child, but at the same time not spoil the child. The gifted child should be treated in the same way that is best for any child, with love and respect. Parents of gifted children should cooperate actively with the school in order to provide the best possible climate for the maximum achievement for the child. Sometimes the cooperation will require the parent to take part in early projects with other parents of gifted children and teachers. Some times it will require parents to help by providing transportation to and from school and his books may be taken on long trips for extracurricular purposes. Recognition of the activity, the parent should have an active interest in the school program as a means of helping the child to achieve the maximum achievement for the child. The active interest of the parent in the school program can also bring about the establishment of better programs for the gifted.

Summary of the role of the school. The role of the school in the education of the gifted child should be that of furthering the development of the talent as well as providing for the all-around development of the child.

When the child enters school for the first time, the teacher will probably have no way of assessing the child's abilities immediately. If the parent has given some indication of the pre-school development of the child, the teacher with experience will be alerted, and can watch for any indications of unusual intellectual development in the child, and make note of these.

When tests of reading readiness, aptitude and intelligence are given, the results should be added to the cumulative file of the child. The results of the pre-school developmental record, teachers' observations, and test vehicles should all be used in assessing the child's talent. Also, the child's achievement should be reevaluated at regular intervals. Thus, the school plays an important part in the discovery and evaluation of talent.

Once talentedness in a child has been established, the school has a responsibility to provide the best possible educational plan to insure the optimum development of the gifted. The school system may use any one of several different plans for

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the education of the gifted, depending upon the financial potential of the school. One possible plan is that of a special school for the gifted. An example of this type of school was the Hunter College Elementary School in New York. The special school with a homogeneous grouping of talented children and the use of much enrichment makes it possible for the maximum achievement of the gifted child. This plan, while very successful, has not been adopted widely.

A second plan is that of special full-time classes for the talented for a part of the school day, and a heterogeneous grouping for such subject areas as crafts and physical education. The philosophy behind such a program is that the child is with his age group for part of the school day. Thus, his social development does not suffer and he also spends some time with his intellectual peers for maximum stimulation in those areas requiring mental acuity. An example of this type of program was the Cleveland Major Works Program.

Another variation of the above plan for handling the gifted child was that of the special part-time groupings used at University City, Missouri. In the University City plan the

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Another variation of the above plan for handling the gifted child was that of the special part-time grouping used at University City, Missouri. In the University City plan the

talented child spent most of his time in heterogeneous groupings, but was segregated for special instruction in the area of his giftedness for two or three periods of thirty to forty minutes a week, in groups of eight or ten students each.

One of the most popular methods of providing for the gifted child in the schools is said to be through the use of enrichment in the heterogeneous classroom situation. The example cited was the Portland, Oregon, school system. While there are many schools which give lip-service to the use of enrichment in the regular classroom as a means for adding both depth and breadth to the curriculum for the talented child, the Portland schools were cited as a system in which the enrichment was a very real part of the curriculum.

Another method used by schools in providing for the gifted child is that of acceleration. While there were no examples found in which this method was used, the direction seems to be toward a "new" type of acceleration, as opposed to that used during the 1920's and 1930's. The present plan of acceleration seems to be one in which a "multiple-track" instead of a "single-track" system of education is provided. Instead of the child being required to spend a year in each grade level, or perhaps "skipping" a grade level, and thus perhaps missing some part of

talented child spent more time in the classroom than the average child but was segregated for special work and was not allowed to participate in the group work of the class. This was a mistake for two or three years of his life. It was a week, in groups of eight or ten children.

One of the most popular methods of instruction was the child in the classroom in such a way that the child was in the heterogeneous classroom situation. The child was in the Portland, Oregon, school system. While there, the child was which give lip-service to the use of materials in the classroom as a means for making each child's progress in the curriculum for the talented child. The Portland school system was as a system in which the curriculum was a very poor one. The curriculum.

Another method used in schools is to give the child in that of average ability. While there were no exceptions found in which this method was used, the distinction seems to be toward a "new" type of education, and applied to that method during the 1920's and 1930's. The present type of education seems to be one in which a "talented" child is a child in "track" system of education is involved. Instead of the child being required to spend a year in each grade level, in schools "skipping" a grade level, and thus making children more and more

his basic education, the child is allowed to proceed through the grades at an accelerated rate of speed. This plan seems to be more popular in the secondary than in the elementary schools. There are some schools which provide an ungraded primary grouping which allows the more talented child to complete the first three grades in a shorter period of time than his less gifted peers.

