Analysis of the selected periodical articles published in 1960 and 1961 related to the gifted child and the implications for the school library

Faith Y. Neal

ATLANTA UNIVERSITY

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations

Recommended Citation
http://digitalcommons.auctr.edu/dissertations/3776

This Thesis is brought to you for free and open access by DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. It has been accepted for inclusion in ETD Collection for AUC Robert W. Woodruff Library by an authorized editor of DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. For more information, please contact cwiseman@auctr.edu.
ANALYSIS OF THE SELECTED PERIODICAL ARTICLES PUBLISHED
IN 1960 AND 1961 RELATED TO THE GIFTED CHILD AND
THE IMPLICATIONS FOR THE SCHOOL LIBRARY

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE

BY
FAITH YVONNE NEAL

SCHOOL OF LIBRARY SERVICE
ATLANTA, GEORGIA
AUGUST, 1962
# TABLE OF CONTENTS

**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Purpose and Scope</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
</tr>
<tr>
<td><strong>II. ANALYSIS OF PERIODICAL ARTICLES RELATED TO THE GIFTED CHILD, 1960 AND 1961</strong></td>
<td>9</td>
</tr>
<tr>
<td>Analysis of the Articles by Date</td>
<td></td>
</tr>
<tr>
<td>Analysis of the Articles by Source</td>
<td></td>
</tr>
<tr>
<td>Analysis of the Articles by Content</td>
<td></td>
</tr>
<tr>
<td>Instructional Program</td>
<td></td>
</tr>
<tr>
<td>Testing and Evaluation</td>
<td></td>
</tr>
<tr>
<td>Characteristics and Identification of the Gifted</td>
<td></td>
</tr>
<tr>
<td>Programs for the Gifted</td>
<td></td>
</tr>
<tr>
<td>Selection of Students to Participate in Programs for the Gifted and Talented</td>
<td></td>
</tr>
<tr>
<td>Preparation of Teachers for the Gifted</td>
<td></td>
</tr>
<tr>
<td>Research on and Studies of the Gifted</td>
<td></td>
</tr>
<tr>
<td>Reading and Reading Guidance</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Needs of the Gifted</td>
<td>ii</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>III. IMPLICATIONS FOR THE SCHOOL LIBRARY</td>
<td>27</td>
</tr>
<tr>
<td>BIBLIOGRAPHY OF PERIODICAL ARTICLES RELATED TO THE GIFTED CHILD,</td>
<td>32</td>
</tr>
<tr>
<td>1960 AND 1961</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>40</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analysis of the Articles by Source</td>
<td>12</td>
</tr>
<tr>
<td>2. Analysis of the Articles by Subject Content</td>
<td>14</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

There is an increased emphasis by professional and lay people on the importance of dealing effectively with the gifted child. Our public school systems are also beginning to study how to meet the needs of this important group of pupils.¹ "It took a ballistic missile to awaken the American people to a realization that the most underprivileged and under-educated group of students in America is the gifted and talented." Time and money were devoted "to the education of average pupils and, more recently, to special education for slower and handicapped youngsters."²

With reference to adequate facilities in the educative process, it was reported in 1958 that the gifted are among that segment of our population who seem to be discriminated against most severely. Garrison, in a book by Magnifico, has estimated that:

'Less than five per cent of the mentally gifted children in the United States are being given the special education they require, while Ruth Strang has been somewhat more generous in allowing that perhaps as many as 10 per cent are receiving some measure of the individual attention they should rightfully be given.'³

²Eleanor Johnson, "Let's Challenge the Gifted Students," Education, LXXXI (September, 1960), 56.
It is also noted by Garrison and Gray that "the bright child is often neglected, since he is able to make satisfactory progress without much assistance or guidance from his teacher." Consequently, the gifted is often left unmotivated and minus the guidance that he needs to stimulate his intellectual powers to produce their maximum capacity.

At the present time, school systems all over the country, sensitive to fierce pressure from our society for technicians and experts of every kind, are rapidly establishing programs to produce highly efficient, useful, skilled, dependable, ready-made cogs for a scientific economy. Before increased emphasis on the scientific aspect of our economy, there were programs for the gifted. To date it, there have been programs for the gifted since the nineteenth century. Before 1870, St. Louis had established a flexible program where students could complete eight grades in less than eight years.

New York City started the rapid-progress classes in 1900 to enable bright children in that city to complete three years' work of junior high school in two years. Today, the program is still in effect.

A sporadic interest in the education of the gifted existed before 1930. In comparison with the massive efforts to expand American education for "all" children, it was quite unimpressive. However, during the 1930's and 1940's, there were programs providing enrichment in special classes and in the regular classrooms for the gifted.

