EFFECTIVE METHODS FOR AIDING THE GIFTED STUDENT IN THE SOCIAL STUDIES CURRICULUM

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CHAPTER I

INTRODUCTION

Special education for the gifted student has been carried on for a long time, although it has not always been done in a systematic and well-informed manner. Whipple stated that provision for the gifted dates back to Plato, who advocated a form of grouping.

> Students of education need only be reminded, for illustration, of the plan advocated by Plato, who based the educational scheme of his ideal Republic upon a thorough-going caste system.... It will be remembered that Plato proposed three classes in his ideal state - laborers and artisans, warriors, and magistrates. There was to be no education for laborers and artisans, who needed only to learn a trade. The carefully prescribed education of the middle class was based upon music ... and gymnastics, while the training of the highest class included all the sciences and detailed work in philosophy and meta-physics.[1]

Similarly, the training of John Stuart Mill[2] and Karl Witte[3] were examples of special education for the gifted student. However, these examples were the exception rather than the rule, as the emphasis often has tended to be that of aiding the slow learner in the classrooms rather than the gifted student. The obligation to aid those of superior ability is equal to that of aiding the slow and average learner, but because so much of the national progress depends upon the ability of the students produced in our schools, the obligation to the gifted looms

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[1]Whipple, G. M., The Twenty Third Yearbook of the National Society For The Study of Education, p. 1.

[2]Hollingworth, Leta S., Gifted Children, Their Nature and Nurture, The Macmillan Company, New York, 1926, p. 267.

[3]Whipple, op. cit., p. 3.

larger. One of the most significant of modern trends has been to provide for individual differences among students, rather than adhering to a rigid scheme designed around the average student. However, in this trend, the emphasis has been upon the deficient and subnormal children and aiding them in fitting into society. An examination of the literature on the gifted showed a lack of current material which emphasized aid to the gifted student in the social studies curriculum. This led to the desire to study the problem of providing special help to the gifted student in the social studies curriculum.

The Problem

The problem was to determine what means might be best used to provide special help for the gifted student in the social studies curriculum in order to aid the gifted in achieving a fuller learning and more fully to realize their potential ability in this field. The problem also involved examining the characteristics, traits, and methods of identifying the gifted student, and determining the learnings which a social studies curriculum should provide.

Procedure

The problem of analyzing the means of aiding the gifted student in the social studies curriculum first necessitated determining the characteristics and traits of the typical gifted student so that he could be readily identified. Secondly, the methods of identifying and selecting the gifted student were determined. The third procedural step was to

examine the learnings which the typical social studies curriculum provided. Finally, the means commonly used to provide these learnings were examined and their relative strengths, weaknesses, and ease of implementation analyzed. The overall procedure was an examination of literature to gather the necessary data which was used to compare and analyze the various methods of effectively aiding the gifted student in the social studies curriculum.

Limitations

The investigation was not concerned with methods of curriculum development or courses of study in the social studies. A review of literature was the principal method used in the investigation and was concerned with the gifted student in the social studies.

The following chapter will present the characteristics of the gifted and the methods commonly used to identify the gifted.

CHAPTER II

REVIEW OF LITERATURE

The review of literature was utilized as a means of determining the criteria and procedures necessary to identify the gifted student. This necessitated first arriving at an acceptable definition of the gifted, followed by a review of the characteristics and traits common to the gifted student. The identification procedures which are used by many authors were then discussed in a subsequent section.

A review of literature revealed that there are many different views, ideas, and programs for the aid of the gifted. It was with the purpose of formulating the most feasible methods to aid the gifted student in the social studies curriculum that this review was undertaken. The first phase of the review -- determination of the characteristics and traits of the gifted -- is presented in the following section.

Characteristics and Traits of the Gifted Student

> "Like other human resources, giftedness remains a potentiality until discovered and developed."[1]

The first step in the discovery and development of the gifted was the definition of the exceptional or gifted student. There are no standard definitions of the gifted, but many of the definitions adapted

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[1]Bristow, William H.; Craig, Marjorie L.; Hallock, Grace T. and Laycok, S. R., "Identifying Gifted Students," The Gifted Child, edited by Paul Witty, The American Association for Gifted Children, D. C. Heath & Co., Boston, 1951, p. 10.

by educational committees are based on measures of intelligence. The lower limit of the intelligence quotient may run as low as 110 or as high as 150. French[1] has stated that when an IQ is used to define giftedness, what is actually referred to is a percentage of the population who have an IQ above a specified level. Because of the variation of scores at the upper end of the IQ distribution, he felt it preferable to define the gifted as a percentage of the population rather than on an IQ basis. Terman[2] included, in his studies, those individuals whose IQ fell within the highest one per cent in general intelligence.

Havighurst and DeHaan have identified those students in the upper one tenth of one per cent as "first-order" or extremely gifted, and the remainder of those in the upper 10 per cent as "second-order" gifted.[3]

Hollingsworth has defined the gifted as children in the top one per cent of the juvenile population in general intelligence. She defined general intelligence as the "power to achieve literacy and to deal with its abstract knowledge and symbols"[4], and was convinced that all mental abilities are positively correlated with general intelligence, and that success in scholastic work depended upon it.

Many writers urged that broader concepts be adopted in identifying the gifted, maintaining that the restricting of the classification

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[1]French, Joseph L., Educating the Gifted, edited by Joseph L. French, Henry Holt and Company, New York, 1959, p. 3.

[2]Ibid., p. 4.

[3]Ibid., p. 4.

[4]Pritchard, Miriam C., "The Contributions of Leta S. Hollingworth to the Study of Gifted Children," Witty, op. cit., p. 49.

to an inherited capacity of students, ommitted from consideration many outstanding achievements of students who cannot be identified as having inherited high-quality gifts. Mead defines giftedness as "that unique quality, or qualities, or abilities of an individual shown in his or her high level of achievement and in the basis of that achievement, and the qualities or abilities may be of many different kinds."[1]

National Education Association publications have defined giftedness as "a high order of ability to handle ideas, to produce creatively, and to demonstrate social leadership" and defined a gifted student as "one of the million and a half academically talented boys and girls ... in the upper 15 to 20 percent of the secondary-school students...."[2]

Witty referred to the gifted student as "one whose performance in a potentially valuable line of human activity is consistently remarkable."[3]

Definition of the gifted varied with the authors, but the general agreement among educators was that the gifted child must have an intelligence quotient of at least 130.[4] This group comprises about two per cent of the juvenile population in the United States. This definition was relatively narrow in that it confined the concept of giftedness

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[1]Mead, A. R., "Who Are the Gifted?" Education, Vol. 79, No. 1, September, 1958, p. 3.

[2]French, op. cit., p. 4.

[3]Ibid., p. 4.

[4]Carr, Shary; Miller, Gloria; Wood, Arlene; Down, Jack, "The Gifted Child and His Education," School Executive, Vol. 78, September, 1958, pp. 68-69.

to the intellectually superior and did not take into account those individuals with special abilities or aptitudes other than intelligence. Since the definition varied among authors, for the purpose of this study giftedness was defined to include those individuals with an intelligence quotient of 130 or above, or possessing special abilities or aptitudes in the social studies curriculum.

The need for a program to identify, develop, and utilize available human talents has been long recognized. The plural nature of talents should be emphasized as talent covers the range from science to artistic creativity to the mechanical, manipulative, perceptual, physical, or personality characteristics of individuals that enable them to become productive and satisfied citizens in a modern society.[1] To make maximum use of available human resources in meeting the problems and challenges of our society, it seemed essential that each young person should have the opportunity for his talents to be identified early enough in his career so that his schooling and education could be tailored to his needs, and he might fully realize his individual potentialities and gain lasting personal satisfaction.

The characteristics of the gifted as determined by Terman and Oden[2] in studies of a representative group in 1921-1922 were as follows:

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[1]Flanagan, John C. and Dailey, John T., "Prospectus for the Talent Search," The Personnel and Guidance Journal, Vol. 37, January, 1959, pp. 387-389.

[2]Terman, Lewis M. and Oden, Melita H., "The Stanford Studies of the Gifted," Witty, op. cit., pp. 20-46. Follow-ups and re-tests were conducted in 1927-1928, 1939-1940, and in 1945.

1. The typical gifted student is superior to the average student not only in intelligence, but in practically all traits studied, including scholastic achievement, versatility, character traits, play information, social adjustment, and physique.

2. The gifted student not only asks more questions than the average student, but he asks more intelligent ones and asks them more insistently.

3. The number and variety of hobbies is an outstanding characteristic of the gifted, and many of these hobbies have definite educational value.

4. The typical gifted student does a large amount of varied reading, showing a preference for books usually preferred by older students.

5. Because of the ease most gifted students have in accomplishing their homework, they may easily develop poor study habits.

6. Physically, the average gifted student is a slightly better specimen than the average child.

7. Educationally, the average gifted pupil is accelerated in grade placement about fourteen percent of his age, but in mastery of curriculum, he is accelerated about forty-four percent of his age. The net result is that the average gifted student is held back two or three full grades below the level which he has already attained in school subjects.

8. The greatest superiority of the gifted over the average student lies in reading, language usage, arithmetical reasoning, and in science, literature, and the arts. This superiority is less marked in arithmetical computation, spelling, and factual information about history and civics.

9. Studies indicate that the length and regularity of attendance during formal education have little effect upon the gifted student's achievement in the earlier years of school. This is not true in high school.

10. Achievement tests indicate that the amount of unevenness in subject-matter profiles does not differ significantly from those of average students.

11. The interests of the gifted are many sided and spontaneous. Their interest maturity is two to three years beyond their age norm.

12. In a battery of seven character tests[1], the gifted showed themselves above average on every one of the tests. These included more wholesome social attitudes and character preferences, greater emotional stability, less inclination to boast or to overstate their knowledge.

13. On the Wyman Interest Test, the gifted exceeded the average student on proportion of gifted subjects by ninety per cent for intellectual interests and eighty-four per cent for social interests, but in activity interests, the two groups were almost identical. Teacher and parental ratings confirm the results of tests and case histories in intellectual, emotional, moral, physical, and social traits.

Two main facts stand out in the overall picture of the gifted student as presented by Terman and Oden. They are:

1. The deviation of the gifted from the average is in the upward direction for nearly all traits. There is no law of compensation whereby the intellectual superiority of the gifted tends to be offset by inferiorities along non-intellectual lines.

