

A DESCRIPTION OF AN ENRICHMENT PROGRAM IN THE
LANGUAGE ARTS FOR THE GIFTED PUPILS IN THE
CLAY CENTER, KANSAS JUNIOR HIGH SCHOOL

by

CHARLOTTE CHRISTENSEN

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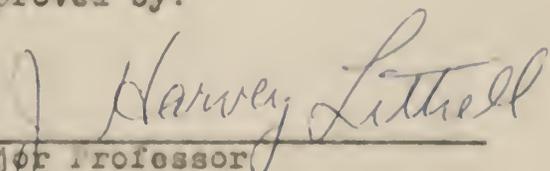
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Approved by:


Major Professor

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INTRODUCTION

In recent years much of the attention of educators and the general public has been focused on bright and gifted children. The complexities of modern life and the shortage of trained personnel cause concern about the educating of these children who are tomorrow's leaders. To the nation the problem is one of conserving a national resource which is not too plentiful. To the school system it is a matter of pride to turn out the finest possible product; to the classroom teacher it becomes a personal challenge to give the best and fullest educational opportunity to each child.

A curriculum which includes plans for students who are academically more gifted than their peers is the best way a teacher can meet the challenge. The teacher who has a well-planned curriculum for the classroom will be aiding the gifted to use their capabilities. Consideration of the needs of the gifted was the purpose of a curriculum plan for enrichment in the language arts program for the Clay Center Junior High School.

THE PROBLEM

Statement of the Problem

The purpose of this study was to (1) delineate the standards under which a child was considered gifted for the

purposes of providing him with enrichment materials in the Clay Center Junior High School; (2) to point out ways used for identifying gifted students; and (3) to propose plans of enrichment for areas within the language arts curriculum for gifted students.

Importance of the Study

The most widely used approach to curriculum planning today considers the child and fits the material to his needs. Furthermore, school systems today have come to recognize that not all children are alike and cannot be taught as though they were alike. Rough and DeHaan believe:

There are three reasons why educators need to be concerned about improving the educational offerings for gifted students. First, society needs these future leaders and thinkers. If we are to maintain our present standard of living and our position as a world leader, and if we are to continue our rate of progress, we need to utilize to the fullest the young people who have the best minds and talents. Second, basic to our democratic philosophy is the belief that each individual is unique and deserves to have the chance to develop his abilities. It is important to give each individual the kind of training indicated by his abilities. Third, individuals are happiest and most effective when their abilities have been identified, developed, and are being used productively.¹

Partly because the slow learner is easier to identify than the fast learner since his needs are more evident, and partly because many teachers have felt that the

¹Jack Rough and Robert W. DeHaan, Helping Students with Special Needs (Chicago: Science Research Associates, 1957), p. 10.

bright or above-average children can do their work with a minimum of direction, much more has been done for the exceptional child of low ability. The gifted child has been ignored in legislative circles, while special aid has been provided the educable and the handicapped. In Kansas there were 134 programs in 1961 for exceptional children, but none was for the gifted children. Until special programs for the gifted are provided, the classroom teacher must strive to provide the challenge and the enrichment the gifted child needs in his school experiences.

The school system of Clay Center, Kansas, has provided special help for children of low ability. It has maintained a remedial reading program for grades 1-8 for three summers, as well as a separate reading class for the eighth grade slow learners. In 1962-63 a special room was provided for retarded children, grades 1-6. However, a comprehensive curriculum must include not only a program for the slow learners, but also for the bright or gifted children. The curriculum, then, must consider the gifted child in the regular classroom. As Fliegler said, "In a small school the enrichment program in the regular class is probably the only, and certainly the least controversial, system providing for the gifted."¹ A program for meeting

¹Louis A. Fliegler, Curriculum Planning for the Gifted (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 251.

the needs of gifted children must be supplied within the existing structure of the local school system in Clay Center.

Ruth Strang wrote:

The educational program for the gifted should fit the school situation; there is no one best program for all schools. The program at each school should be developed co-operatively by staff, students, and parents.¹

DEFINITIONS OF TERMS USED

Giftedness

Which children will benefit from the enrichment program planned by the teacher? How many are there, and how can they be identified? Authorities are unable to agree on the exact qualities which constitute giftedness because of the complexity and variety of factors involved. No one method of identification will find all children who possess the mental ability or talent which makes them academically superior to their classmates. Schools may wish to have different programs for the gifted; therefore, they must determine their own criteria for identification and set their own standards for supplying enrichment for the gifted.