---

1 Ibid. p. 61.
2 Ibid.
4 Ibid. p. 12.
At the close of World War II, no impending wave of interest in the
gifted child was in sight. "Then came the report on The Gifted Child
in 1951 edited by Paul Witty for the American Association for Gifted
Children."1 A few years later, in 1958, the National Defense Education
Act provided funds (a) for training school counselors for work with the
gifted, and (b) for educational experiments on behalf of the gifted. A
hundred thousand dollars was provided by the state of California for re-
search on curriculum adjustments for the gifted. Projects for the gifted
were also set up by the National Education Association, the North Central
Association of Colleges and Secondary Schools, and the Southern Regional
Council on Education.2

In the foreground were two great foundations which turned their at-
tention to the education of the gifted. The Ford Foundation gave support
to the Portland, Oregon project, which was "an experimental project to
determine what type of program would offer better learning opportunities
for the intellectually able and talented children,"3 and to the projects
for acceleration of gifted students in college. Support was given by the
Carnegie Corporation to the Inter-University Committee on the Superior
Student and to the North Central Association program for superior high
school students.4

During the decade of 1950, Fliegler and Bish summarized trends in
the education of the gifted as follows:

1 Ibid.
2 Ibid., p. 12.
3 Ibid., p. 116.
4 Ibid., p. 13
1. Greater concern with curriculum content based upon the conceptual level of the gifted.

2. Expansion of the previously narrow interpretation of gifted through efforts to measure special abilities and creativity.

3. Increased acceptability of some forms of acceleration as administrative procedures.

4. Development and expansion of college and university programs at both undergraduate and graduate levels for teachers specifically trained to work with the gifted, and special programs for retraining teachers in science and mathematics.

5. Sponsorship of comprehensive experimentation by U. S. Office of Education and such organizations as the Ford Foundation and Carnegie Corporation as well as intensification of research activities among local schools and by doctoral students.

6. Recognition and determination to realize the underdeveloped human resource potential among members of the lower socio-economic groups, Negroes, and women.

7. Direct action by state and national government through distribution of funds for program development and scholarships.

8. Concern with special programs at the local level which have a variety of approaches but substantially represent an interest in intellectual as well as social needs of the gifted.

Dr. White, Jr., President of Mills College, Oakland, California, stated in 1953 that:

(1) Our American democracy is dedicated to the highest development of each individual.... (2) The history of civilization indicates that talent seldom is isolated; it sprouts when large numbers of people are interested in looking for it and encouraging it. (3) Within the structure and limitations of our American secondary schools, the best means of giving the well endowed student encouragement and intellectual challenge is through the school library which will enable such a student to explore a field as rapidly as his capacity permits.

Since the school library has been recognized as being adequately equipped to provide an intellectual challenge to the gifted pupil, both

1 Ibid., p. 13-14.
in content and type of material, it should assume its role as a resource center. "Studies of American high schools, the National Defense Education Act, the uses of newer communication media, and heightened public interest in education are causing changes in curriculum, teaching methods, and materials." The School Library Bill of Rights endorsed by the Council of the American Library Association, July, 1955 and emphases on conquering space have also contributed to the intensified interest in the gifted.

**Purpose and Scope**

With the foregoing discussion in mind, three hypotheses underlie the present study: (1) that increased emphasis will be placed on the importance of dealing effectively with the gifted because of emphases by the National Defense Education Act, the School Library Bill of Rights, and heightened public interest in education because of the emphasis placed on conquering space; (2) that the school library can provide adequately for and challenge the gifted pupil through its various book and non-book materials; (3) that the periodical literature written about the gifted will reflect the emphasis placed on providing for and challenging the gifted.

In view of the growing emphasis on providing adequately for the gifted child, the purposes of this study are: (1) to analyze library and educational literature by date, source, and content; (2) to find out in

---


which magazines the articles appeared most frequently, and (3) to reveal through the contents of the literature what the implications are for the library as mentioned in the literature.

A study of this type can serve to foster a better understanding of the needs of the gifted child by the administrative staff and teachers in the school. It can also help to alleviate some of the present-day problems encountered as a result of the vast number of changes in emphasis in curriculum and curriculum materials. After revealing the implications for the school library, the study can serve as a goal toward which librarians and school administrators can work.

Definition of Terms

For the purposes of this study, we shall consider any child gifted who is superior or talented in some ability which will enable him to make an outstanding contribution to society. The term, "child," is not restricted to elementary school ages but may extend throughout high school ages.