2. The amount of this upward deviation is not uniform for all traits. It is greatest in those aspects of behavior most closely related to intelligence, such as originality, intellect, interest, and ability to score high in achievement tests. In school work, the gifted are best in the so-called thought subjects, whereas the average students are best in subjects that make the least demands upon conceptual thinking.[2]

Thus, in providing for gifted students, they maintained that it must be remembered that there is deviation from the average, but that this deviation is not uniform among the gifted.

French listed twenty-one characteristics as being typical of the gifted population. While the gifted are a more homogeneous group than

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[1]Character tests were designed by Cody and Raubenheimer. See The Gifted Child, by Witty, op. cit., p. 24 (footnote).

[2]Terman and Oden, op. cit., pp. 20-46.

the entire population, within the group itself there exists a great deal of heterogeneity. The following descriptions may not apply equally to all gifted students, but collectively taken, the group exhibited these characteristics:[1]

1. Superior physique as demonstrated by earlier walking and talking; above-average height, weight, coordination, endurance, and general health
2. Longer attention span
3. Learns rapidly, easily, and with less repetition
4. Learns to read sooner and continues to read at a consistently more advanced level
5. More mature in the ability to express himself through the various communicative skills
6. Reaches higher levels of attentiveness to his environment
7. Asks more questions and really wants to know the causes and reasons for things
8. Likes to study some subjects that are difficult because he enjoys the learning.
9. Spends time beyond the ordinary assignments or schedule on things that are of interest to him
10. Knows about many things of which other children are unaware
11. Is able to adapt learning to various situations somewhat unrelated in orientation
12. Reasons out more problems since he recognizes relationships and comprehends meanings
13. Quickly analyzes mechanical problems, puzzles, and trick questions
14. Shows a high degree of originality and often uses good, but unusual, methods or ideas

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[1]French, Joseph L., op cit., p. 37.

15. Possesses one or more special talents
16. Is more adept in analyzing his own abilities, limitations, and problems
17. Performs with more poise and can take charge of the situation
18. Is not easily discouraged by failures
19. Has more emotional stability
20. Can judge the abilities of others
21. Has diverse, spontaneous, and frequently self-directed interests

French maintained that the gifted should be expected to evidence a greater number of the above characteristics than the average, and they should be acquired at an earlier age with more intensity. Intelligence itself does not determine the degree to which a student possesses these characteristics, but rather makes the likelihood of their development greater.

Mead urged the adoption of a broader concept in determining the characteristics of the gifted and divided these into several classes, each of which had a distinct type of giftedness. These classes were:[1]

1. Intellectually gifted. This class referred to those with high intelligence quotients and achievement levels. They had a high capacity to learn ideas and to develop them into rich meanings and understandings. This involved not only the ability to memorize, but also the facility for retention, recall, and relating relevant ideas. With these qualities, the gifted student had the potentiality of growing into a highly able thinker, at least in his own field. The gifted often did not produce a high quality of thinking in many areas unless they had basic ideas and knowledge in those fields, although many gifted students had had a very high quality of

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[1]Mead, A. R., op. cit., pp. 3-7.

ability to do reasoning in abstract thinking.

2. Giftedness of aesthetic character. Second in degree of recognition in our educational practices, according to Mead, were those gifts that are basic and operate in the so-called aesthetic activities of human endeavor such as writing, music, painting, design, and other components of the fine arts.

3. Superb physical gifts. Students who were naturally endowed with magnificent physical bodies and who acquire excellent control over their movements and operation comprised a third group. These gifts could grow into great abilities, but too often are exploited by the present system of competive athletics and showmanship.

4. High moral and spiritual qualities. A fourth class consisted of those possessing an unusually high level of discernment and practice of human behavior in relation to the ethical, spiritual insights, human sensitivity, and the ability to put such understandings to use.

5. High level social understanding and living. This gift was closely related to the ethical and spiritual understandings and was primarily the ability to live and work cooperatively with people. This included many component qualities such as sensitivity to social or group conditions, ability to control one's own feelings, a liking for others, and cooperative abilities.

6. Great economic abilities. This gift was apparent in many successful leaders of the past, such as Adam Smith, and was probably an acquired high-level ability coupled with certain innate characteristics and the life career of the individual. Some of the easily identifiable characteristics of this ability were sensitivity to property values and to conduct of trade and commerce, desire for interchange of economic goods, serving others with economic goods, and concern for the use of money.

This classification of Mead's illustrated the wide range which could be used to define giftedness and its accompanying characteristics. Giftedness, when used in its broader sense, has been interpreted to encompass a greater number of characteristics than would be normally associated with the gifted student.

Having defined the gifted as being that group of individuals who possess above average intelligence (arbitrarily setting the intelligence

quotient at 130 or above) or who possess special abilities or aptitudes, and having noted the general characteristics of this group, it was necessary to arrive at an acceptable program of identification and selection.

Methods of Selecting the Gifted Student

The methods used to select the gifted student varied in detail with different authors, but all follow two broad criteria: (1) testing; and (2) observation by competent personnel who are connected either with the student or with the educational program.

In commenting on the search for talent, Kendrick stated that the talent search may be divided into three kinds:

> The first, which is the most important, but least discussed, is the search for talent that is not lost; the second which is least important but discussed most, is the search for talent which has gone unnoticed; and the third, which is most interesting, is the search for talent that, given current educational practices, does not seem to exist.[1]

The first type of talent search referred to the education process itself, the classic method of identifying talent. This process could be sufficient in a society with a modest school system and a low tax rate. Kendrick[2] believed that the second type is most often noted in a society which has been startled by enemies and wishes to develop its talent to

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[1]Kendrick, S. A., "In Search of Talent," Journal of Teacher Education, Vol. 9, September, 1958, pp. 235-236.

[2]Ibid., pp. 235-236.

the maximum, but is unwilling to pay the price, so therefore turns to the easiest apparent method of discovering talent, the program of testing. He felt that the testing program, which is expensive, failed in that it merely certified talent, but did not identify it in any real sense.

Talent not apparent to education in the normal process and not uncovered by testing, was said not to exist. This, Kendrick stated, is the most exciting search and is the search which must be developed to a greater degree in an educational program today. The writer felt that the future of society lay not with the average student, not with the slow learner, but was dependent upon the leadership and contributions of the gifted student. This would require that the identification program be improved upon and implemented at the earliest possible stage in the educational program.

The authorities cited have indicated that many factors must be taken into consideration in determining the gifted student. Among these are the physical, emotional, and social characteristics, as well as the patterns of behavior which are observed each day in many different situations. Bristow, and others[1], listed the following six factors as being the most important in an identification program for locating the gifted student:

1. Intelligence tests. The most effective single instrument available for selecting the gifted were intelligence tests, which were numerical appraisals of the mental abilities required in performing a task that required the exercise of

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[1]Bristow, William H., and others, op. cit., pp. 10-19.

intelligence.[1] The test score was influenced in part by conditions present during the administration of the test, the competency of the administrator, and the degree of cooperation by the student. Intelligence tests measured general intelligence, ability to do mental tasks with a high degree of difficulty, speed of response, ability to generalize, insight into problems, and attention span.

2. Aptitude tests. This type of test was valuable in identifying those students gifted in the sense that they possessed, to a high degree, some special ability. This gift lay in one or more areas, such as art, music, drama, mechanical, or language ability. The value of such tests depended upon the background and training of those who administered and interpreted the tests.

3. Reports of parents. The likelihood of bias in parental reports might be overruled by the intimate knowledge which a parent is able to accumulate about the student's behavior over a period of years. Early indications of superior intelligence most often noted by parents were quick understanding, insatiable curiosity, extensive information, retentive memory, large vocabulary, unusual interest in such things as number relations, early walking, early talking, and ability to read without training. These factors served as means of calling attention to the possibility of giftedness in a child. Often, the gifted have been shown to have parents of superior intelligence who were more likely to have insight into the ability of their children. However, such parents could misinterpret the above characteristics and expect abilities of the student of which he is not capable. Bias, inaccurate observation, and failure to compare with the total child population have served to distort parental judgement.

4. Reports of teachers and other professional workers. Teachers often failed to identify the gifted because they evaluated the student in terms of his achievement rather than his potential. Boredom and lack of sufficient challenge to the student has contributed to poor study habits and achievement. Teachers have reacted unfavorably to the bright student and

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[1]Webster defines intelligence as "the ability to learn or understand from experience; ability to acquire and retain knowledge; mental ability... the ability to respond quickly and successfully to a new situation; use of the faculty of reason in solving problems.....", from Webster's New World Dictionary of the American Language, the World Publishing Co., Cleveland and New York, 1957, p. 760.

have overlooked him. They have underestimated the ability of the gifted because they forgot that the gifted may be one or two years younger than his classmates. Not all teachers have adequate background standards in child development by which to judge the gifted student's status and thus to estimate his ability. Many other professional people who come in contact with the gifted may aid in identification. These may be social workers, recreation leaders, physicians, nurses, and other community workers.

5. Age-grade status of the gifted. Terman and Oden stated that "If you are allowed only one method of locating the highest IQ in a classroom, your chance of getting the right child is better is you merely look in the class register and take the youngest rather than trust the teacher's judgement."[1] However, the Bristow work indicated that the tendency recently has been to group students according to chronological age and to provide the gifted with additional educational opportunities rather than to accelerate them within the school system.

6. School accomplishment and achievement tests. Teacher estimates of school achievement have been inaccurate and when marks in school were compared with scores on valid and reliable achievement tests, large discrepancies have been found. Standardized tests of achievement have selected the gifted much better than do school marks. Terman and Oden[2] reported the average achievement quotient of the gifted which they tested as being 144, whereas the average grade progress quotient was only 114 for the same group, thus pointing out the need for standardized achievement tests to identify the gifted.

These six factors fell within the two broad categories of testing and observation generally held as the primary means of identification of the gifted. They also suggested that no one method is sufficient in itself, but rather that each method should be to supplement the others.

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[1]Terman, Lewis M. and Oden, Melita H., "Genetic Studies of Genius," Vol. IV, The Gifted Child Grows Up, Stanford University Press, Stanford, California, 1947, p. 6.