Ruth Carson has said:

Schools vary in the I.Q. line they draw for special work. It is generally agreed that children with I.Q.'s

¹Ruth Strang, Helping Your Gifted Child (New York: A. P. Dutton and Co., Inc., 1960), p. 206.

of 125 and above can take more challenge than the average classroom provides, and the higher the I_q goes the greater the need for special provisions. The famous Hunter College Elementary School in New York admitting only gifted children sets 130 I_q as a minimum, their median ranges around 145 to 150.

A minimum of about 125 I_q is more usual, and this may total 5 per cent of the school population or as much as 20 per cent, depending on the community.¹

If the number of gifted children is 5 per cent to 20 per cent of the school population there is justification for a study planned to meet their needs. Not many children are fortunate enough to live near a special school like Hunter and the enrichment must take place in regular classrooms.

In defining giftedness there are other factors which must be considered beside I_q scores. Riegler says:

Conceivably, the gifted individual will basically show a superior intellect, separately or in combination with, a talent in such areas as art, music, social leadership, mechanical ability, foreign languages, science, mathematics, dramatics, and creative writing. The contention that one can possess any of the stated talents without having a superior intellect is worth consideration. If the measured talent is of such superior development, it can be safely assumed that generally the individual is advanced in intelligence, except in rare instances. When a wide disagreement between high-order talent and measured intelligence occurs, with the former being greater, the intelligence test is not revealing the true capacity of the individual. The reasons for this disparity may vary from conscious underachievement on the test to emotional disturbance. In any case, the test is definitely

¹ Ruth Carson, Your Child May Be a Gifted Child (New York: Public Affairs Pamphlet No. 271, 1959), p. 4.

underestimating the individual's ability. Lastly, the possession of superior talent and high intellect is meaningless unless the individual has the creative ability to employ his potential. The implication is that creativity may be a separate and distinct factor from a measured intelligence level and talent.

In conclusion, giftedness may be defined as a superior intellectual potential and ability (approximate I_q 120+); a high functional ability to achieve in various academic areas commensurate with general intellectual ability; a high-order talent in such special areas as art, music, mechanical ability, foreign languages, science, mathematics, dramatics, social leadership, and creative writing; and a creative ability to develop a novel event in the environment. This definition probably includes about 15 to 20 per cent of the school population.¹

For this study giftedness was considered to include an I_q of 120 or higher and a battery median on an achievement test showing the child to be capable of performing one grade level or more above his class, particularly as shown in the reading area of the test. This area in the test includes paragraph meaning, word meaning, spelling, and a section called language that tests skills in grammar. A behavioral reading scale, developed by the writer, was used as an observational method to judge the maturity level and attitude of the child. This scale may be found in the appendix. The judgment of the child's former and present teachers was also considered.

¹Louis A. Fliegler, Curriculum Planning for the Gifted (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 16.

The scores on the tests were not used to set an arbitrary line in determining giftedness. Allowance was made for the validity of any test, so no one test was considered as complete in identifying giftedness. In addition, continuing observation of work of the remainder of the students was continued for evidence which might lead to the inclusion of a child in the gifted group. This was done to allow any child who reached a high achievement level or potential later than other children in his class a chance to participate in enrichment activities. Some children do not reveal their full abilities as quickly as other gifted children because they are bored rather than challenged; they are so emotionally disturbed as to be too aggressive or overly shy; or they possess minor physical defects of sight or hearing. Other children have poor home backgrounds or educational deficiencies which hide their potential abilities.

Enrichment

Authorities have defined enrichment in many ways, but they agree that the enrichment program must fit the individual child, his special abilities, and his particular interests so that he may be able to use his full capabilities.

Lough and Jellman have declared:

The heart of any program to educate the gifted lies in enrichment--the process of tailor-fitting the curriculum to the needs, interests, and abilities of the gifted student and of adding variety and complexity

to his assignments.¹

Enrichment is not a greater amount of work of the same quality as the regular assignments. The gifted child does not need more drill; usually he does not need as much. Rather, the work must help the child to reach out creatively so that he learns to develop the processes of thinking reflectively and constructively. Ruth Strang confirmed the need for a difference in the type of work in an enrichment program when she said, "Real enrichment implies additional experiences calculated to foster the development of each child; it does not mean merely more of the same classwork."²

Only the enthusiasm and determination of teacher and pupils to explore further learning and reasoning activities can limit an enrichment program. Each classroom can be the base for all types of extra learning activities and each teacher can find and use materials necessary for helping the gifted develop their abilities. Marian Scheifele has said:

Of the various procedures that are particularly adaptable to the education of the gifted, the enrichment program offers the greatest opportunity for the achievement of goals, under the existing circumstances in most communities. It is adaptable to the human and physical

¹Jack Kough and Robert W. DeHaan, Helping Students With Special Needs (Chicago: Science Research Associates, 1957), p. 12.