Limitations

A limitation of the study is the lack of an adequate interpretation of the term, gifted child. Nevertheless, the term is adequate to distinguish academically the gifted group from another. Mr. Harold D. Carter says, "the term gifted children is inadequate because the studies are not limited to or mainly concerned with children, and because there is so much use of the word gifted."

Methodology

A bibliography was compiled from the related literature in Library Literature, Education Index, and Readers' Guide to Periodical Literature from 1960-1961. From the compiled bibliography every third entry was chosen to form the basis of selectivity. In the case where the third entry could not be located, the entry immediately following the third was substituted. Therefore, one third of the articles from the compiled bibliography were read.


Articles were read in detail with the article as the recording unit; a checklist was devised which consisted of main categories in order to

analyze the literature by content. A special category entitled "Implications for school libraries" was included in order to ascertain what the school library and its staff can do to aid the gifted child as reflected in the literature.

An analysis was made of the literature by date in order to determine how many articles appeared in 1960 and in 1961, thereby determining the frequency of occurrence for the two-year period. After determining the frequency of occurrence of articles, an analysis was made of the sources in order to determine the frequency with which the sources were cited. As references, Periodicals for Small and Medium-Sized Libraries\(^1\) and Classified List of Periodicals for the College Library\(^2\) were used to classify the sources according to type of periodical.

A bibliography of the articles was compiled. It was arranged under the years 1960 and 1961 in an alphabetic order by author or by title of the article.


CHAPTER II

ANALYSIS OF PERIODICAL ARTICLES RELATED TO

THE GIFTED CHILD, 1960--1961

Analysis of the Articles by Date

According to the indexes consulted, there were 343 titles of articles that dealt with the gifted child. The largest number of articles 65, or 57 per cent, were published in 1960. The least number 50, or 43 per cent, were published in 1961.

Analysis of the Articles by Source

An examination of the literature by source revealed that the articles were published in three types of periodicals, namely: general, library and education. In this study, general periodicals are those which are broad in scope and which include the news magazines. Library periodicals are those which are concerned with the theory and practice of libraries and their administration and are intended to aid in the selection of books and materials. Included as education periodicals are those that stress the theoretical bases of education, the practical and theoretical sides of teaching or serve as the official organs of education associations. These periodicals may be written in popular style or they may be devoted to research.

Education periodicals contained the largest number of articles found relating to the gifted child. General periodicals carried the second highest number and library periodicals had the least. The distribution
of articles according to the type of periodical was: 108 in education periodicals, four in general and three in library periodicals.


Analysis of the Articles by Content

The literature related to the gifted child for the years 1960 and 1961 was varied in content. The 115 articles that were read revealed discussions on the gifted child 593 times in 10 major categories and 20 different aspects of these categories. The category which was discussed
most was the Instructional Program with 59 frequencies; considering the
eight aspects of the Instructional Program, Mathematics was the focal
point in the discussions 23 times; Science was emphasized 22 times; English
received 21 frequencies; Social Studies had 12 frequencies; Art and Drama
were discussed 10 times; Foreign Languages were emphasized six times and
Business Education and Music were discussed four times each.