[2]Ibid., p. 26.

Carr[1] stated that there are three general methods of identifying the gifted which supplement each other and which provide an excellent program of identification when taken together. The three methods are: (1) Standardized tests, including group and individual intelligence, vocational aptitude, academic achievement, and similar tests. (2) Grades. (3) Teacher judgement. Of these three, she felt that the classroom teacher was in a key position to identify the gifted or potentially gifted student. Carr listed five main characteristics as an aid in identifying the gifted in the classroom situation.[2] These were:

1. Performance. Superior performance, in academic subjects as well as in extra-curricular activities, may be indicative of giftedness.

2. Intellectual traits. Various studies have indicated that the typical gifted student has certain intellectual characteristics. In relation to the norm, the gifted tend to possess superior ability in reasoning, generalizing, dealing with abstractions, and thinking logically; the gifted learn more rapidly and easily; they show greater intellectual curiosity; the gifted have greater reading ability; they work independently and apply originality and initiative to intellectual tasks to a greater extent; the gifted have a larger interest span and become impatient with routine procedures and drill.

3. Physical traits. In relation to other students, Carr reported that the gifted students tend to be slightly heavier and taller, and heavier in relation to height; are stronger and healthier; the gifted are relatively free from mental disorders; they are more advanced in bone ossification. The gifted generally reach maturity at an earlier median age.

4. Social and emotional traits. In comparison to the average student, the gifted tend to be more courteous and better able to get along with other people; they have a keener sense of humor; tend to be more self-critical and less inclined to boast; the gifted exhibit greater trustworthiness; they show

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[1]Carr, Shary and others, op. cit.,pp. 68-69.

[2]Ibid.,pp. 68-69.

a preference for older companions while they are young in order to seek those with mental ages at their own level.

5. Reading preference. The interests which are shown by a student's reading preferences are often indicative of his ability. The gifted prefer science, history, biography, travel, informative fiction, poetry, and drama. They evidence less interest in adventure, mystery, and emotional fiction than do other students. The gifted frequently turn to literature usually read by older students or adults. At all ages, the gifted are usually avid readers.

These five characteristics are ones which the classroom teacher may readily observe in the daily contact of the classroom. Used in conjunction with the cumulative record and personal inventories of the student, the teacher may improve upon her identification of the gifted. Lewis[1] pointed out that teacher estimates are poor indications of the most intelligent pupils, and that in studies conducted by the committee known as Coordinated Studies in Education, Incorporated, the correlation co-efficient of teacher estimates of superior students with the results of test data was about .50. Lewis maintained that without extensive training, a teacher cannot identify intellectual capability without using intelligence tests.

In a representative survey of teachers in the lower grades throughout the nation[2], the traits listed by these teachers as being most characteristic of the gifted, in order of the frequency of listing, were: ambitious, dependable, original, precocious, artistic, a

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[1]Lewis, W. Drayton, "Some Characteristics of Children Designated As Mentally Retarded, As Problems, and As Geniuses By Teachers," French, op. cit., p. 39.

[2]Lewis, W. Drayton, Ibid., p. 68.

leader, investigative, adventuresome, and self-relient. The writer feels that the danger present in teacher identification is that fixation of certain criteria as a means of selecting the gifted may occur, and exclude other criteria with which the teacher may not be familiar.

In any program to provide for individual differences, identification procedures must first be utilized by competent personnel. De Haan and Wilson hold that identification consists primarily of two processes, screening and selection of the gifted.

> Screening is the process whereby all the children in a group are tested or observed under as standardized conditions as possible and ranked from highest to lowest in ability according to their tests or observed performance.
>
> Selection is the process of determining which of the children observed should be included in the specialized program.[1]

In establishing a program for the gifted, it should be noted whether giftedness was broadly defined to encompass special abilities or aptitudes, or whether it was narrowed down only to the intellectually superior.

Two general approaches to identification have been pursued.[2] The first was through use of standardized tests and the second was through the use of observation. Neither should be depended upon by itself, rather both should be used in conjunction to attain maximum

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[1]De Haan, Robert F. and Wilson, Robert C., "Identification of the Gifted," Education For The Gifted, The 57th Yearbook of the National Society for the Study of Education, Part II, edited by Nelson B. Henry, University of Chicago Press, Chicago, 1958, p. 166.

[2]Ibid., pp. 172-174.

results.

Many types of standardized tests have been used in an identification program for the gifted. Some of these are:[1]

1. General intelligence tests. General intelligence tests are primarily tests of verbal and reasoning ability and are usually described as tests of academic ability. They generally yield an overall intelligence quotient. Examples of this type of test are the Kuhlmann-Anderson Intelligence Tests and the Kuhlmann-Finch Tests.

2. Differential Aptitude tests. This type of test measures the general intellectual level and also differentiates the various mental factors believed to account for intellectual ability. It brings out the pattern of mental abilities and, for this reason, is preferred to general intelligence tests, especially after the primary-grade level. Examples of this type of test are the Differential-Aptitude Tests, SRA-Primary Mental Abilities Test, and the Flanagan Aptitude Classification Test.

3. Individual Intelligence tests. An individual test gives a more reliable measure of intelligence than does a group test when administered by qualified personnel. They are often used to determine the extent of intellectual ability and to examine borderline cases. Most used of this type of test are the Stanford-Binet Scales of Intelligence, and the Wechsler Intelligence Scale for Children.

4. Tests of Specific Aptitude. There are many tests of specific abilities, such as clerical ability, mechanical ability, and motor aptitudes.

5. Interest inventories. Vocational interest inventories may be used to aid the student choose a vocational career. The Kuder Preference Record, and the Strong Vocational Interest Test are examples of this type of test.

6. Achievement tests. Achievement tests are commonly used tests for areas of academic learning such as reading, spelling, arithmetic, language, and science. They are important in discovering academic abilities of a high order, and can include methods of evaluating study habits. Examples of this type of

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[1]Ibid., pp. 172-174.

test are the Stanford Achievement Tests, The Metropolitan Achievement Tests, the Iowa Tests of Educational Development, and the SRA Achievement Tests.

7. Personality tests. In addition to aiding in the identification of the gifted, personality tests can yield supplementary material for guidance and counseling. Tests range from the check list variety to the projective type, which should be used by trained personnel. Personality tests are currently best used as supplementary material.[1]

The second major method of identification is through means of observation.[2] This method may utilize observations from teachers, children, parents, and other adults connected with the student. This method is used to some extent in most programs of identification.

1. Teachers' observations. The primary value of teacher observation is that consistent traits and talents may be noted, although the intensity of such characteristics may be unknown. Many identification systems set up observational guides for teachers to follow, such as the Teachers' Guidance Handbook[3] or a chart of descriptive statements to choose from.[4]

2. Childrens' observations. Childrens' observations provide a source of information often unattainable to the teacher or parent as it occurs outside the classroom or home. There are three primary methods of obtaining information from students in the classroom. These are:

   a. Sociometric. In this method the student supplies the information which the teacher may then act upon, such as choosing seat partners.

   b. Partial sociometric. The teacher asks questions, as in the sociometric, but does not act upon the choices of the

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[1]Ibid., p. 173.

[2]Ibid., p. 174.

[3]Kough, Jack and Deltoon, Robert F., Teachers' Guidance Handbook, Vol. I, Chicago Science Research Association, 1955.

[4]De Haan and Wilson, op. cit., p. 180.

students. Sociograms may be drawn up to show relationships from the pupil information.

c. The third type of sociometric device is that which presents the pupils with sketches of various types of behavior and has them fill in the names of pupils whom they think the behavior fits.

3. Parental observations. Results of parental observations are obtainable through conferences or questionnaires, but is often biased, unsystematic, and unevaluated. Parents often have little basis upon which to make judgements and consequently error in their observations.

4. Observations by other adults. Observations by other adults who may have knowledge or contact with the student are often valuable in that they provide knowledge about the student in situations which differ from that at home or in the classroom.

However, in any program to aid the gifted students, two cautions must be observed, according to Hanson[1], if the ultimate goal of child development is to be realized. First, too much guidance, spoon feeding, or attention can weaken the potentially strong student. Students need to struggle a little, to have a chance to think for themselves, and to work their own way through obstacles encountered. Secondly, educators must not assume that more of the same which is given to the average and below average student is a proper way to teach the gifted. It only tends to bore, disgust, and make the gifted resent carrying a heavy load. Students become so busy studying that they don't have time to get an education. Enrich and increase are not synonymous.

Terman[2] has pointed out that there are five major issues in the

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[1]Hanson, Earl H., "Viewpoints - Educating the Gifted," Education, Vol. 79, September, 1958, p. 67.

[2]Terman, Lewis M. and Oden, Melita H., "Major Issues in the Education of Gifted Children," French, op. cit., pp. 148-152.

education of the gifted today. These are:

1. Democracy and the IQ. There are several points of view revolving around this issue, especially around the connotation of equal opportunities. To some, the term means the same learning experiences for all, while others hold that it means the same opportunity for all to learn. In line with our democratic principles, all students should have equal opportunity to develop to the limit of their ability, and it should be realized that not all students can profit equally from the same learning experiences. Therefore, for all students to have equal opportunity to develop, different learning experiences must be provided.

2. The Educational Lockstep. This refers to the belief that the gifted student should be kept with others of his own age for the sake of normal social adjustment and should be subject only to those opportunities possible under such conditions. Evidence shows this view to be largely false in view of the social and physical superiority of the average gifted student over the average student, according to Terman.

3. Early identification of the gifted. There is a lack of early identification of the gifted, although intelligence tests and achievement tests make such identification readily available. Many students have never had standardized tests, and in many other cases, the results are mis-interpreted or are not utilized. Early identification is necessary because acceleration is most feasible in the lower grades, and a better educational program can be planned if initiated earlier.

4. Educational opportunities which are feasible. Under the present crowded conditions and the existing teacher and classroom shortage, the only feasible types of special education are segregation in special classes, parallel classes for fast, medium, and slow learners, and acceleration. These three provisions will be discussed in a subsequent section. Terman stated that segregated classes are good when at their best, but rarely are they at their best. Parallel classes are a great help, but grouping is possible only in larger schools. Acceleration, according to Terman, is always possible and is desirable in the majority of cases whatever other special provision may be made. Curriculum enrichment is fine but often difficult in practice. However, teachers should be orientated to all of these plans.