Many schools are now providing guidance services to help the gifted child understand his potential and his obligation to society to achieve to his fullest. The guidance services of the school are also used to help the parent of the gifted child to understand the child and his needs, thus furthering the achievement of the child.

Summary of the role of the community. The community can and must play an important part in the education of the gifted child. Since the community controls the purse-strings of the school there must be a community awareness of the importance of providing enough funds for the best possible education of all children. This can only be accomplished if the community is truly aware of the necessity of a superior education for the superior minds of the school population.



The community can also provide sources of enrichment for all students through such facilities as museums, art galleries, industries, libraries, and historical sites. These and other facilities of the community, can provide much enrichment to the regular curriculum.

The community can also provide resource personnel who, because of previous experience, training, or abilities, are capable of enriching the classroom experience through lectures, illustrated speeches, demonstrations, or through showing realia and pictures illustrative of life or travel in foreign lands.

Since the school is not able to provide special instructions and projects for all groups of talented children, the community can assume some of the responsibility by providing interested personnel and perhaps materials for special non-school programs to further the education of the gifted. Programs of this kind have been very successful in Worcester, Massachusetts, and in Quincy, Illinois. Community-sponsored programs are often financed wholly or in part by community organizations. Sometimes the children taking part in the program or project are asked to help defray the costs by paying a nominal fee. If a child is unable to pay, there are usually provisions for

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Since the school is not able to provide special facilities and projects for all groups of talented students, the community can assume part of this responsibility. Interested personnel and parents are urged to help in school projects to further the education of the children. Projects of this kind have been very successful in many instances.

Some of the projects are in the field of science, and in many cases, and in many cases, are often financed wholly or in part by community organizations. Sometimes the children can be helped in the projects of the community. They are asked to help in the projects of the community. If a child is unable to pay, there are usually ways to help.

scholarships.

Another way in which the community can further help the education and achievement of the gifted child is through the sponsorship of science fairs, literary contests, and other projects which provide an incentive for the gifted child to put forth his greatest effort. The rewards for such community sponsored contests and projects are usually monetary awards and scholarships which will enable the talented winner to further his education in the area of his interest.

Summary of some possible influences of the TV medium on the gifted child. The use of television to help generally in the education of the entire school population and specifically in the education of the gifted child is a rather controversial issue at the moment. There are several major reasons for the use of educational television as an integral part of the regular classroom program. Among the reasons for its use are:

1. An attempt to provide fuller education for a school population which is increasing at an alarming rate of speed;
2. Providing a satisfactory aid to the teacher at a time when the teacher-shortage is becoming acute and classes are becoming larger, thus giving the teacher more time to prepare for the individual differences in the classroom; and

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the individual differences in the classroom; and

3. An attempt to try to offset the severe shortage of school rooms and school buildings.

Through the use of television as an adjunct to the regular classroom procedure, it is believed that the size of classes can increase while at the same time the quality of teaching can be maintained or even heightened through the use of master teachers and the television medium.

Educators, who see in the television medium the answer to many of the problems of education today and tomorrow, cite the following reasons for using the medium:

1. The signal may be distributed over a wide student population thus enabling the superior ability of a master teacher to be spread over a much wider audience than possible in the traditional classroom, thus increasing the quality of teaching in many areas;

2. Television is a versatile medium because it brings into the classroom many different types of presentations, with many types of visual effects which are not possible for the regular classroom teacher to assemble, thus adding to TV's worth as an educational medium;

3. TV possesses the quality of immediacy--being there when needed with only the switch to be turned on to take advantage of it;

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educational medium;

3. TV possesses the quality of immediacy--being there

when needed with only the switch to be turned on to take advantage

of it;

4. Television provides intimacy and variety through close-up views as well as 'long shots' to give the audience the feeling of being part of the actual scene; and,

5. Television has the power to expertly inform, persuade, and suggest things to the viewer.

There has been resistance to the use of television for education from those who fear that this new medium is inadequate when compared with conventional teaching methods. Those who favor televised teaching look upon the medium as a visual aid, and as a positive adjunct to conventional methods rather than as a replacement for it. Some teachers fear that they will be replaced by television, but again those who favor it say that teachers will always be necessary and that this is but another medium for enriching and strengthening or improving the education of the large student population.