Discussions on Testing and Evaluation of the Gifted ranked second
and was indentified 42 times. Characteristics and Identification of the
Gifted followed next with 29 frequencies. Programs for the gifted, in
general, were of interest in 37 articles, with various aspects of this
category being emphasized 90 times as follows: Enrichment, 40; Grouping,
22; Special Classes, 15; and Acceleration, 13. Selection of Students to
Participate in Programs for the Gifted and Talented was presented in 30
articles. Preparation of Teachers for the Gifted had 21 frequencies; Re-
search on and Studies of the Gifted rated 19 times; Reading and Reading
Guidance was discussed 16 times; and Finance was the focal point of in-
terest 10 times. The least discussed category was Needs of the Gifted
with five frequencies. However, the more specific needs of the gifted
identified in the articles were treated 123 times. These specific needs
of the gifted were: Academic, scoring the highest with 41 frequencies;
Motivation with 23 frequencies scored next; Counseling and Guidance and
Social and Psychological needs were emphasized 18 times each; Personal
and Recreational needs were focused upon seven times each. Vocational
needs received five frequencies; and Critical Thinking, the least dis-
cussed of the specific needs, had four frequencies (see Table 2).
<table>
<thead>
<tr>
<th>Periodicals</th>
<th>General</th>
<th>Library</th>
<th>Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association of Secondary School Principal's Bulletin</td>
<td>.....</td>
<td>.....</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Education</td>
<td>.....</td>
<td>.....</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics Teacher</td>
<td>.....</td>
<td>.....</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Education Digest</td>
<td>.....</td>
<td>.....</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>National Education Association Journal</td>
<td>.....</td>
<td>.....</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Exceptional Children</td>
<td>.....</td>
<td>.....</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Instructor</td>
<td>.....</td>
<td>.....</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Elementary School Journal</td>
<td>.....</td>
<td>.....</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English Journal</td>
<td>.....</td>
<td>.....</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>School and Society</td>
<td>.....</td>
<td>.....</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Clearing House</td>
<td>.....</td>
<td>.....</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Personnel and Guidance Journal</td>
<td>.....</td>
<td>.....</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>High School Journal</td>
<td>.....</td>
<td>.....</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>School Science and Mathematics</td>
<td>.....</td>
<td>.....</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>National Association of Women Deans and Counselors</td>
<td>.....</td>
<td>.....</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Teachers College Record</td>
<td>.....</td>
<td>.....</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>American Mercury</td>
<td>2</td>
<td>.....</td>
<td>.....</td>
<td>2</td>
</tr>
<tr>
<td>Arithmetic Teacher</td>
<td>.....</td>
<td>.....</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Social Education</td>
<td>.....</td>
<td>.....</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Journal of Educational Psychology</td>
<td>.....</td>
<td>.....</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Periodicals</td>
<td>Types of Periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>Library</td>
<td>Education</td>
<td>Total</td>
</tr>
<tr>
<td>Journal of Educational Research</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business Education Forum</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>School and Community</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science Teacher</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nation's Schools</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Life</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Peabody Journal of Education</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Atlantic Monthly</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>California Journal of Secondary Education</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>American School Board Journal</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Journal of Higher Education</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Illinois Libraries</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music Educators Journal</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Overview</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin Library Bulletin</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Educational Administration and Supervision</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Library Journal</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>College English</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Senior Scholastic</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Newsweek</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Classical Journal</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>3</td>
<td>108</td>
<td>115</td>
</tr>
</tbody>
</table>
### TABLE 2

**ANALYSIS OF THE ARTICLES BY SUBJECT CONTENT**

<table>
<thead>
<tr>
<th>Subject Content of the Literature</th>
<th>Frequency of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Program</td>
<td>59</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23</td>
</tr>
<tr>
<td>Science</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
</tr>
<tr>
<td>Social Studies</td>
<td>12</td>
</tr>
<tr>
<td>Art and Drama</td>
<td>10</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>6</td>
</tr>
<tr>
<td>Business Education</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
</tr>
<tr>
<td>Testing and Evaluation</td>
<td>42</td>
</tr>
<tr>
<td>Characteristics and Identification of the Gifted</td>
<td>39</td>
</tr>
<tr>
<td>Programs for the Gifted</td>
<td>37</td>
</tr>
<tr>
<td>Enrichment</td>
<td>40</td>
</tr>
<tr>
<td>Grouping</td>
<td>22</td>
</tr>
<tr>
<td>Special Classes</td>
<td>15</td>
</tr>
<tr>
<td>Acceleration</td>
<td>13</td>
</tr>
<tr>
<td>Selection of Students to Participate in Programs for the Gifted and Talented</td>
<td>30</td>
</tr>
<tr>
<td>Preparation of Teachers for the Gifted</td>
<td>21</td>
</tr>
<tr>
<td>Research on and Studies of the Gifted</td>
<td>19</td>
</tr>
<tr>
<td>Reading and Reading Guidance</td>
<td>16</td>
</tr>
<tr>
<td>Finance</td>
<td>10</td>
</tr>
<tr>
<td>Needs of the Gifted</td>
<td>5</td>
</tr>
<tr>
<td>Academic</td>
<td>41</td>
</tr>
</tbody>
</table>
TABLE 2 Continued

<table>
<thead>
<tr>
<th>Subject Content of the Literature</th>
<th>Frequency of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>23</td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>18</td>
</tr>
<tr>
<td>Social and Psychological</td>
<td>18</td>
</tr>
<tr>
<td>Personal</td>
<td>7</td>
</tr>
<tr>
<td>Recreational</td>
<td>7</td>
</tr>
<tr>
<td>Vocational</td>
<td>5</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>593</strong></td>
</tr>
</tbody>
</table>

**Instructional Program**

The most discussed aspect of the literature concerning the gifted child was the instructional program with 59 frequencies. The articles included material on instructional programs in general, their establishment, subject areas, and methods of teaching employed in fostering the programs. The subject areas included were: mathematics, science, English, social studies, art and drama, foreign languages, business education, and music.