5. Need for guidance and counseling. Terman reported that the National Manpower Council found that 40 per cent of potential college men and women were not entering college or were dropping out. There were many causes, but the most important were failure to identify the gifted and the failure to provide

adequate counseling services after identification in high school and college.

Summary

Two major problems stood out in the program to aid the gifted. The first was identification of the gifted. This included not only setting up an adequate program to identify the gifted, but first arriving at a common definition as to what constituted the gifted student. The range of definitions varied not only in the numerical designation of intelligence quotient, but also from intellectual giftedness to physical giftedness. For the purposes of this paper, an arbitrary definition was adopted which included those individuals with an intelligence quotient of 130 or higher, or those individuals possessing special abilities or aptitudes in the social studies curriculum.

To facilitate identification of the gifted, the characteristics common to the gifted as a group were examined. It was found that the gifted tended to deviate from the average student in an upward direction for nearly all traits studied. The uniformity of deviation varied with the individual, but the deviation was most uniform in those aspects of behavior most closely related to intelligence, such as originality, intellect, interest, and ability to score high in achievement tests.

The most common methods used in identification and selection of the gifted were standardized tests, grades, and observation of the gifted.

The second major problem was arriving at a common means for providing for the gifted which eliminated the controversy constantly

being waged among educators over various methods of providing for the gifted. Principal methods for aiding the gifted are discussed in the following chapter.

CHAPTER III

DESIRED LEARNINGS OF THE SOCIAL STUDIES CURRICULUM

The desired learnings of the social studies curriculum were determined by a review of curriculum publications of various secondary school systems throughout the United States. A secondary purpose of the review was to determine to what extent these same schools made provision for the gifted student. The schools reviewed were located in various sections of the nation, and were felt by the writer to give an average sampling of the typical social studies curriculum in secondary schools throughout the United States.

Although many systems tended to center their objectives around a definite goal, such as individual adjustment, American citizenship, or broader concepts of world community living, the review of the desired learnings of the social studies curriculum revealed that many of these learnings were common to various secondary systems throughout the United States.

General Objectives of Social Studies Curriculums

In reviewing the general objectives of the social studies curriculum, the curriculum guides of thirteen secondary school systems throughout the United States were examined to determine the objectives desired in each social studies curriculum. The general objectives of each system studied were considered and those objectives most frequently mentioned as being desired in the social studies curriculum were tabulated. The curriculum guides were also examined to determine to what extent

provision was made for the gifted.

The Portland Public Schools listed the following general objectives for the social studies curriculum.[1] Each general objective was broken down into specific objectives. These were:

1. To help students to become competent, participating, and loyal citizens:
   a. To accept change through the democratic process
   b. To accept responsibility for personal action
   c. To appraise personal economic worth
   d. To appreciate the rights of others regardless of race, creed, occupation, or personal status
   e. Worthwhile contribution of personal time and effort to the service of the school, community, city, state, nation, and world
   f. To demonstrate loyalty to the American ideas and way of life
   g. To participate in group activities as a leader and follower
   h. To develop spiritual values
   i. To recognize and accept family responsibilities
   j. To respect law and established authorities
   k. To learn to spend money wisely
2. The second general objective of the social studies was developing an understanding of America's social and cultural heritage:
   a. To learn the difference between democratic and dictatorial leadership

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[1] Instructional Guide Secondary Education, prepared by the Curriculum Division, Portland Public Schools, Portland, Oregon, 1956, pp. 221-222.

b. To be able to correctly identify people, events, and institutions in time, place, and importance

c. To seek his or her place in American society

d. To understand and use social, economic, and political terminology

e. To understand American institutions

f. To develop the ability to use the past in interpreting the present

g. To learn to use natural and human resources wisely

The objectives of the Shorewood, Wisconsin, Public Schools were listed as being:[1]

1. To develop awareness of the American heritage from the past and to develop a desire to perpetuate and build a better world on the basis of mans' past achievements

2. To aid in developing a social philosophy of life to better enable the student to build a satisfactory life

3. To develop critical thinking in the student to aid in the development of social progress

4. To build respect for peoples of the world and the desire for cooperation and a better world

The Compton, California School District listed ten imperative needs of youth which should be met by the educational program.[2] These were:

1. To develop saleable skills and preparation as an intelligent and productive participant in economic life

2. To develop and maintain good physical and mental health

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[1]Handbook of the Curriculum, Shorewood High School, Shorewood, Wisconsin, 1952, p. 60.

[2]Bulletin of Information and Course Descriptions, Compton Union High School District, Compton, California, September, 1956, p. 14.

3. To understand the rights and duties of a citizen in a democratic society

4. To understand the significance of the family for the individual and society, and the conditions conducive to successful family life

5. To develop intelligent purchase and use of goods and the understanding of economic values

6. To develop an understanding of scientific methods and the influence of science upon human life

7. Provide the opportunity for the student to develop their capacities to the utmost

8. Worthy use of leisure time

9. To develop respect for others and cooperative work

10. To develop the ability to think rationally, to express thoughts clearly, and to read and listen with understanding

The Minneapolis Senior High School System stated that the objectives of education should be accomplished through coordinated high school experiences.[1] The desired objectives were:

1. To develop and maintain good physical and mental health

2. Development and command of fundamental skills and knowledge

3. To record and express ideas effectively

4. To understand the principles upon which democracy is founded

5. To understand the scientific approach to problems

6. To acquire saleable skills in the social studies

7. To become intelligent consumers

8. To learn to live a richly satisfactory life

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[1] Educational Program, Minneapolis Senior High Schools, Minneapolis, Minnesota, 1956-8, pp. 7-9.

9. To develop spiritual understandings and to assume a sense of family responsibility

The New York State Education Department stated that all aspects of the educational program contribute to the development of responsible citizenship and democratic living.[1] The objectives desired were:

1. The relation of learnings to current affairs and to contempory life
2. Development of concepts and attitudes to provide a framework for later understandings and dealings with civic, economic, and social problems
3. To gain experience in using an intelligent approach to problem solving in economic, civic, and social areas
4. The use of many mediums of mass communications in studying current affairs
5. Examination of all sides of a controversial question
6. To gain an understanding of the relationship of the social studies and experiences gained elsewhere in the school program
7. Opportunity for pupil planning and participation
8. Utilization of community resources

The Oxnard, California, Union High School District listed the following additional objectives for the social studies curriculum:[2]

1. Social and scholastic adjustment to the high school
2. To formulate a plan for career selection
3. To be aware of and appreciate community and national organizations and services

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[1] A Design for Improving Early Secondary Education in New York State, The State Education Department, Albany, New York, 1954, pp. 46-47.

[2] The Curriculum, Oxnard Union High School District, Oxnard, California, 1958-59, p. 20.

4. To study ancient, medieval, and modern worlds and to understand current problems in these areas

5. To study and understand the function and organization of the various governmental levels

Willis[1] stated that all students are citizens regardless of what their life vocation might be, therefore it is the purpose of the school to aid them in becoming happy and effective democratic citizens. The social studies curriculum at the Ohio State University School aided in this process by stressing general objectives. Two additional objectives noted were:

1. To gain experience in selecting, evaluating, and organizing data relevant to a problem

2. To develop an understanding of social change and its cause and effects

Additional purposes of the Milford, Connecticut social studies program were:[2]

1. To provide an environment with equal opportunity for wholesome growth and development of the innate capacities of adolescents

2. To provide for individual differences

The High School Social Studies Program in Seattle stated that the basic objectives of the social studies curriculum was to develop worthy citizens who carried out the objectives of the social studies curriculum.

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[1]Willis, Margaret, "The Social Studies Program at the Ohio State University School," Social Studies in the Senior High School Programs for Grades Ten, Eleven, and Twelve, edited by Eunice Johns, National Council for the Social Studies, Washington, D. C., November, 1953, p. 22.

[2]Hamilton, Dorothy W., "The Milford, Connecticut, Social Studies Program for Grades Ten to Twelve," Johns, op. cit., p. 37.

An additional objective noted was to grow in the fundamental skills of reading, writing, discussing, thinking constructively, solving social problems, and reaching compromises which will enable progress to be made.[1]

The Port Arthur Secondary Schools stated that the school should prepare each child for intelligent functioning in his social world, and therefore should develop a desirable social behavior in the student. Additional desirable characteristics of behavior were:[2]

1. To participate in activities which will lead to acceptance of duties and obligations
2. To stimulate intellectual curiosity and ability to reach tentative decision based upon his own thinking
3. To live a full and creative life
4. To develop self-direction and an understanding of his abilities, interests, and needs
5. To act consistently with decisions which he reaches and to carry undertakings to completion

Additional objectives of the social studies program in the Louisville, Kentucky, Senior High Schools were:[3]

1. To learn how to use resource materials
2. To learn how to use maps, globes, and books in the social studies

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[1]Jones, Emlyn and Babcock, Chester D., "The High School Social Studies Program in Seattle," Johns, op. cit., p. 62.

[2]Smyth, Texie, "Social Studies in the Port Arthur, Texas, Secondary Schools," Johns, op. cit., pp. 49-52.

[3]Division of Curriculum, Louisville Public Schools, Senior High School Program of Studies, Louisville 8, Kentucky, September, 1957, p. 37.

3. To consider the complexity of economic, social, geographical, and political phases

The Corpus Christi, Texas Secondary Schools listed the following additional objectives for the social studies curriculum:[1]

1. To satisfy important immediate and probable future needs of the student

2. To develop interest in the major fields of human activity

3. To explore avenues of study or work for which the student may have particular fitness or ability

4. To develop a respect for authority

The Kalamazoo Public Schools listed the following additional objectives of the social studies curriculum:[2]

1. Discovery and full development of the potential of each student

2. Improvement of society

3. To encourage wide use of community resources

4. To develop an intelligent and continuing interest and responsibility in public affairs

5. To organize the social studies curriculum into integrated, correlated, and continuous themes, topics, and problems for the student

6. To develop an understanding of other cultures

The social studies objectives most frequently mentioned in curriculum publications of the thirteen secondary systems examined were listed in the following table:

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[1]Clark, Mary J., "The Correlated Course as a Part of the Social Studies Program in Corpus Christi, Texas," Johns, op. cit., pp. 81-82.