Television is also looked upon as a very expensive item. This is probably true. However, those who favor it state that the cost of a television plant and equipment is far less than the cost of much needed classrooms and teachers to staff them--especially since there are not enough properly trained teachers to fill the shortages which exist today.

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up view as well as a more direct view of the actual scene and of being part of the actual scene.

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to fill the shortages which exist today.

The use of television has not been in existence long enough to fully evaluate the results of teaching by the medium. Some school systems have conducted experiments for a period of several years and have concluded that the medium has perhaps done as well as traditional classroom methods.

Experiments have also been conducted to find how television can best be used to supplement and enrich the normal classroom teaching to provide the maximum achievement in the gifted child. It is thought that through the open circuit broadcasts of educational programs to the schools, the program of the public schools can better be understood by the community. Through the use of large multi-purpose rooms and large student groups as subjects, it has been suggested that a larger number of students may be educated with a given telecast than was thought possible.

### Conclusions

This study has indicated that the school program can be enriched or diversified to motivate or enable the gifted child to reach his optimum development through the use of special schools, special full-time classes, special part-time groupings, through enriching experiences in the regular classroom, and

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### Conclusions

This study has indicated that the school program can be enriched or diversified to motivate or enable the gifted child to reach his optimum development through the use of special schools, special full-time classes, special part-time programs, and through enriching experiences in the regular classroom, and

through the use of acceleration. Since ". . . Good enrichment increases rather than decreases individual differences among children. . . ." <sup>85</sup> it is logical to assume that enrichment is perhaps of more value in the homogeneous classroom situation where fewer individual differences are to be noted at the outset.

It is indicated by this study that parents, through their attitudes and understanding of the needs of their gifted children, play a leading role in the motivation and achievement of their children in school.

It is further indicated that the parent, working in close conjunction with the school, and with a thorough understanding of the school program, may be better able to motivate the child through interest shown in his achievement. This can perhaps be best assured through the parents' interest and active participation in study groups composed of parents and school personnel.

It is also indicated by this study that parents of gifted children may have to organize study groups and bring pressure on the school system to provide better educational programs for their gifted children.

It is also indicated by this study that there are many different ways by which some schools of today provide for the gifted child. However, there are indications that there is much

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<sup>85</sup>DeHaan and Havighurst, op. cit., p. 97.

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unidentified talent, and unmotivated talent, going to waste due to the lack of identification procedures and positive programs for providing the fullest possible education for the gifted.

It is further indicated that the community must provide sufficient funds for the use of the schools in administering a program to educate the gifted child to the fullest extent as a means for insuring future survival of our nation.

This study has shown that the community and its agencies have an obligation to provide special non-school projects and instruction to further educate the gifted so that they are better able to assume their proper place in the community of the future.

Also, the community in strengthening its future, must provide incentives for achievement which will enable the gifted child to further his education. Among these incentives are contests of various kinds with the reward being scholarships or monetary awards. (Some awards, such as the National Merit Foundation Awards, do not carry a monetary reward, but the honor of winning such an award provides the incentive for further achievement.)

In addition, this study has indicated that the community should provide enrichment to the regular classroom situation in the form of exhibits, resource speakers, and performances which

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In addition, this study has indicated that the community

should provide enrichment to the regular classroom situation in

the form of exhibits, resource speakers, and performances which

add to the pupils' understanding of the school curriculum and life outside of school.

It is further indicated by this study that new instructional devices such as educational television might possibly be used as an adjunct to the regular classroom procedure to provide enrichment, as well as to present more advanced subject matter for the fuller education of the gifted child.

Areas for further study. Major areas requiring additional investigation as indicated by this study are the following:

1. Investigation to discover further means for informing parents of the role they should play in the education of their gifted children;
2. Investigation to find means for increased guidance for both the parents and the gifted child to provide the most challenging educational opportunities for developing the giftedness the child possesses;
3. Investigation to find ways of educating the public to the need for financial support for a more stimulating educational program and more material resources to encourage the gifted child as our means for survival as a world power;

add to the pupils' understanding of the world around them and  
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for the fuller education of the gifted child.