²Ruth Strang, Helping Your Gifted Child (New York: S. S. Dutton and Co., Inc., 1960), p. 206.

resources of the home, school, and community in which the child lives and learns; thus it varies from locality to locality.¹

In establishing a plan for including enrichment procedures in a curriculum certain purposes must be kept in mind. These purposes include improvement of learning for the gifted student through use of his interests, improvement of his skills, motivation, and encouragement of creative and reflective thinking, so he may realize and develop his capabilities. Cutts and Mosely have said "... "enrichment" may be defined as substitution of beneficial learning for needless repetition or harmful idleness."² To be beneficial certain objectives must be kept in mind. These authors have listed a number of general objectives of enrichment:

- Challenge the full use of abilities.
- Broaden the base of knowledge.
- Deepen understanding.
- Increase the level of skills.
- Develop a love of learning.
- Inculcate desirable methods of learning, thinking, and sharing.
- Encourage initiative.
- Give play to creativity.³

¹Marian Scheifele, The Gifted Child in the Regular Classroom (New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 82.

²Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 37.

³ibid., p. 42.

For the purposes of this study enrichment was considered a means of providing a variety of valuable learning experiences for the academically talented pupils of the Clay Center Junior High School, always allowing for individual differences in ability and interest. These experiences included depth and scope of subject matter greater than regular assignments for the class as a whole. The experiences were designed to challenge the gifted to work at a high level and to increase the scope of their interests.

Language Arts

There is some confusion and some controversy about the interchange of the terms language arts and English. In discussing the subject matter of instructional fields Krug said:

English as a curriculum area refers to the four language arts of writing, speaking, reading and listening in our mother tongue, plus the study and use of literature... Not so many years ago, such aspects of English as literature, composition, rhetoric and grammar did appear as separate subjects in school programs. Moreover, English is probably the broadest of our broad fields and the most comprehensive of our "unified" studies, for its subject matter and activities range over a vast extent of human interests and concerns.¹

Ragan, on the other hand, uses language arts as the broader term. In a statement of objectives contained in a

¹Edward A. Krug, Curriculum Planning (New York: Harper and Brothers, 1957), p. 133.

chapter headed "Communicating--The Language Arts" he said:

There is general agreement among teachers and parents that children should be taught to read well, listen attentively, speak clearly, write legibly, and spell accurately. However, teachers and parents do not always understand what is involved in reading well or spelling accurately. Reading, for example, involves much more than mere word calling. It involves the ability to comprehend what is read, independence in word recognition, ability to use an index and table of contents, ability to skim through material rapidly, development of attitudes favorable to reading, ability to get information needed from reliable sources, and many other abilities that go far beyond the traditional concept of reading.

There is a wide difference, also between learning to spell the words in the daily spelling lesson and habitually using correct spelling in all written work done at school and elsewhere. The teacher who understands the broader objectives of spelling provides many opportunities for children to learn to spell in connection with units of work and other curriculum areas.

A clear understanding of the desired outcomes is obviously an important step in planning a program of language arts instruction. A functional program cannot be developed unless consideration is given to the part that language plays in the growth and development of the child and in the success of our way of life... Understanding, appreciation, attitudes, and interests as well as knowledge and skills are receiving increasing attention in the modern program in the language arts.¹

In support of the inclusion of spelling in language arts Helen W. Painter said:

In its aims, spelling reflects the modern trend wherein any subject is an integral part of the whole curriculum. No longer is spelling an isolated skill--instead it is part of language arts and of actual

¹William B. Kagan, Modern Elementary Curriculum (New York: Holt, Rinehart and Winston, 1961), p. 192.

living. Why should a child learn to spell? He must spell in order to convey meaning, to express ideas, to write what he wants and needs to write, and to write it well. He learns to spell in order to communicate. In this world in which we live, we see daily the difficulties and the intricacies of communication on local, national and international levels. Spelling can facilitate our understanding. It can clarify and improve communication. It is a necessity.¹

The same argument can be used for the inclusion of handwriting; it, too, must be used to convey meanings. Ease in handwriting means that a student, who has mastered writing to the point that he does not need to think of how he is writing but only of what he is writing, will be able to communicate more easily.