[2]Research Guide for the Social Studies, Kalamazoo Public Schools, Kalamazoo, Michigan, 170 pp.

TABLE I. SOCIAL STUDIES OBJECTIVES MOST FREQUENTLY MENTIONED IN CURRICULUM PUBLICATIONS OF THIRTEEN SECONDARY SCHOOL SYSTEMS

Social Studies Objective	Frequency of Mention
To develop skill in critical thinking, problem solving, the scientific method, and in the use of social studies tools	12
To develop the competencies and skills of the individual as a citizen and as a student	11
To develop recognition, appreciation, and understanding of America's social, political, and cultural heritage and traditions	9
To develop understanding of the social, economic, and political problems on the local, national, and international level	8
To develop appreciation and respect for the rights of each individual	7
To develop and participate in cooperative action with others	7

The frequency of mention of the social studies objectives shown in Table I indicated that a primary objective of the social studies was to develop skills in critical thinking and in application to problem solving. The development of the student into a competent and worthy citizen ranked nearly as high in frequency. The objectives next in order of apparent importance were awareness of American heritage and tradition, followed by international understandings. These objectives were followed by respect for individuals and cooperative action with others.

Thus, it appeared that the objectives of the social studies centered first around the individual's satisfactory adjustment, secondly around an awareness and appreciation of the American heritage and

tradition as well as an understanding of international problems, and finally around cooperative actions with others.

Provision for the Gifted

The second purpose of reviewing social studies curriculums was to determine the extent provision for the gifted was made in these thirteen systems. The curriculum publications used in the review pointed out wide variations in provision for the gifted, although provision for the slow learner and physically handicapped was relatively constant.

The Portland Public Schools stated that the skilled student in the social studies should:[1]

1. Conduct and participate in group actions
2. Evaluate information and ideas
3. Identify and solve problems
4. Interpret printed, pictured, and audio-visual materials
5. Interpret significant data
6. Think critically
7. Use the social studies vocabulary
8. Use library and other resources

The curriculum guide of the Portland Schools indicated that the school system provided enrichment experience for the gifted student.[2] The program for the gifted was different than the program for the average

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[1] Instructional Guide Secondary Education, op. cit., pp. 236-239.

[2] Ibid., pp. 236-239.

student in that the depth and scope of the learning opportunities were increased for the gifted.

The enrichment program was supplemented by the establishment of special classes for the gifted which were open to students only by invitation. These special classes for the capable students were known as Educational Enrichment Classes and were designed to develop abilities in writing, study, reading, and research beyond the level expected in normal classes. The seminar method of presentation was used to encourage participation and to facilitate development of individual interests and abilities.

On the basis of school enrollment and extent of student participation, additional time was allotted to each faculty member in the secondary school for the purpose of developing a special program for the able students.

The students invited to participate in the program must have demonstrated real interest in improvement and must have possessed superior to good performance in classwork. The ability of the students was measured by the California Test of Mental Maturity, achievement test ratings, Ohio State Psychological Examination scores, Iowa Tests of Educational Development, other test results, school work, and teacher ratings. Then average IQ was slightly above 120. Special exceptions for admission were made for those students who possessed ability in talent fields such as music and art.

The only provision noted for the gifted in the Shorewood, Wisconsin, Public Schools, was individual help from the classroom teacher

whenever possible.[1] However, special services were provided for some remedial classes.[2] Speech improvement and re-education classes were held for those individuals with speech problems, and lip-reading and remedial reading classes in English were held.

The Compton High School District provided special training classes for the education of the mentally retarded.[3] Qualified teachers were employed to aid the retarded in becoming economically useful and socially adjusted. No mention was made of special provision for the gifted student.

The Minneapolis Educational Program made no mention of provision for the gifted, although provision was made for the physically handicapped and the slow learners.[4] Special classes were provided at certain high schools for the slow learners.

New York advocated allowing for individual differences to provide for differences in maturity levels and deficiencies among students.[5] Individual help was provided for the slow learners and the retarded through teacher help as well as through group work. The gifted were provided for by means of long-range units of work designed around the abilities of the

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[1] Handbook of the Curriculum, op. cit., p. 11.

[2] Ibid., pp. 134-139.

[3] Bulletin of Information and Course Descriptions, op. cit., p. 18.

[4] Educational Program, op. cit., p. 14.

[5] A Design for Improving Early Secondary Education in New York State, op. cit., p. 20.

gifted. Routine work in the classroom was deleted in favor of more difficult work in which the student had a special interest. Special classes for the high ability students were formed in some schools to provide group work.

Two cautions pointed out by the New York State Education Department were: (1) the need for the gifted student to work with the entire group to realize his role and responsibility as a leader, and (2) the need for the ability of the gifted to be recognized as something useful rather than as something which sets them apart as odd.[1]

Special educational provisions were made at the Oxnard Union High School District for remedial and improvement classes in social studies subjects, designed to meet the level of ability in the class, but no specific program was established for the gifted.

The Milford, Connecticut, Social Studies Program offered special electives in the eleventh and twelfth grades to meet the needs of above average students or students with special interests in the social studies field. These courses were elected with the consent of the guidance office and instructor and a minimum enrollment of 10-15 was necessary for the course to be given.[2]

Individual differences in the Seattle high schools were provided for through pupil-teacher planning which aided in providing a variety of experiences in the classroom and in selecting activities and materials

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[1]Ibid., p. 20.

[2]Hamilton, Dorothy W., op. cit., p. 39.

suited to the pupils' level of achievement. Some special classes were provided for students in which individual attention was provided to a greater degree when needed.[1]

The Port Arthur Secondary Schools utilized heterogeneous grouping and provided for individual differences by means of teacher help to individual students. Cumulative records were available to the teachers and contained intelligence quotient ratings, educational-profile charts, California personality scale, physical records, anecdotal records, teacher ratings, and past records.[2]

The Louisville Division of Curriculum did not mention any provision for aid to the gifted, although a program of special education was designed to meet the needs of the handicapped student. Special provision was made for the physically handicapped and the slow learners in this program.[3]

The Corpus Christi, Texas, Secondary Schools provided for individual differences through adaptation by each teacher to the needs of the students.[4]

The Kalamazoo Public Schools utilized a program of teacher aid to individual students on a basis of individual pupil ability and made no mention of a specific program for the gifted or the slow learners beyond

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[1]Jones, Emlyn and Babcock, Chester D., op. cit., p. 64.

[2]Smyth, Texie, op. cit., p. 57.

[3]Division of Curriculum, Louisville Public Schools, op. cit., p. 7.

[4]Clark, op. cit., p. 81.

individual classroom work.[1]

A summary of the type of provision provided for the gifted and the frequency which each type of provision was utilized in the thirteen school systems reviewed was presented in Table II.

TABLE II. TYPE AND FREQUENCY OF PROVISION FOR THE GIFTED MENTIONED IN CURRICULUM PUBLICATIONS OF THIRTEEN SECONDARY SCHOOL SYSTEMS

Type of Provision	Frequency of Mention
Enrichment (Individual help by Teacher)	4
Enrichment (Special Classes)	1
Enrichment (Special Work)	0
Combination of the above methods	3
No mention made for provision	5

Eight out of the thirteen secondary school systems provided some type of provision for the gifted student in the social studies curriculum as shown by Table II. However, this ratio is misleading since several of these systems indicated only cursory attempts at providing for the gifted. It was found that eleven of the thirteen systems, 84.6 per cent, provided for the physically handicapped or slow learner, approximately 23.1 per cent greater than the provision made for the gifted. The provision for special aid to the gifted in the thirteen systems was some form of enrichment.

[1]Research Guide for the Social Studies, op. cit., p. 8.

Summary

The review of the social studies objectives of thirteen secondary school systems indicated that these objectives centered around three primary goals. The first of these appeared to be the satisfactory adjustment of the individual in the role of capable student and citizen. A second major objective was an awareness and appreciation for the American tradition and heritage and an understanding of international problems. A third major objective was the development of cooperative activity.

While the major goal of the social studies has been the development and adjustment of the individual, there has been relatively little provision for individual differences on the plane of the gifted. Conversely, nearly all of the systems provided for the slow learner or physically handicapped.

The primary provision for the gifted was some form of enrichment in these thirteen systems. The following chapter will present a discussion of methods of providing for the gifted.

CHAPTER IV

PRINCIPAL METHODS OF AIDING THE GIFTED STUDENT IN THE SOCIAL STUDIES

The review of literature indicated that there were many programs for aiding the gifted student, but that most programs utilized some form of acceleration, enrichment, or grouping to aid the gifted. Wrightstone stressed the need for early identification and motivation of the gifted, citing that only about half of the nation's secondary students graduated and that fewer than half of high ability seniors in the secondary systems planned to go to college.[1] In addition to identification and motivation, adequate methods for implementing aid to the gifted appeared to be necessary.

Each of the three principal methods of aiding the gifted student is discussed in this chapter.

Acceleration

Witty stated that acceleration has been proposed and often used during the past half decade, and was again being recommended in educational circles.[2] Various school systems throughout the country have enabled the gifted to be accelerated anywhere from one to two years,

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[1]Wrightstone, J. Wayne, "Discovering and Stimulating Culturally Deprived Talented Youth," Teachers College Record, Vol. 60, October, 1958, pp. 23-27.

[2]Witty, Paul, "Programs and Procedures for the Education of Gifted Children," The Journal of Teacher Education, Vol. 5, September, 1954, p. 228.

depending upon the ability of the student.

Acceleration provides for an individual to progress comfortably at the speed for which he is capable. It was one of the earliest methods used to aid the gifted and endeavored to shorten the time spent in school, either by skipping grades or speeding up assignments to cover material in less time.[1] Many educators believed that acceleration should be regarded as a possible device for aiding the individual pupil and should be used only when it guaranteed maximum benefit in every aspect of pupil development. They felt that the physical and social maturity of the student should be carefully examined and the application of acceleration should be studied in relation to the development of the individual.

Odell[2] stated that St. Louis pioneered in the acceleration of the gifted in 1868 by promoting students at short intervals. This was found to have the advantage of stimulating the gifted to work up to capacity and was based on the assumption that it was unnecessary for the gifted to spend consecutive years with their own class.