It is the general consensus expressed in the literature that there must be alterations in school programs to include the gifted child. Attesting to this consensus is Virgil S. Ward who says:

> The superior education of superior learners is not likely to be accomplished except through identifiable alterations in the regular school program. These changed provisions are tangible and observable, and they involve administrative arrangements as well as instructional and pupil personnel services.¹

Mathematics.—Mathematics as an aspect of the instructional program received the highest number of frequencies in the literature concerning the gifted child. It occurred 23 times as a point of discussion. Fifteen of these articles included mathematics, in general, as well as branches of mathematics such as geometry, algebra and calculus as courses of enrichment for the gifted. Reports of eight institutes were included in the literature. Students participated in these programs during the summer and during the regular school year.

Science.—With the current emphasis on scientific living, science plays an important role in the life of every American. Science was the topic of discussion in 22 articles. However, it is indicated by Forrest that:

... the major patterns of change were from science to non-science fields.... One interpretation of the science to non-science trend would be that some high school students who are not really interested in science are being recruited by current efforts to increase the supply of scientists. There is also the possibility that the hope of winning a scholarship has played a role in influencing the stated preferences of vocational choice....

Another view is expressed by Kahn who says:

... college freshman science is being placed widely in the high school senior position, biology.... may shift to the ninth grade, and junior high school general science moves to the elementary level.

English.—English, as the point of emphasis in 21 articles, is a basic course in every American instructional program. Yet, it has been

---

revealed that even this basic course is not sufficiently established to challenge the gifted. An English teacher, Mr. J. A. Miller, checked with some of his former students who are attending various colleges to learn how they rated their high school English programs. Mr. Miller says:

They were very emphatic in stating that they felt that they had not been adequately prepared for college English.... Their principle criticism was that their high school English program had neglected to a great extent, current social, political, and international problems which have become so prominent in today's literary efforts.

In order to challenge the gifted, there needs to be provided wider and more intensive reading programs, more frequent and more creative writing projects and more emphasis placed on the functions of literature and language.

Social studies.--The literature concerning social studies stressed the need for an enriched program to challenge the gifted student in 12 articles. One of the programs was enriching social studies with music. The other 11 articles covered social studies and its relation to the curriculum and how to challenge the superior student.

Art and drama.--Art for the gifted, totaling seven frequencies, stressed the need for a mode of self-expression. The suggested expressions were through painting, creative writing, and music. Closely allied to art is drama; it was discussed three times in relation to the English program. Both art and drama were recognized as being adequate as enrich-

---


ment areas. Torrence says that the highly creative students are confronted with special problems "since creativity involves independence of mind..." ¹

Foreign languages.--Articles discussing foreign languages were concerned mainly with French in four articles and with Russian in two articles. Both languages were considered as enrichment courses. Russian was being taught on an experimental basis.

Business education.--Business and industry are interested in the gifted, too, as reflected in the discussion of four articles concerning business education. In order to prepare the gifted to enter business, educators say that enrichment is the answer to better business education. ² Industry has also provided opportunities for the gifted to receive practical experience during the summer by working in laboratories with special assistance.

Music.--Music was stressed in the literature as an enrichment course in four articles. It supplemented the regular curriculum and entertained the students during the summer camps also. Music, too, allows for creativity.

Testing and Evaluation

Included in this area are discussions of testing to identify the gifted and talented and discussions of the types of tests administered. Some of the tests were administered to ascertain giftedness, placement, interest and hobbies, aptitude, achievement, and personality traits.

Everett Chaffee notes that in the California school system, "the basis for providing for the gifted is a comprehensive testing program which

furnished data on the ability and achievement of all pupils at periodic intervals.\(^1\)

Evaluation, too, as reflected in 16 articles, was through the medium of testing. All activities were assessed whether they were activities of a summer camp, academic program, personal or class achievement.

Another medium of evaluation was grading. Twelve discussions on grading were included to complete the picture of evaluation as related to the instructional program.

**Characteristics and Identification of the Gifted**

The identification and characteristics of the gifted were discussed 39 times. Proper identification of the pupils to be placed in the program for the gifted is necessary. Counselors can spearhead the school's efforts in identifying gifted students by means of testing.

Testing can also reveal the interests and other characteristics of these superior students. Bish says:

> Creativity and originality are often distinguishing characteristics. These children are generally persevering; they are capable of a considerable amount of independent study, possess more than the normal amount of stamina, and are usually above average physically.\(^2\)

**Program for the Gifted**

A total of 37 articles mentioned programs for the gifted. The information revealed four programs as being Enrichment, Grouping, Special


Classes and Acceleration. They were presented 90 times in the articles concerned with the programs for the gifted. Enrichment, the most highly favored program, was pointed out 40 times; Grouping followed with 22 frequencies; Special Classes scored a total of 15 and Acceleration received 13 counts.