For the purposes of this study language arts is the name of a subject in Clay Center Junior High School which includes writing, speaking, reading, listening, study of literature, spelling, and handwriting. Because communication must be established before other subjects can be adequately studied or explored, language arts is the logical place for enrichment to take place. To some authorities the term English means the broad field of study; to others language arts is the all-inclusive term. A few use the terms interchangeably. Regardless of the name given, the field of study is not a static one. Communication touches all phases

¹Helen W. Painter, Ideas for Teaching (Chicago: Lyons and Carnahan, 1962), p. 1.

of study and of life and must change as the need arises. Using the term English in the broader sense, Rinker said, "A curriculum in English must be prepared and constantly revised by English teachers who know their school and students, and who are aware of sound practices employed elsewhere."¹ Since this revision should be under constant preparation, the inclusion of enrichment elements can be inserted as the need arises. Each year, each class, each child brings its own needs to be considered as present problems, which cannot be solved with last year's answers or decisions.

REVIEW OF THE LITERATURE CONCERNING GIFTED PUPILS

After a decision has been made to consider a change in the curriculum, certain information is necessary to those concerned. Library research will supply the answers to many of the questions which consideration of change will raise.

Therefore, a survey of research literature was necessary for three different phases of the problems of this study. First, it was essential to know what qualifications were possessed by the gifted. Not only was it necessary to

¹Floyd Rinker, "Priority in the English Curriculum", The English Journal Vol. LI, (May, 1962), p. 310.

know how gifted children differ from other children, but also in what respects they resemble their classmates. Physical, emotional, and mental traits had to be investigated, and home and school backgrounds considered.

Second, it was necessary to read extensively to discover how to identify gifted students. The tests used to uncover evidence of superiority had to be studied, both from the standpoint of effectiveness and practicality.

Third, it was necessary to study means of providing enrichment. From other suggestions and ideas there had to be made choices most appropriate for the gifted students of Clay Center Junior High School and for the school itself, and also for the community of Clay Center. Questions concerning instructional techniques and materials, criteria, and methods of intra-class grouping needed to be explored.

As the work progresses a teacher investigating curriculum changes may find additional ideas in all phases of the study. As understanding of current practices in educating the gifted child grew it was necessary to check the library research against the action research being carried on in the classrooms of Clay Center Junior High School. Here library research led the teacher to ways in which enrichment programs and curriculum plans could be evaluated.

Approach to Curriculum Change

The approach to change in the curriculum must include consideration of the condition of the curriculum at the time. Classroom teachers, administrators, and school boards must plan for all children in the classrooms. Children are not alike in mental ability, and they cannot be taught as though they were all the same. The curriculum should be planned so that each child will progress as far as his capabilities will take him. This means that added opportunities for enrichment must be present for those children who are mentally able to use them. The classroom teacher, primarily, provides the way, the time, and the materials that are necessary. Fiegler said:

The future of the bright student is undeniably related to the decisions and opportunities provided for him by educators. His development can be guided to optimum levels, or it can be misused so that much of his potential will remain untapped. Upon the curriculum makers rests the prime responsibility of creating a productive climate to insure maximum growth.¹

The planning for the students of high capabilities need not cause neglect of other levels or disruptions of regular class procedures. James Conant, after he had made a recommendation that the academically talented have special arrangements made for them, said "As I have already stated,

¹ Louis A. Fiegler, Curriculum Planning for the Gifted (Anglewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 1.

I am convinced American secondary education can be made satisfactory without any radical changes in the basic pattern."¹

Attitude of the Teacher Toward the Gifted

In seeking to give practical help to classroom teachers in elementary and secondary schools and to teachers in training, Cutts and Mosely have asked over a thousand teachers, parents, and pupils for information. Addressing teachers, they asked:

What do you do to help the bright and gifted in your classes?

Almost every teacher of whom we have asked this question feels that he has an obligation to identify his bright pupils, to help them to fulfill their capacity to profit from education, and to guide them into careers where their high abilities will serve their country and the world. He is eager to give and to gain information about the best methods of teaching the bright and gifted.²

Teachers who are contemplating initiation of an enrichment program should undergo self-examination, in order to be certain that the students have understanding and sympathy, as well as direction and instruction. Rough and DeHaan had this to say:

¹James Conant, The American High School Today (New York: McGraw Hill Book Company, Inc., 1959), p. 96.

²Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 1.

A check-up of your own attitudes is the first step in helping gifted students, for these attitudes greatly affect your teaching technique. This questionnaire may serve as a guide.

1. Are you interested in gifted youngsters?
2. Are you concerned about their educational plight?
3. Can you understand their problems and their points of view on different questions?
4. Do you ask stimulating questions calculated to make them think, instead of relying on cut and dried questions from the text book?
5. Does it bother you if you have a student who can sometimes think faster than you or who can sometimes figure out a better way of doing a given job?