Some current programs in acceleration have allowed the gifted to complete a four year high school course in three years, others allowed them to skip grades (generally no more than two years), some permitted highly qualified students to enter college upon completion of two years

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[1]McWilliams, Earl M., "The Gifted Pupil in the High School," The Bulletin of the National Association of Secondary School Principals, Vol. 39, May, 1955, p. 3.

[2]Odell, Harold A., "What Provisions For the Education of the Gifted?" The Bulletin of the National Association of Secondary School Principals, Vol. 25, April, 1951, p. 42.

of high school, or allowed students to skip time rather than grades by entering school at an earlier age.[1]

Pressey[2] stated that research has shown that the gifted developed faster than the average student in ability as well as physique and maturity of personality and interests, and that the gifted were superior in these respects. Therefore, it was logical to allow the gifted to progress more rapidly than the average student.

The following specific values of acceleration were noted by Worcester when a student was allowed to enter school at an earlier age:[3]

1. Early entrance into school saved a year of the pupil's productive life by allowing him to go to college earlier and to embark upon his life career at an earlier date.
2. The student would be placed, at the beginning of his school program, with students more nearly his mental and social equal and the student would be less likely to develop habits of dawdling and laziness.
3. The education of the accelerated student would be directed and not haphazard.
4. Acceleration eliminated the problem of skipping subject material.
5. Teachers were made more aware of the particular needs of the gifted by becoming aware of them at the beginning of their career.
6. Acceleration tended to cause the school system as a whole to become sensitive to the problem of the gifted.

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[1]Carr and others, op. cit., p. 68.

[2]Pressey, S. L., "For the Able Student-What?" National Education Association Journal, October, 1958, p. 479.

[3]Worcester, D. A., The Education of Children of Above-Average Mentality, University of Nebraska Press, Lincoln, 1956, pp. 28-29.

Once a child was enrolled in school, there were two ways by which he could gain time--rapid progress or skipping. Rapid progress of the student could be facilitated by the following means:[1]

1. Selected classes could be utilized when sufficient students are available which cover more material than the regular classes and often save a year or more of time.

2. Students could be advanced as they gained competency.

3. In one-room schools, acceleration was an excellent means of advancing the student as he gained sufficient proficiency.

4. In the regular classroom, teachers covered the essential subject matter, and through use of supplementary materials, allowed the student to move forward at a more rapid pace than the average students.

5. When the student reached the high school level, it was possible to allow him to carry extra subjects. In this way, with one or two extra summer terms, a boy or girl could gain an additional year.

6. The gifted could be permitted to prove their competency by examination and enter college without having completed the formal high school course. Secondary school administrators generally opposed this early entrance to college without completion of high school, and refuted it by claiming immaturity of the student at this age.

7. Supervised correspondence courses could be utilized, especially in the small school.

Rapid progress gave the student the opportunity to move forward at his own pace, being neither hurried nor held back, and allowed him to cover all the necessary subject material. His transition from one group to another was usually less abrupt than that of the student who skipped a grade. Progress need not be at a uniform rate throughout the time spent in school, but could be rapid when studying familiar or easy subjects or

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[1]Ibid., pp. 29-32.

material which he learned from other sources. Progress could be adapted to his particular school situation regardless of the size of the system. Time gained from such a program could be put to use in the manner most suited to the needs of the individual.[1]

Skipping a grade differed from rapid progress in that social proof was often lacking that the individual had covered the ground skipped.[2] In some instances, skipping a grade might entail the omission of important subject matter, but weak areas could be identified by means of standardized tests and extra work completed in the weak areas. The student who was advanced enough to skip a grade was usually capable of filling-in weak or missing areas with a minimum of direction.

Administratively, skipping was the easiest method--with the possible exception of early entrance--of adjusting to children of advanced mentality and was the method most commonly used. The greatest danger was in leaving gaps in the student's learning experiences, but the danger found in skipping was far less than that of doing nothing to provide for the gifted.[3]

Worcester listed the following general values of acceleration:[4]

1. Acceleration recognized that children differed from one another and developed at different rates of speed. The gifted were usually more mature socially and emotionally as well as physically.

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[1] Ibid., pp. 29-32.

[2] Ibid., p. 33.

[3] Ibid., p. 33.

[4] Ibid., pp. 33-35.

2. There was a danger of developing personality problems and behavior problems in the gifted who were held back with those of their own chronological age. Laziness and careless work habits were promoted in the gifted who were not adequately challenged.

3. Acceleration saved valuable time, which allowed an earlier understanding and command of knowledge as well as an earlier beginning in a career.

4. Acceleration allowed school systems to save financially. A shortage of teachers and classrooms could be alleviated somewhat by a nationally implemented program of acceleration.

Carr[1] and others stated that acceleration not only allowed the gifted to embark upon a productive career at an earlier age, but it also allowed an earlier assumption of adult activities, provided for individual differences, and served to keep the gifted challenged.

Pressey[2] and McWilliams[3] advocated that the gifted take special examinations to enter college with advanced standing, thereby eliminating some standard courses in which the gifted demonstrated proficiency. This allowed the gifted student to remain in high school to mature socially with his age group and still be able to advance intellectually to a degree commensurate with his ability.

Pressey[4] stated that there were large numbers of gifted who go on to graduate school, thereby prolonging their educational experience, but also increasing the time lapse before entering upon a productive career

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[1]Carr and others, op. cit., p. 69.

[2]Pressey, op. cit., p. 479.

[3]McWilliams, Earl M., "The Gifted Pupil in the High School," The Bulletin of National Association of Secondary School Principals, Vol. 39, May, 1955, pp. 1-9.

[4]Pressey, op. cit., p. 479.

and acceptance of responsibility in society. Similarly, research indicated that most of the brilliant work in many areas was accomplished by individuals in their early twenties. Therefore, prolonged education limited the full potential and fruitfulness of an individual's career in many cases. Pressey also stated that carefully guided accelerated students did excellent work, adjusted well, and tended to have more successful careers than those advancing slowly. Evidence in general appreared to favor permitting the gifted to progress more rapidly.[1]

Worcester[2] answered the question of when to accelerate by advocating early acceleration or entrance in school in order to move the student ahead when motivation was easier to retain, rather than attempting to rebuild it after losing the motivation. Similarly, the student moved rapidly through the period when acquiring the tool or fundamental subjects and was then able to linger in fields of special interest in the secondary school or college.

Worcester[3] also stated that some educators held that acceleration was best accomplished at the secondary school level when students could be motivated by new fields and when new social groups were naturally in the making. He reported that other educators held that whenever an individual was found to be so far advanced that he was nearer to the group ahead than the group he was presently with, then the student should be

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[1]Ibid., p. 479.

[2]Worcester, op. cit., pp. 35-37.

[3]Ibid., pp. 35-37.

advanced. In many instances, because of the overlapping of work in the upper secondary levels and the lower college levels, it has been claimed that acceleration is the most feasible method of eliminating such duplication.

In regard to how much acceleration is beneficial, Worcester[1] found that some educators advocated advancing the student as fast and as far as his abilities would take him, and that this worked well in some cases. Other educators believed that although some acceleration is desirable, it should not exceed one to three years. Terman[2] advocated a high degree of acceleration. Witty[3] cautioned against too much acceleration, but recommended one or two years. The studies of Keys[4] and others have shown that the gifted with a minimum IQ of 130 could be accelerated two years profitably without social or emotional damage. The studies of Hobson[5] and others have shown that acceleration of one year was an advantage to those with IQ's of 115 and above, and failure to accelerate might be harmful. In Webster's study, a group of students with an average IQ of 111 and having been accelerated two to five semesters, showed many maladjustments. Worcester concluded that the amount of desirable acceleration varied with the ability of the

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[1]Ibid., pp. 37-38.

[2]Ibid., pp. 37-38.

[3]Ibid., pp. 37-38.

[4]Ibid., pp. 37-38.

[5]Ibid., pp. 37-38.

pupils.[1]

In a survey of adults who had been in an accelerated program as gifted students, Lorge[2] concluded:

1. Acceleration by skipping should be avoided in favor of some form of enrichment.
2. Skipping should not bring an intellectually gifted student to the secondary school system more than two years in advance of his chronological age.
3. Gifted students needed instruction in the basic skills and in the development of good habits of study.

The advantages of acceleration cited by Passow[3] included the fact that the talented who are accelerated may be with older children and absorb some mature characteristics. Acceleration allowed the student to complete his formal schooling earlier and thus exercise leadership in a socially valuable area much sooner. Conversely, the younger accelerated student could not exercise much social leadership in a group of older classmates.

In reviewing research on acceleration, Shannon[4] utilized the studies and reports of Alltucker, Keys and Wester, Justman, Unzicker and Wilkins, among others, to show that the younger gifted student who has

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[1] Ibid., pp. 37-38.

[2] California State Committee on Development of Reading, "Teaching Reading for the Gifted in The Secondary Schools," The Bulletin of the National Association of Secondary School Principals, Vol. 39, October, 1955, p. 10.

[3] Passow, A. Harry, "Talented Youth: Our Future Leaders," Teachers College Record, December, 1955, pp. 164-171.

[4] Shannon, Dan C., "What Research Says About Acceleration," Phi Delta Kappan, Vol. 39, November, 1957, pp. 70-72.

been accelerated into an older group received more scholarships, received more honors, participated in more activities, was elected to more offices, and evidenced less shyness and timidity than the average group. Shannon also stated that even if the gifted who had been accelerated did little better or average work in an older group, this would be significant in itself and a recommendation for acceleration.

Odell[1] felt that the major disadvantage of acceleration was the danger of possible social maladjustment of the student unless he has matured in direct ratio to his intellectual capacity. Thus, acceleration should not be utilized unless a systematic evaluation had been made of the student concerned.

Carr[2] and others felt that in addition to being emotionally damaging, acceleration could accent differences in the student and set him apart from his peer group, thereby risking social maladjustment if the chronological age difference becomes too great. Also, some students might not be ready to accelerate in all subjects. McWilliams[3] stated that acceleration deleted from the educational experience of the gifted those activities which provided for social and cultural exploration and development.

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[1]Odell, op. cit., p. 42.

[2]Carr and others, op. cit., p. 69.

[3]McWilliams, op. cit., p. 3.