Enrichment.—Enrichment as a part of the program for the gifted was discussed 40 times. In explaining what enrichment offers, Foose says:

> Enrichment is based on the educational experiences provided for the students. These experiences are course offerings that are slightly more advanced and complex than those the individual has already known.\(^1\)

In other words enrichment is not more of the "same" material but different material that is more advanced and complex. In Portland, Oregon, it is reported that:

> ...enrichment in the regular classroom provides for a broader scope of activities, freedom to follow special interest, opportunity to apply original and creative ideas in planning, and development projects and many experiences in problem solving.\(^2\)

Grouping.—Grouping as a technique in separating students according to academic abilities was discussed 22 times, and has attracted much attention since the intensified emphasis on education for the gifted. Larson reports:

> A survey of recent professional literature on the education of the gifted and the talented in the secondary schools of our nation has indicated very clearly certain facts: (1) That ability grouping in some form or other has been accepted all over the country; (2) that one of

---


2. Isabelle Chamber Huston and Isabel C. McClelland, "Classroom Enrichment," Education Digest, XXV (February 1, 1960), 30.
the chief purposes of this grouping has been to give some special attention to the gifted and the academically able, a group too long neglected.

Special classes.—Special classes are discussed in the literature 15 times as being one of the programs to meet the needs of the gifted. These classes were conducted after school, during the regular school term and more frequently during the summer months.

Acceleration.—Acceleration is one of the programs for the gifted that has advanced recently. It was the focal point 13 times in the articles investigated; however, "acceleration per se is neither sound nor capricious; necessary nor gratuitous; as a single device, it is good for some, bad for others." Consequently, it is necessary to inspect closely before instituting a program of advancement or acceleration through knowledgeable teaching and quality learning. The current trend is away from the "skipping" of grades to the more accepted practice of completing the required work in a shorter time.

Selection of Students to Participate in Programs for the Gifted and Talented

Articles concerned with the selection of students to participate in programs for the gifted involved testing 27 times, teachers' recommendations twice, and observation once. Students who participated in the

---


programs were selected because they exhibited various talents. These included academic, artistic, dramatic, musical, scientific, and business talents.

Preparation of Teachers for the Gifted

Twenty-one articles discussed the preparation of teachers for the gifted student in the school program and how the gifted child can be challenged by his teachers. It is imperative that these teachers are equipped to perform their teaching duties well. DeZafra, Jr. says:

"It is apparent that academically talented pupils require teachers who are a big cut above the average in such things as breadth of background, scholarship, objectivity, initiative, enthusiasm, and facility with pedagogical techniques. Teachers of the academically gifted should themselves be ethical, intellectually curious, courageous, idealistic, creative, sensitive, well adjusted, and stimulating." 1

Research on and Studies of the Gifted

Discussions of research on and studies of the gifted were concerned with characterizing and identifying the gifted in 15 of the 19 articles discussed. Four of the 19 articles were concerned with assessing the various programs for this superior group to ascertain what has been done and also to learn how to satisfy the needs more adequately.

Reading and Reading Guidance

An examination of the literature concerning reading and reading guidance indicates that studies on reading of the gifted and reading problems appeared in the literature three times each, speed and comprehension were discussed twice and the importance of developed reading

---

1 DeZafra, Jr., op. cit., p. 355.
skills was mentioned eight times. The librarian and teacher, too, play a role in guiding the student to the most suitable reading material at the proper time. The gifted need to be introduced to the fact that "reading is not a virtue in itself, that it is only as good as the use to which they put it."¹

In emphasizing reading to a greater extent, Lillian Bachelor recommends that:

If reading is to be the powerful instrument of individualizing instruction that we want it to be, it must be a satisfying experience, one which gifted students anticipate and enjoy while they work at it, too... Students should turn to reading for recreation and escape, true, but should also put their superior mental abilities to work on it.

Finance

Finance was emphasized 10 times as being significant in the establishment and efficient operation of an instructional program in the school. Applbaum reports that:

It is interesting to observe that although 36.1 per cent of the principals feel that special budgetary provisions would be of considerable value, only 2.8 per cent made such provisions in their schools.³

There is a need for more money to finance the education of the gifted. With adequate budgetary provisions, more programs can be established.

Needs of the Gifted

This category concerns the needs of the gifted in general and was emphasized five times. It is stressed that the needs of the gifted are

² Ibid., p. 321.
no different from the needs of the average or retarded. In summary, these needs expressed are academic, motivation, counseling and guidance, social and psychological, personal, recreational, vocational, and critical thinking.