If your answers to the first four questions are "Yes" or "Most of the time" and "No" or "Hardly ever" to the fifth, you are probably ready to provide enriched education for your gifted students, if you are not already doing so. If your answers do not follow this pattern, you may want to re-examine your attitudes. One way to do a better job of helping your gifted students is to get to know them as individuals, to learn their needs, their hopes, their fears. Another way is to consider again the reasons and goals for educating gifted youngsters.¹

The attitude of the teacher and her readiness to attempt enrichment for the gifted students in her classroom is reinforced by the realization that a great number of gifted children must depend on one classroom teacher rather than on a comprehensive program established in larger school systems. According to Paul Hitty:

¹Jack Rought and Robert F. DeMaan, Helping Students with Special Needs (Chicago: Science Research Associates, 1957), p. 13.

Efforts of teachers in the regular classroom are of extreme importance since at least half of the most gifted pupils in the United States live in relatively small cities, towns, and rural districts in which special classes are not available.¹

Methods of Identifying the Gifted

If half the number of gifted children are in small schools, and the need to identify and train them is so important, then the next question is, "Why doesn't the school find these bright and these gifted children and provide an enriched program for them?" Freehill says:

Many people feel that gifted children may be readily discovered. The evidence indicates that half or more of them are not found. Brightness is much less obvious than dullness because:

1. Gifted people are capable of average behavior whereas the dull are not. Therefore, many gifted children do not appear equally distinctive.
2. Many gifted children live in situations that do not elicit verbal, academic, or ingenious behavior commonly noted as a symptom of intelligence.
3. Gifted responses are marked by appropriateness and by the fact that they are induced by small clues. The actual performance or observable behavior may not appear unusual.²

Educators have searched for years for some simple and

¹Paul Witty, Current Practices in Educating the Gifted Child (Englewood, New Jersey: D. C. Heath and Company, 1957), p. 6.

²Maurice Freehill, Gifted Children Their Psychology and Education (New York: The Macmillan Company, 1961), p. 35.

sure way of early identification of the gifted. There have been many tests of varying degrees of success devised to uncover the involved and multifaceted traits possessed by gifted individuals. Many of the tests are successful in one area, other tests in different areas. In addition, the score an individual makes in any test is influenced to an unknown degree by outside factors, including his cultural background, environment, academic attainment, motivation, depth of interest, mental attitude, and physical condition, especially at the time of testing. Willard Abraham suggests that perhaps a combination of tests or methods is best. He lists the following devices for discovery of giftedness:

Group and individual mental or intelligence tests. Scholastic achievement, preferably on the basis of standardized achievement tests; use of aptitude tests; school accomplishment lagging behind achievement tests scores.

Judgments of teachers who, through their experience, have had the opportunity to observe and compare objectively--and also the judgment of other professional workers, such as the pediatrician, social worker and Boy Scout leader.

Use of talent hunts in science, art, music, writing, and oral expression, based on both astute observation and the best achievement tests available in these areas.

School cumulative records, anecdotal materials, and grades, but only if the schools have had in-service or other preparation of their teachers for preparing such materials with objectivity.

A scale, or check list, based on some of the characteristics in the long list.

Sociometric techniques which may point toward leadership

qualities, which in turn may indicate giftedness (although not necessarily).

Self-evaluation absorbed into a framework that includes other kinds of information.

Parent-evaluation, even though from the least objective source of all!¹

Broadly speaking then, two avenues of identification are open to the school or to the teacher seeking to identify the gifted students. One is the paper-and-pencil method of tests, achievement, aptitude, intelligence, and special interest. The other avenue is the method of observation, check lists, sociometric or peer judgments and the judgments of adults in close association with the children.

The Secondary School edition of the Roster Workbook includes check lists for intellectual, scientific, leadership, and creative ability, artistic, writing, dramatic, and musical talent, mechanical and physical skills for use in identifying the gifted children. Each of these lists carries a number of items called identifying characteristics. For intellectual ability these characteristics are listed as follows:

1. Learns rapidly and easily.
2. Uses a great deal of common sense and practical knowledge.

¹ Willard Abraham, Common Sense About Gifted Children (New York: Harper and Brothers, 1958), p. 30.