Scharer[1] stated that acceleration was formerly the most popular method of providing for the gifted, but that it was less frequently used because it was questionable if the student should spend all of his class time with students who are socially older. Acceleration might be considered if the curriculum was rigid and unflexible in order to provide for individual needs, or if the community situation allowed little curriculum development. If used, acceleration should be used sparingly and each individual should not skip more than one year in twelve years of schooling, Scharer concluded.

Research upheld acceleration on two points:

1. If properly used, acceleration did not handicap the gifted student personally or socially.
2. Accelerated students could maintain the quality of work done by older classmates or possibly could do better.[2]

Studies by Eckert[3] showed that the maturity of college students was greater in accelerated students. Pressey[4] showed through research that the percentage of nationally known individuals increased as their respective ages at graduation decreased. He also stated in a later study that the twenties were a very productive period in an individual's life, therefore, the desirability of entering a career at an early age was a

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[1]Scharer, Norman B., "How Can the School Meet the Needs of Gifted and Superior Students?" The Bulletin of the National Association of Secondary School Principals, Vol. 36, November, 1952, pp. 99-109.

[2]Shannon, op. cit., pp. 70-72.

[3]Ibid., pp. 70-72.

[4]Ibid., pp. 70-72.

strong argument in favor of acceleration.

Enrichment

The definition of enrichment has varied among educators and often has been difficult to describe. The Education Policies Commission stated that enrichment, in its broader sense, was a policy rather than a plan and that no program for the gifted student was justified unless it included a program of enrichment. It could be carried out in connection with acceleration, ability grouping, individualizing assignments, elective courses, or any other plan.[1] Worcester stated that enrichment... "as a way of giving better educational opportunities to the mentally advanced child implies providing experiences for which the average or below average child lacks either the time, the interest, or the ability to understand...."[2]

Barbe[3] stated that 1920 marked the beginning of current emphasis upon enrichment, and that Los Angeles, in 1921, was the first major city to adopt the principle of enrichment as basic to the educational program. Enrichment was often used to describe the activities and curricular content of the program for the gifted which were different than those encountered by the average student in the heterogeneous classroom.

Worcester has stated that enrichment without acceleration is

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[1]Barbe, Walter B., "What is Enrichment?", School and Society, May, 1958, p. 222.

[2]Worcester, op. cit., p. 31.

[3]Barbe, op. cit., p. 222.

favored by most educators in order to avoid a lockstep system in which all gifted students were required to experience the same enrichment.[1] He felt that to be enriching in the best sense, the added work should be integrated with the general curriculum activities to develop meaningful relationships for the gifted student.

Although enrichment should be begun as early as possible in the student's learning experience, the secondary school offered many possibilities for enrichment with a wide range of courses and activities. The opportunities in college were limited only by the number of credits allowed. Worcester[2] has stated that there was no school so small, no community so isolated that opportunities for enrichment did not exist. Genuine enrichment, however, was very rarely encountered except in special classes in which enrichment was a definite aim.

Passow[3] found that enrichment was provided in some areas by varying instructional methods and materials or by adding courses where current offerings were too limited. Other systems provided extra facilities for after-class work, thereby increasing opportunities for the talented, or initiated cooperative ventures planned with the community to provide enriched learnings. Enrichment should not be thought of as something additional tacked onto a normal program, but should be an organized attempt to provide greater depth and breadth of learning for the gifted.[4]

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[1]Worcester, op. cit., p. 40.

[2]Ibid., p. 41.

[3]Passow, op. cit., p. 167.

[4]Passow, op. cit., p. 141.

French[1] has stated that there was considerable sentiment among educators to provide for the gifted student in regular classes rather than accelerating or grouping them. French stated that in a classroom of twenty to thirty students, a good teacher within a flexible program should allow the following enrichment activities:[2]

1. Individual students should be allowed to develop to the limit of their abilities.
2. Students of varying ability should be allowed to associate in work and play to derive benefit from this contact.
3. The presence of the gifted student served to stimulate the average student.
4. The school situation should reflect life as it actually is.

However, the lack of time within the classroom made it difficult for the teacher to aid the gifted student in fulfilling his potential. To adequately provide for the gifted, most educators favored enrichment, but this enrichment should encompass the complete school environment and provide for individual differences.[3] French also felt that enrichment should be in depth and breadth, thereby utilizing acceleration as well as the principles of grouping to aid the gifted.

McWilliams[4] stated that enrichment is the most widely accepted method for aiding the gifted, and that enrichment provided outlets for

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[1]French, Joseph L., Educating the Gifted, Henry Holt and Co., New York, 1959, p. 140.

[2]Ibid., p. 140.

[3]French, op. cit., p. 141.

[4]McWilliams, op. cit., p. 4.

research interests and creativity in almost every phase of the secondary school program. He felt that the primary need was for qualified teachers with imagination and breadth of background so that enrichment did not become "more of the same" or "busy work" for the gifted. The biggest difficulty in enrichment was to provide enrichment for the gifted and still allow him to remain in the heterogeneous classroom, since the time and resources of the average teacher were inadequate to take care of individual differences ranging over a wide span.[1]

The program for the education of the gifted should be enriched in several ways:[2]

1. The work of the regular classroom should be integrated with other experiences outside the field being studied.
2. When achievement reached a high level in an academic course, replace it with a non-academic course of related interests.
3. Encourage students to take extra classes in non-academic fields.
4. Students should be released from academic subjects at certain hours for supplemental experiences in the scholastic program.

Schauer placed the emphasis in aiding the gifted upon enrichment by means of supplemental, worthwhile activities outside of the academic fields which draw heavily on local and community resources.

Worcester[3] stated that enrichment should be available to the gifted throughout the learning experience. When determining the kind of

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[1]French, op. cit., p. 141.

[2]Scharer, op. cit., p. 103.

[3]Worcester, op. cit., pp. 41-43.

enrichment and the appropriateness, he held that it was necessary to consider the degree of insight which was likely to occur. He stated that in the elementary grades, a great deal of caution should be exercised so that the enrichment was within the scope of the student, but in the secondary schools, the wide range of courses and activities offered many possibilities for enrichment. However, in the college or university, the chance for enrichment was almost unlimited, provided that the administration allowed registration for extra hours. Worcester stated that enrichment should be provided for all who can profit from it.

Witty[1] has stated that enrichment could be used in special fields as a means of providing for the gifted. The same sequence of units would be used, but enriched programs with higher standards would be utilized for the gifted. Special high schools have been set up in large cities to offer an education centered around a flexible curriculum offering a large number of electives.[2]

By nature the gifted student has had an enriched life in experience, insight, and appreciation, but the gifted could grow into a full realization of these factors only through planned enrichment.[3] Enrichment had the advantage of adopting materials and educational experiences to the individual without accompanying possible dangers of social maladjustment found frequently in acceleration. Enrichment followed the ideal of

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[1]Witty, op. cit., p. 226.

[2]Ibid., pp. 227-228.

[3]Odell, op. cit., p. 43.

adapting school work to every individual and not to a group.[1]

The enrichment program for the social studies curriculum in River Dell, New Jersey, began in the ninth grade following a thorough study of student performance of the seventh and eighth grades.[2] The students were selected on the basis of high grades, an IQ of 120 or better, teacher and guidance department recommendations, good physical and mental health, and pupil-parental consent.

The program at River Dell utilized horizontal enrichment in the social studies and English, with greater broadening in exploration, research papers, discussion, theme writing, and other forms of enrichment. The success of the program was found to depend largely upon the quality of the teachers. Inspirational and enthusiastic teachers, thoroughly prepared in their subject area fields, were necessary. This has led to the objection of placing the best teachers with the gifted rather than with the average and slow learners, without considering whether the best teacher for the gifted would necessarily be best for the slow learner.

A program of enrichment should permit each student to delve more deeply into his fields of special interest and to give creative expression to his particular talents; but it should also guide him to explore a wide variety of both intellectual and nonintellectual activities.[3]

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[1] Ibid., p. 43.

[2] Carr and others, op. cit., p. 69.

[3] Education of the Gifted, published by the Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, Washington, D.C., 1950, p. 57.

Success of a program of enrichment concerned with individual differences was largely dependent upon class size, ample and varied instructional materials, flexible curriculum and standards, and versatile teachers.[1]

Disadvantages of an enrichment program noted by Worcester[2] were as follows:

1. Enrichment may be used only to cover activities which are busy work, or enriching only to the teacher who gets some of her work done for her.

2. A program based primarily upon enrichment lies in danger of becoming merely a program in which activities are supposed to be equally attractive and profitable to all. This denies the uniqueness of genius.

3. If enrichment is the only planned difference within the classroom for the gifted, the school tends to become blind to the needs of the gifted and the degree in which they differ intellectually from other students.

One of the major disadvantages of enrichment was the lack of adequate time within the classroom to enable the teacher to provide enrichment. In its worst form, enrichment could be punishment for being intellectually gifted. At its best, it could allow every student to advance at his own speed and level.

Enrichment could come in many forms. It could mean committee work, both in and out of the classroom. It could include extra work in the classroom and in the library. It should mean extra-curricular activities. Enrichment could utilize college-level classes in the secondary school.

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[1]Ibid., p. 57.

[2]Worcester, op. cit., p. 45.

Special classes could be established within interest fields. Regardless of the form used, enrichment requires a combination that fits the particular school and student and should be based upon careful study.

Grouping

One of the most debated issues in education has been ability grouping.[1] The review of literature indicated little disagreement concerning grouping at the lower extreme of the ability continuum as students with low intelligence quotients were usually placed in special classes. The issue of ability grouping was most controversial in the secondary school system.

Classes designed for the gifted student have been known by various names. They have been termed segregated, partially segregated, special, selected, or homogeneously grouped.[2] The name which was used depended upon the individual school system.

Ability grouping was designed to place students of similar abilities or intellect together in the classroom to facilitate their instruction. It was designed to compensate for the weakness and ineffectiveness of the regimentation commonly found in the graded system.[3] Worcester stated that the present trend in education is toward more grouping within

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[1]Grambs, Jean D., Iverson, William J., Patterson, Franklin K., Modern Methods in Secondary Education, The Dryden Press, New York, 1958, p. 346.

[2]Worcester, op. cit., pp. 45-48.