**Academic.**—An awareness of the need of education for gifted children was expressed throughout the literature. Of the specific needs of the gifted, the academic need, mentioned 44 times, outnumbered the other types of needs in the discussions. In an article on the cooperation of schools and parents, Forrest Rieke1 attests to this emphasis on the need for education of the gifted and talented.

Academic underachievement is a problem with the gifted as revealed in four of the 44 articles concerning academic needs of the gifted child. In an article by Shaw and McCuen, it is stated that Shaw and Grubb found:

"that underachievement among bright students is not a problem which has its genesis within the educational framework, but rather one which the underachiever brings with him, at least in embryo form, when he enters high school."2

**Motivation.**—An examination of the literature shows that motivation, as the point of emphasis in 23 articles, is as necessary for the gifted as it is for the average and retarded students. It is widely known that "there is no special motivation built into a gifted class. Motivation and purpose still are developed by good teaching."3

---


2 Merville C. Shaw and John T. McCuen, "The Onset of Academic Underachievement in Bright Children," *Journal of Educational Psychology*, LI (June, 1960), 103.

Counseling and guidance.--In the counseling and guidance program of the school, proper identification of students is significant as discussed in 18 articles. Counseling was the focal point in 14 of the 18 times the subject was discussed. These 14 articles stressed the role of the counselor in the school and four articles emphasized the role of the teacher and librarian. "The school counselor assists in the process of clustering by identifying giftedness through individual psychological studies." Besides identifying students, the counselor must establish good rapport with the students.

Social and psychological.--In order for the gifted students to perform well in their classroom activities, as discussed in 18 articles, they must feel secure socially and satisfied psychologically. Social needs were emphasized 14 times and psychological needs were cited four times. Parents, peer groups, and the total environment all play a role in the stabilization of gifted children's character. O'Shea, in her article concerning friendly relationships of the gifted, reports:

All educational and clinical evidence shows that the individual must be complete and content and 'self-actualizing' within himself in order to be of maximum benefit to society.

In similar terms, the needs of the gifted are the same as the social and psychological needs of other students. The needs must be met and satisfied so that the individual can make his contribution to society.

Personal.--The school counselors, as revealed in the discussion of seven articles, are equipped to deal with the personal needs of the gifted.

---

Besides being concerned with class and home adjustments, the gifted student is confronted with formulating a philosophy of life. This philosophy, of course, is influenced by home and community.

**Recreational.**—Recreational needs of the gifted are met by the extracurricular activities of the school program as shown in three articles. These activities range from classroom programs to physical education and reading. Summer camps and institutes have proven quite effective as expressed in four articles.

**Vocational.**—Discussions of the vocational needs of the gifted were related to counseling and guidance in five articles. As one of the services of the school counselor, he surveys the vocational possibilities with the student and aids him in making the best choice according to interest, abilities and demand. Again, testing is employed to ascertain interests and abilities.

**Critical thinking.**—Critical thinking was stressed by English teachers in two articles in an effort to promote the English program. In the elementary school, teachers of art reminded their students, as recorded in two articles, to give special thought before painting their picture.
CHAPTER III

IMPLICATIONS FOR THE SCHOOL LIBRARY

In view of the discussion in the foregoing chapter concerning the intensified emphasis on educating the gifted and talented and meeting their needs in particular, this chapter is devoted to discussing the implications for the school library as reflected in the literature. After reading and examining 115 articles from the compiled bibliography, only 19 explicitly mentioned the library or how it could serve and stimulate the gifted.

The library is a center of book and non-book materials on different reading levels and for different ages. It also has books for information, for escape, and for recreation. Besides maintaining a collection, the school library is designed to foster the school curriculum and program. It is organized to provide a maximum of enriching and stimulating experiences for all students. "The resources of the library play an important role in providing for the gifted by enriching his background of learning through literature, biography, poetry, and fiction."1

Currently, educators and laymen alike are focusing attention on this long neglected group, the gifted. This group can be satisfied and even challenged by the library and its resources. Blustain, expressing his view of the problems of enriched classes says that "a good library is of great importance...."2 Winger adds that:

A library supplies the user with two basic services. First, it offers him a wider range of books and other materials than he has at his personal disposal. That is the function of the library collection. Second, it can provide him with a guide and advice for the efficient use of the collection. That is the function of the staff.