3. Reasons things out. Thinks clearly. Recognizes relationships. Comprehends meanings.
4. Retains what he has heard or read without much rote drill.
5. Knows about many things of which most students are unaware.
6. Has a large vocabulary, which he uses easily and accurately.
7. Can read books that are one to two years in advance of the rest of the class.
8. Performs difficult mental tasks.
9. Asks many questions. Has a wide range of interests.
10. Does some academic work one to two years in advance of the class.
11. Is original in his thinking. Uses good but unusual methods.
12. Is alert, keenly observant, and responds quickly.¹

Along the same line Freehill described a guide sheet developed at an early point in the Gifted Child Project of the Portland, Oregon, public schools. This guide sheet, while similar to the Roster Workbook check lists, gives more insight into the attitudes of the gifted child toward himself and his work. For this reason, this guide sheet has been included:

1. Is alert beyond his years. Aware of what is going

¹ Science Research Associates. Roster Workbook. Secondary School Edition. Prepared for use with the Teachers' Guidance Handbook. Identifying Students with Special Needs. (Chicago: Science Research Associates, 1956).

on, ready to respond to a question or other stimuli.

2. Has keen powers of observation. Sees and notes things in his reading, in the classroom and school environment, and in his day-to-day living which are overlooked by the average.

3. Has a high degree of curiosity. Wants to penetrate deeply into the "why" and "wherefores"; has an unsatisfied curiosity as the main drive for learning.

4. Is highly imaginative. Less inclined to follow organization and ideas of others. Usually adds ideas of his own.

5. Shows keen sense of humor. Does not reflect emotional insecurity by clowning, but can see the humorous side even though it affects himself.

6. Chooses difficult problems for his years. Is not satisfied with easy and superficial tasks.

7. Follows through on what he himself initiates. Perseveres, is not easily discouraged when faced with baffling problems, has tenacity of purpose.

8. Fulfills responsibilities which are assigned to him. Can be depended upon.

9. Discovers and corrects his own errors. Sets his own standards of high quality.

10. Discriminates between important and unimportant details. Has superior sense as to what is relevant.

11. Can form generalizations and use them in new situations. Employs logical reasoning.

12. Meets new experiences intelligently. Quickly adjusts to change.

13. Has longer attention span. Is not easily distracted.

14. Has deep and varied interests. Does significant things both in and out of the school motivated by his own interests and capacity for self-direction.

15. Chooses original methods. Often arrives at

correct answers through unorthodox methods.¹

Methods of Enrichment

Two gifted children who have the same IQ do not necessarily have the same mental capacity or ability, but may have any combination of the various traits indicated previously. The enrichment plan for gifted groups or gifted individuals cannot be stereotyped because the individuals vary greatly. The enrichment does not always take the same form because it must meet the needs of the individual and help him to develop his own abilities. Ruth Carson said:

Enrichment of a school program means many things. Extra subjects, like a foreign language in grade school, may be added. Groups of able students may be given more intensive work in one subject or in a range of subjects, being put in special classes for this purpose. Or a single classroom may be subdivided into groups, the able students being given extra work on which they may report back to the whole group.²

The speed and ease with which the gifted learn mean that the plans must include depth, scope, and enough variety to give every child a choice of projects within his own

¹Maurice F. Freehill, Gifted Children Their Psychology and Education (New York: The Macmillan Company, 1961), p. 55 citing Guide Sheet of the Gifted Child Project of the Portland, Oregon, public schools with the co-operation of Reed College and under sponsorship of the Fund for the Advancement of Education. Mimeographed. January, 1958.

²Ruth Carson, Your Child May Be a Gifted Child (New York: Public Affairs Pamphlet No. 211, Maxwell M. Stewart, Editor, 1959), p. 11.

field of interest and ability. Fliegler said:

Coping with individual differences necessitates not only the creation of fruitful experiences, but the economical use of time in order to achieve maximum learning. Any watering-up of curriculum or merely increasing the work load is deleterious to sound growth patterns of the individual. The quintessence for educating the gifted is curriculum differentiation--a differentiation based upon the needs of the child.¹

In a new class or with a newcomer in a class some times the interests of gifted individuals may be ascertained quickly by a simple device such as the one suggested by Cutts and Mosely in their discussion on motivating the under-achiever:

Luckily, most bright pupils do have special interests, which are easily discovered. As we pointed out when discussing the relation of hobbies to enrichment, all you have to do is give a pupil a chance to talk, or assign the class a paper on the topic, "What I most like to do out of school." But you should not regard an interest as fixed for all time. You can overdo a good thing to the point where you and the child are both tired of it. We have even known fishermen who liked to play ball for a change. And you may feel that a particular interest, valuable though it may be as a hobby, is not challenging a pupil to use his full abilities. You will want to do what you can to help the underachievers discover and develop new interests, particularly an interest in a school subject.²

The complexity of traits in each gifted child, the ease with which he learns, and the variety of hobbies or

¹Louis A. Fliegler, Curriculum Planning for the Gifted (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. 380.