Areas for Further Study. Many areas require additional

investigation as indicated by this study and the following:

1. Investigation to discover further means for determining  
parents of the role they should play in the education of  
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2. Investigation to find means for increasing the

for both the parents and the gifted child in the home, the  
challenging educational opportunities for the gifted child  
ness the child possesses;

3. Investigation as to the type of education the child  
the need for financial support for a more serious and educational  
program and more material resources to encourage the gifted child  
as our means for survival as a world power.

4. Investigation to develop a concentrated program of public education to the need for nurturing the gifted to become important community and national leaders, in an age when such leadership is sorely needed; and

5. Further investigation to find ways in which the mass communications media may be used to challenge the gifted child and broaden his potential service to his community in adulthood.

4. Investigation to develop a coordinated program of public education to the need for national defense, the importance of community and national defense, the need for leadership is socially needed; and

5. Further investigation to find ways in which the mass communications media may be used to strengthen the public mind and broaden the potential service of the community as a whole.

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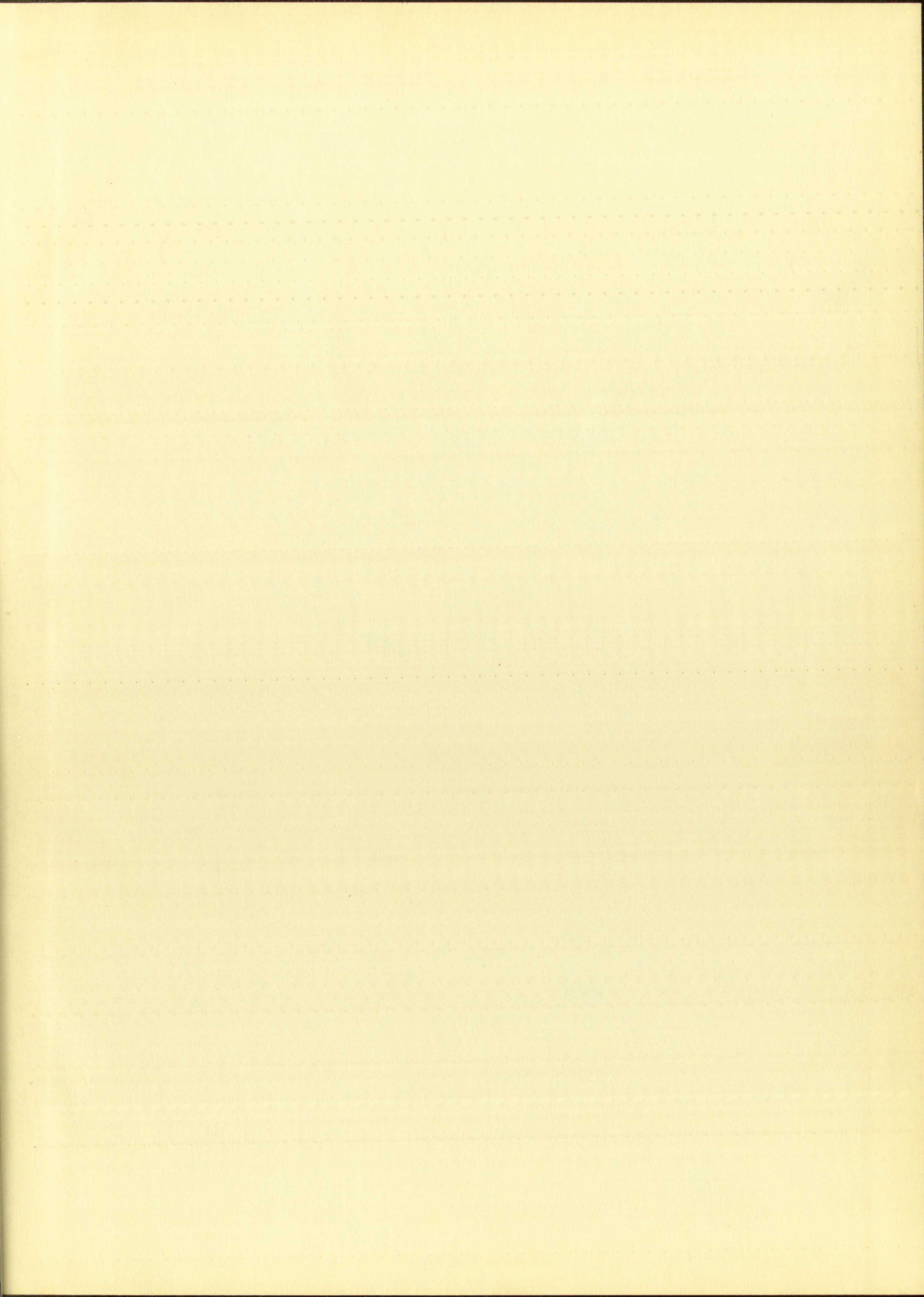
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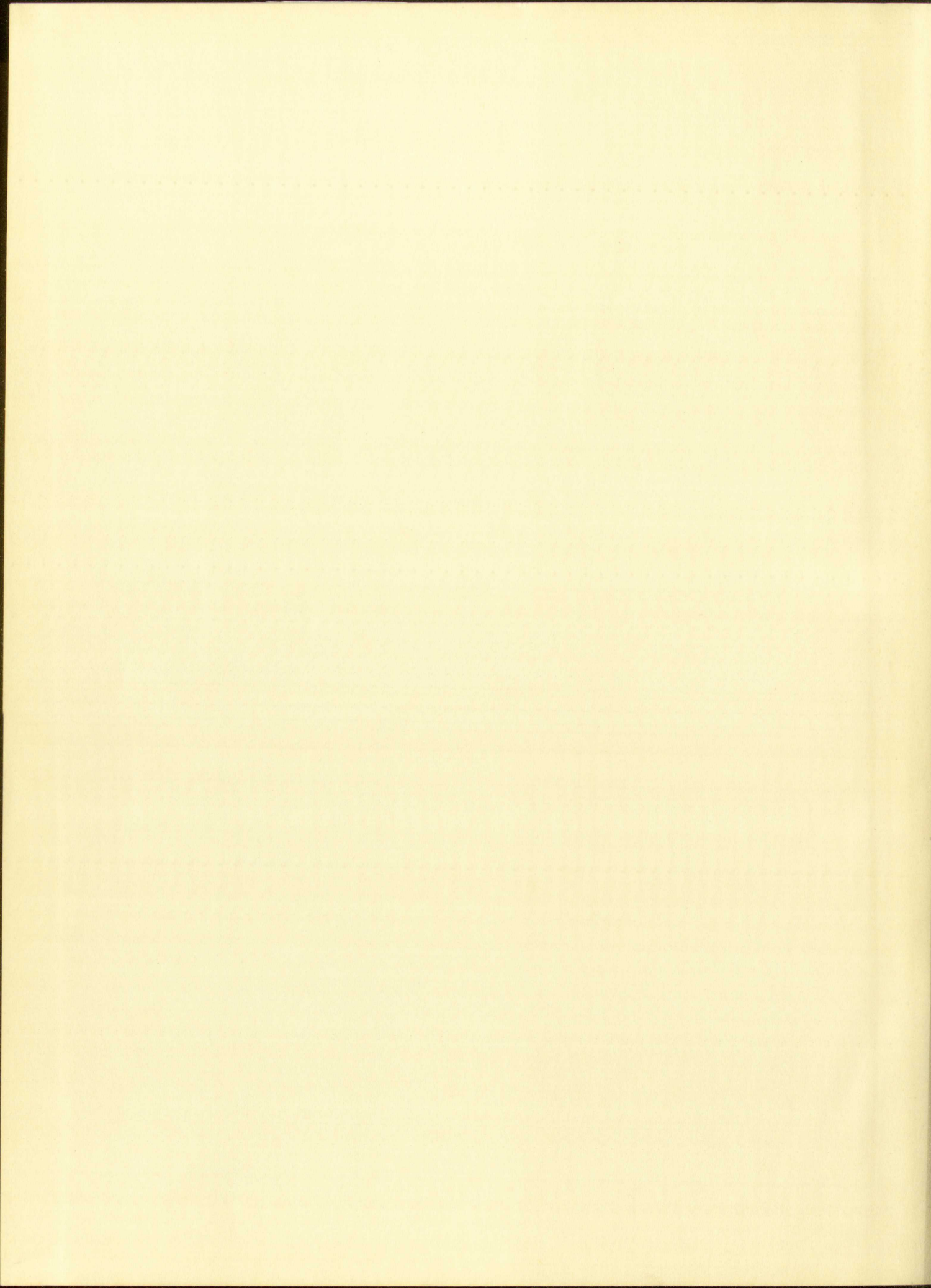
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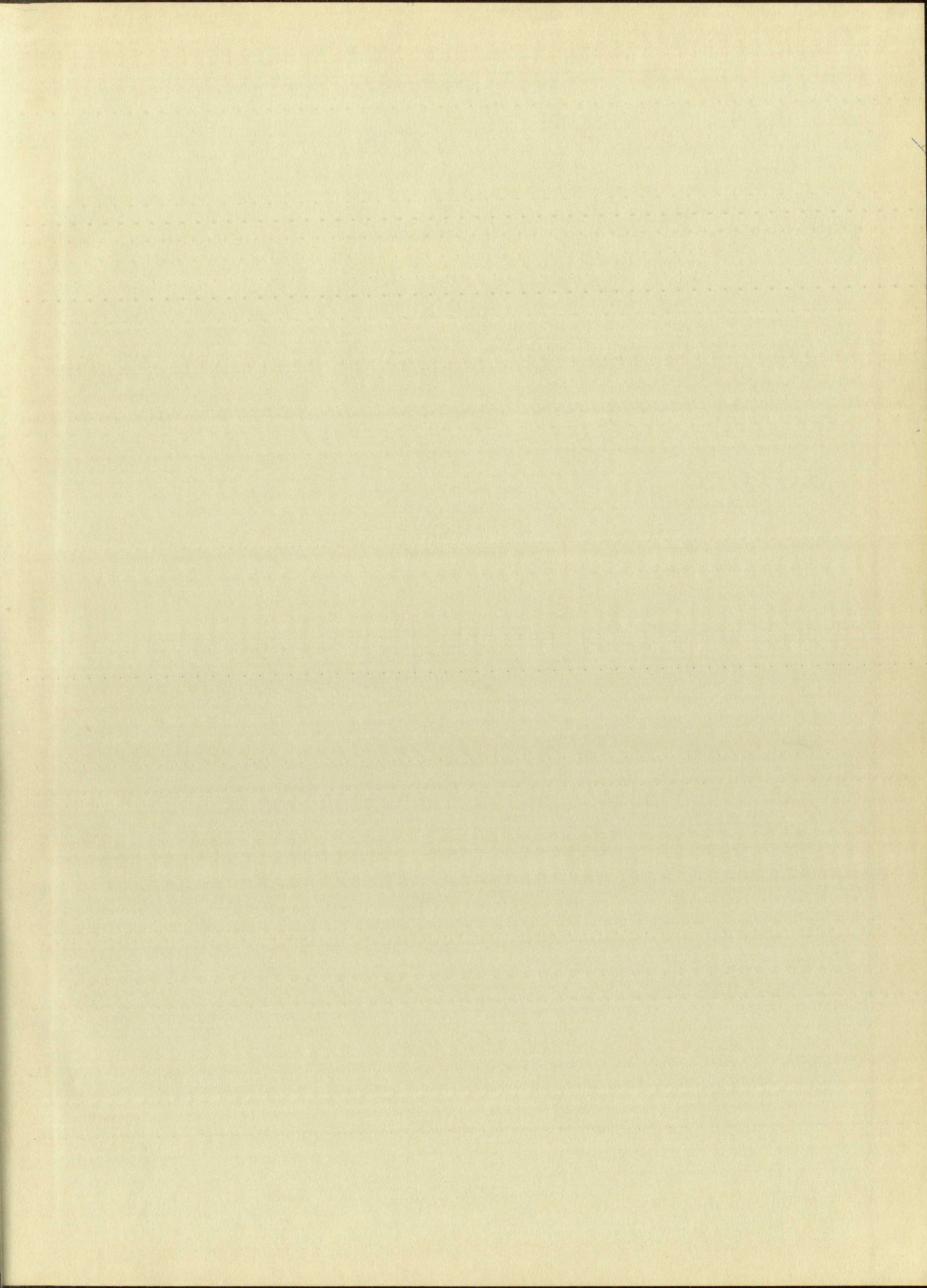
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