Now that it has been established that the library is equipped to serve the gifted, we can begin discussing what the librarian can do to enhance the operation of the program. She is especially trained to service the library clientele. She fills many roles in the school library. She is librarian, counselor, teacher, administrator, order and file clerk, and artist, to mention a few of the librarian's functions. "In trying to serve the gifted, the librarian is faced with a problem in trying to identify them..." This, of course, engages her services in counseling and reading guidance. However, she does have at her disposal cumulative records, and tests to which she can turn to aid her in identifying the gifted student. From the student, she can learn of his likes, dislikes, interests, hobbies, and aspirations and begin the program of guidance from there. After identifying the gifted student, characterizing him usually follows. In fact, the two are usually combined to form one term.

Sister Josephina says that "one outstanding characteristic of the gifted child is his love of reading." Since the gifted child usually likes to read and the library has many books and reading materials, how can the library give assistance to this child? Sister Josephina suggests the following ways to help the gifted:

1. Expose him to the best in children's literature. He should meet and become familiar with the books that have received the Newbery and Caldecott awards—books of genuine literary merit.

2. Help him to expand his field of interests by setting up book collections dealing with opera, inventions, jet travel, radar, puppets, ships, and other subjects.

3. Ask the bright child for his opinion of the books he has read. Get his reactions to the plots, characters, and suspense. Lead him to other related books, so that he may continue his intensive and extensive love for literature.

4. Teach him the location and use of library resources, especially those resources he will need for research purposes at the junior- and senior-high-school levels. A knowledge and mastery of these tools is essential if the pupil is to develop his abilities to the fullest.

In the school system, Sklarsky and Baxter say "Libraries... have a great deal to offer, and many will give generously to the teacher who seeks out the contributions they can make,"2 The literature says that offerings of the library are often extended to the classroom in the form of special collections for a specific length of time. In this situation the students have a collection close to them which meets their particular classroom needs as decided by the teacher and the librarian. Hook notes that classroom libraries are more frequently placed in English classes.3 Also placed in classrooms and the library may be several levels of dictionaries, sets of reference books or encyclopedia, handbooks, and other

---

1 Ibid.
materials related to the units of instruction.

Accessibility of books is not enough by itself. There needs to be instruction in the use of libraries. Lillian Batchelor emphasizes that:

The need for specific training in the use of books and libraries must be emphasized. We cannot take it for granted that the gifted have the requisite skills to use such tools. Their knowledge is often too superficial.

With this special training in the use of the library tools, the gifted child is prepared to venture out and to satisfy his thirst for knowledge. Part of his satisfaction comes from his being able to find the material that he wants. Implied here is that the library needs a wide range of significant materials, historical and current, in order to provide for the needs of the gifted especially when he is engaged in research. Research allows the gifted student to go beyond the confines of the classroom. It allows him to move, at his rate of speed, to satisfy his intellectual curiosity, to move freely about and to use many varied materials such as: reference, periodicals, books, pamphlets and pictures. When bright children come to the library, they want:

(1) books, time, and a place to read, (2) opportunity to share with others what they learned, (3) guidance, but not censorship, (4) help in speed, comprehension, and adapting to different types of reading, (5) stimulation from reading that holds their interest, rather than the boredom of re-reading material they understood the first time, (6) reading for information as well as sheer pleasure.

In summary, the implications for the school library as set forth in the literature about the gifted are:

2. Ibid., p. 322.
1. To provide an adequate number of books, periodicals, pamphlets, pictures, and audio-visual materials to stimulate reading and to challenge bright minds.

2. To select a maximum of materials which provide enriching and stimulating experiences.

3. To engage the services of trained librarians to offer reading guidance and to encourage the expansion of academic and recreational interests.

4. To solicit the opinions of the gifted concerning their reading and to use these to build the collection and to offer guidance.

5. To maintain classroom collections which are varied in scope, pertinent to the unit of instruction and which are easily accessible.

6. To provide library instruction to teach the uses of the library as well as the use of its tools.

7. To encourage research on the part of the gifted.

8. To provide time and a place to read and the opportunity to share with others reading experiences.
BIBLIOGRAPHY OF PERIODICAL ARTICLES RELATED TO THE GIFTED CHILD, 1960 AND 1961

1960


1961


Arbolino, Jack N. "What's Wrong With the Advanced Placement Program?" Education Digest, XXVI (May, 1961), 19-21.


Finkbeiner, Daniel T. "Summer Seasoning at Kenyon College," Mathematics Teacher, LIV (April, 1961), 241-245.


Newland, T. Ernest. "Programs for the Superior: Happenstational or Conceptual?" Teachers College Record, LXII (April, 1961), 513-523.


BIBLIOGRAPHY

Books


Articles and Periodicals