²Norma E. Cutts and Nicholas Moseley, Teaching the Bright and Gifted (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 143.

interests all must be kept in mind when plans are made for enrichment activities. These are not fixed traits, but are subject to growth and change which means there must be flexibility in the plans. A certain immediacy is important also to take advantage of the flickering of new interest aroused in class study or discussion. To meet the needs of the child the plans must change as he changes.

General Public and Schools Interested in the Gifted

Public interest in the education of gifted children has been underlined by articles and editorials in the press. Life discussed the problem of quality of education available for the gifted in an editorial. It quoted a Russian critic of Russian schools as saying, "A student is not a vessel to be filled but a lamp to be lighted."¹ To extend the figure, how much brighter must be the flame of the gifted!

Actually the gifted child is the object of renewed interest in curriculum planning in the schools. The reason schools reflect the interest of the pupils is stated by Freehill:

No society can long afford the prodigal expenditure of ability or refuse to accept unusual insights. A complex society, a threatened society, a progressive society can least afford to lose these special contributions, nor can it disregard training which will provide the gifted with a strong sense of stewardship. It may not ignore the

¹Life, September 28, 1962, p. 4.

careful education of its gifted.¹

Enrichment practices for the gifted must be planned and carried out by the classroom teacher to reach the gifted in each classroom and each school. French said:

A survey of school programs for the gifted reveals that local school systems in all parts of the country have developed provisions in accordance with their educational philosophies and the needs of the communities they serve...²

After the gifted have been identified, the classroom teacher must have materials and methods of enrichment ready to help them realize their potential capabilities. Since communication is the basis on which the study of other subjects is based, language arts is the place where enrichment may take place most easily and helpfully. Language arts has seven areas, writing, speaking, reading, listening, the study of literature, spelling, and handwriting; in each of these areas enrichment may take place for the gifted.

The aim of enrichment is to help each individual realize his capabilities and to make use of them and to increase his needs and interests beyond those which are immediately apparent to him. Charles Bish, director of the Project on the Academically Talented Student, NEA, in speaking to a

¹Maurice Frechill, Gifted Children Their Psychology and Education (New York: The Macmillan Company, 1961), p. 6.

²Joseph L. French, Educating the Gifted. A Book of Readings (New York: Henry Holt and Company, 1959), p. 175.

group of Kansas high school teachers, said, "Nobody knows where the lamplighter went, but everyone knows where he had been."

TYPES OF ENRICHMENT FOR GIFTED CHILDREN INCLUDED
IN LANGUAGE ARTS IN CLAY CENTER JUNIOR HIGH

The lesson plans for language arts in Clay Center Junior High include regular assignments and consideration of interests of individuals through projects that parallel regular work but differ in depth and scope. The plans themselves follow the plans of Marian Scheifele who suggested using two columns. An example follows:

Class Activities

Reading and hearing about California myths and legends.

Enrichment Activities

Reading further in the area, at higher reading and interest level. Writing a legend that is typical of the period, using own information and imagination.¹

The enrichment activities discussed in the study were planned in the two-column manner shown here.

Speaking, listening, writing, reading, spelling, study of literature, and handwriting are interwoven to the degree that one cannot be isolated from the others but the emphasis can shift from one to another as need and interest dictate.

¹Marian Scheifele, The Gifted Child in the Regular Classroom (New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 52.

For the purposes of clarity and simplicity each of these areas has been treated separately in a discussion of the types of enrichment brought into the classroom through curriculum planning.

Writing

Writing was included in class work about once a week. Some of it was the rapid writing required in a paragraph included in a test and some was of a type planned in the class period before the one in which the actual writing was done. The latter type was often revised in a second session. Many samples were kept in the students' folders for comparison as the year progressed.

The teacher checked the writing on an individual basis as far as possible. The gifted child whose vocabulary was larger than many in his class was not allowed to write at the level of the less talented child but was challenged to try new words and new ideas. Simple sentences were required to be combined into compound or complex sentences using greater variety within the theme or essay. Label titles were changed to more colorful or explicit phrases after urging by the teacher. Outlines and plans made before the writing was done were closely checked and the gifted child who was inclined to slip over this work was urged to greater mental activity and use of his imagination.

Some of the gifted students wrote for the school

newspaper, the "Redcoat Hoar," which was re-activated this year. The pupils learned that the news stories must be correct and concise, or their classmates would criticize the writing. A special project to which the gifted were assigned was reporting the Science Exhibit which was initiated this year. News stories about the event were written for the local newspaper as well as for the school newspaper.