[3]Odell, op. cit., pp. 43-45.

the school, reversing the discontinuation of grouping in many systems due to charges of being undemocratic or unjustifiable.[1]

Scharer stated that the practice of grouping is rather recent in larger school systems.[2] He listed the following issues as the most important in grouping:

1. Development of a new curriculum for the upper level or gifted students who are being grouped.
2. Consideration of the social adjustment of the individuals being grouped.
3. Materials to adequately aid the gifted must be provided.
4. Class size must be determined for maximum effectiveness.
5. Satisfactory equipment must be provided, often necessitating duplication of equipment used for regular classrooms.[3]

Scharer stated that utilization of grouping depended primarily upon the following factors:

1. Size of the school.
2. Attitudes toward grouping within the community.
3. Attitude and interest of the staff.
4. Philosophy of the administration.[4]

Gores stated that there was no such thing as absolute homogeneity and that even complete heterogeneity was not present and that a group may

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[1]Worcester, op. cit., pp. 45-48.

[2]Scharer, op. cit., p. 103.

[3]Ibid., p. 103.

[4]Ibid., p. 103.

be heterogeneous in some aspects and homogeneous in other aspects.[1] However, he felt that the school's compartmentalized architecture allowed no alternative but to group, and therefore, the school must use some system of grouping based on local philosophy.[2] Some schools concerned primarily with emotional, social, and character and personality development may group by lot and call this heterogeneity. Schools concerned primarily with subject matter may group according to achievement rate and call this homogeneity. Actually, according to Gores, neither system is completely homogeneous or heterogeneous because of factors such as chronological age, interests, and abilities. Gores stated that future schools would utilize more ability grouping for the gifted, but the grouping would only be for certain classes, as the practice of segregating the gifted for the entire day would disappear.

Odell[2] stated that group learning can be accomplished more effectively by grouping students by ability rather than by chronological age. He found that it was desirable to use IQ, scholastic record, and teacher judgements, as well as chronological age as criteria for ability grouping. This allowed the child to be promoted by natural growth at the same time as classmates of his own chronological age.

The following factors were listed by Worcester[4] to keep in mind

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[1]Gores, Harold B., "For the Able Student-What?", National Educational Journal, October, 1958, p. 478.

[2]Ibid., p. 478.

[3]Odell, op. cit., pp. 43-45.

[4]Worcester, op. cit., pp. 45-48.

when considering grouping:

1. Grouping has brought up the question of democracy being violated through discrimination. However, a democratic society has selected individuals for all kinds of special purposes. If the selection of the gifted was based upon ability and no one was excluded because of race, social, or economic status, or other factors not related to ability, there could be no charge that selected classes are undemocratic.

2. It has been felt that grouped classes tend to think too highly of themselves. Observations of grouped classes of gifted students has resulted in an almost 100 per cent conclusion that such fears are groundless. It was more likely that such attitudes of superiority would develop if the gifted was in a mixed class where he was almost always right.

3. Special classes in certain subjects could be utilized in the upper grades which would allow specialization in interest fields. Such a class covered the regular work and goes beyond in accordance with the abilities within the group.

4. The size of the school was important in that this type of class was feasible only in school systems whose enrollment was large enough to justify a special room and teacher. Each grouped class should be small enough to assure adequate provision for individual differences.

Advantages listed by French[1] in favor of grouping included the following:

1. Grouping students intellectually allowed a program of greater depth, breadth, and speed.

2. Grouping allowed other teachers more time within their classrooms with the IQ range narrowed.

3. Gifted students could stimulate and be more readily stimulated by those on the same intellectual plane.

4. Grouping increased the competitiveness among the gifted.

5. Competition among intellectual peers reduced the "smugness" in students who have had little real intellectual competition.

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[1]French, op. cit., pp. 141-142.

6. Increased competition provided a more realistic portrayal of competition as it exists in the world.

Carr[1] and others stated that the reduced range in the classroom IQ allowed better planning within the classroom, provided more time for creative activities and enrichment, stimulated the gifted student to maximum achievement, and had no slow learners to retard class progress.

Partially segregated classes were utilized by some schools to keep the gifted students together for certain portions of their work, with the remainder of the classwork being done with the general group. Partially segregated classes usually assumed that the gifted are similar to the average student in all traits except intellect, and therefore provided social contact with other students for the gifted.[2]

Selected classes provided the opportunity for rapid progress, enrichment, or combinations of both, and allowed a flexible program which was adapted to the needs of the individual or group as well as to their rate of progress. Grouping by ability could result in amazing results among the gifted.[3]

The major argument against grouping was that the process was undemocratic because it provided special opportunities to only the gifted, and resulted in stigma for the slower groups.[4] McWilliams[5] suggested

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[1]Carr and others, op. cit., p. 68.

[2]Worcester, op. cit., pp. 48-49.

[3]McWilliams, op. cit., p. 4.

[4]Odell, op. cit., pp. 43-45.

[5]McWilliams, op. cit., p. 4.

that it was best to allow the gifted to share activities with other pupils in which he will be engaged all of his life, and to work alone or with his peers in activities to develop analytical and creative powers. He stated that grouping produced an artificial conditioning for adult life in which the individual has to mingle in society.

In addition to producing snobbery, Carr[1] and others maintained that grouping caused the gifted to become impatient with those of lower intelligence. They stated that grouping also produced excessive competition among the gifted, and the average student was deprived of the intellectual spark provided to a class by the gifted.

The disadvantages pointed out by French[2] were duplication of teaching in two classrooms, and the inefficient use of time saved in special classes.

McWilliams[3] stated that the greatest handicap was that the gifted are not equally talented in all areas. Hence, there was a possibility of grouping within subject areas only. Spears[4] stated that less than one third of the elementary and secondary schools were large enough to practice homogeneous grouping.

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[1]Carr and others, op. cit., p. 69.

[2]French, op. cit., pp. 141-142.

[3]McWilliams, op. cit., p. 4.

[4]Spears, Harold, "For the Able Student-What?" National Education Association Journal, October, 1958, p. 478.

Summary

The review of literature indicated that some form of acceleration, grouping, or enrichment was the common method of providing for the gifted student.

Acceleration has been principally used to promote students by skipping grades or speeding up assignments to cover more material. The primary value of acceleration appeared to be saving time for the gifted student while adequately providing for his academic needs. The greatest disadvantage cited was the possible social or emotional damage to the student when placing him with older students or speeding up assignments.

Enrichment programs were found to vary among educators, but principally were utilized to provide additional learning for the gifted. Enrichment was found to be more commonly recommended than other methods, and was utilized most frequently within the regular classroom. It was found to be valuable for allowing each student to advance at his own speed and level of learning. The major disadvantage of enrichment was that it too often became repetition for the gifted student rather than an offering of new, challenging assignments. Lack of adequate time within the classroom to provide enrichment was a second major disadvantage.

Ability grouping was designed to place students of similar abilities or intellect together in the classroom to facilitate their learning. The major advantage of grouping appeared to be ease of instruction and greater stimulation of the gifted. The primary disadvantage cited was that a grouping program is undemocratic.

The following chapter presents a summary of the problem with conclusions and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this investigation was to examine effective methods of aiding the gifted student in the social studies curriculum. It was also desired to determine the characteristics of the gifted, methods of identifying the gifted, and the desired learnings of the social studies curriculum.

After a review of literature, the gifted were defined as those individuals with an intelligence quotient of 130 or above, or possessing special abilities or aptitudes in the social studies curriculum. This definition was adopted for the purpose of this study only.

It was found that the gifted are superior to average students in nearly all traits, although this deviation is not uniform among the gifted as a group, or for all traits. Deviation was greatest in the intellectual and ability areas.

Testing and observation were found to be generally used as the primary means of identification.

Curriculum publications of thirteen secondary school systems revealed that the desired learnings of the social studies curriculum centered around the satisfactory development and adjustment of the individual as a student and citizen. They further disclosed that eight of the thirteen systems made some attempt to provide for the gifted. Eleven of the thirteen systems provided for the slow learner or physically handicapped student. The only provision for the gifted was some form of

enrichment.

It was found that most literature concerning provision for the gifted recommended some form of acceleration, enrichment, or grouping.

Acceleration was used primarily to skip grades or to cover material rapidly and was advantageous for saving time, but was considered dangerous because of possible social or emotional damage to the student.

Enrichment was utilized to provide additional learnings for the gifted, allowing the gifted to proceed at his own speed and level of learning, and became disadvantageous when the enrichment consisted only of repetition.

Ability grouping was designed to place students of similar abilities or intellect together in the classroom to facilitate their learning. Grouping allowed greater stimulation of the gifted and easier instruction, but was often charged with being undemocratic and practical only in large systems.

Conclusions

From the study of the review of literature, the following conclusions, regarding the gifted student and the social studies curriculum, have been drawn:

1. There is no standard or set definition of the gifted. Definitions vary from author to author and may range from a numerical designation of intelligence quotient, the most common designation, to physical or spiritual designations.

2. The typical gifted student is superior in almost all respects to the typical average student.

3. The most common method of identifying the gifted is by testing and teacher observation. This points to the need for more

stress and improvement in the secondary guidance and counseling services if the gifted is to be adequately aided.

4. Identification of the gifted should be made as early as possible in his educational program.

5. The primary objectives of the social studies curriculum are centered around the individual. This indicates the necessity of satisfactorily providing for individual differences in the social studies curriculum.

6. The writer felt that the 23.1 per cent greater provision which was made for the slow learners and handicapped students in the curriculums examined is indicative of the trend nationally and should be reversed if the welfare of the nation is to be considered in the long run.

7. If the limited curriculum samplings were representative, the writer felt it was significant that forms of enrichment were the only type of provision made for the gifted. This might indicate that much oral or lip service is being given to provision for the gifted, as indicated by the review of literature, but that little actual implementation is in practice, other than attempts at enrichment.

8. The methods which are used to aid the gifted student should be determined by the circumstances present in each situation based upon careful study.

Recommendations

It is recommended that a complete study be made of the degree of implementation of various methods of providing for the gifted. There exists a great amount of current literature concerning provision for the gifted, but the writer felt that lip-service is the primary method of implementing such provision.

Emphasis should also be placed upon arriving at an exact definition of the gifted student to eliminate some of the confusion currently existing about this group.

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