In the area of creative writing the teacher was able to help the gifted students to a greater degree than in some of the other language arts areas because here constructive and reflective thinking could be developed. Gifted children often find their own levels in developing ideas, increasing their vocabularies, and improving communication while working with the same general topics their less talented classmates use. Topics which both identified the gifted and aided their thinking included such items as "What I Plan to be Doing Five Years From Now," "The Education I Need for the Life I Want to Live," and "The Kind of Parent I Want to Be."

Speaking

Gifted children as included in the program of Clay Center Junior High were those who had scored well in the language area of their achievement tests. They possessed more language ability and verbal dexterity than their classmates.

Because the gifted usually possess larger vocabularies

and can learn to outline their explanatory or informative talks their speaking problems tended to be those of learning to speak slowly and to enunciate clearly. True speech defects, if detected or suspected by the teacher, were referred to the school's logopedist, or speech therapist.

In oral communication the teacher needs to show her students how to examine their subject critically, assemble facts that are accurate or based upon reliable authority, organize their ideas and test them for logic, and state them with increasing attention to the appeal and the power of their words. The gifted, as well as other students, needs a teacher who can lift him out of boredom, command his interest, and challenge him intellectually so that he speaks with more confidence and competence.

Explanatory talks about the use of the dictionary, encyclopedia, atlas, and thesaurus were assigned to gifted students to present to their classes. Topics from these sources were also used for the talks given by some of the gifted in relation to their own hobbies. One boy, for example, learned about the history and development of baseball to augment the information he had gained from sports magazines. He combined these facts with a report on the biography of a baseball player.

One gifted student who had difficulty in reciting in her class was often allowed to pronounce the spelling words

to the class for the weekly mastery test. The words must be loudly, clearly, and correctly spoken and the class was quick to demand that the job be done properly. Since her attention was on the words rather than on herself, the girl soon was using a stronger voice both for pronunciation and for other class work.

One very bright boy lacked self-confidence so much that he read aloud so softly that few could hear him. He enjoyed animal stories, and often the teacher asked him to read parts of these stories while she sat at the back of the room. He was encouraged to project his voice so that she could hear him clearly.

Speaking was taught in these instances as part of other areas of language arts. Interweaving these areas some times proves profitable for both teacher and pupils, for the importance of speaking is not seen as an isolated need but as part of the whole.

Reading

The students who were selected to participate in the enrichment program were selected in part because they did well in the reading area of the achievement test. The gifted students, then, had fewer reading problems than their classmates. Ability to recognize the topic of a paragraph, to use punctuation marks, to understand how one idea is related

to another or emphasize the right words, to decide what main points are made about a topic are all reading skills possessed more completely by the gifted. The children who are academically gifted handle vowels and consonants well and are quick to consult a dictionary when in doubt. They outline easily, and usually draw the correct conclusions. Distinguishing between fact and opinion is also easier for the gifted than for their class-mates.

The gifted seem to have one reading fault in common. In consulting references they are apt to "fall in" and read far beyond the required information. This necessitates training in efficient use of dictionaries and the encyclopedia. Development of study skills must be emphasized for these children.

The reading program must begin with adequate evaluation of the reading needs and levels of each student. For the gifted children reading and study skills must allow them to use their capacities for constructive thinking without the necessity of concentrating on the method of securing knowledge. The study of word parts, roots, prefixes, and suffixes was emphasized in the Clay Center Junior High as a means of quick word recognition and use. The use of diacritical markings and the use of the thesaurus for increased vocabulary, were topics for reports by gifted children to their class. Reports on the novel and on the short story

were also assigned to gifted children, so that they might gain greater insight into the use of prose. Not only the stories in the novels were discussed, but also the ideas behind the stories were explained in these reports; for example, the quest of the wanderer in Hoby Dick.

A set of encyclopedia, a thesaurus, an atlas, and dictionaries were added to the classroom equipment so that trips to the school library would be lessened as reference work was increased. A survey of magazines and newspapers in the homes of class members led to subscriptions to several newspapers of the area to be added to the school library. News media are an important source of study for children learning about the world; therefore, it is important for children to become accustomed to reading news and editorials so as to give another dimension to the things they see on the television screen.

Listening

The other language art areas receive more emphasis than listening; and yet listening is as important as the other forms of communication. There is listening for information, listening to develop ideas, and listening for pleasure. As the gifted progress into more complicated studies, they must be able to follow directions correctly. They are capable of listening for ideas or for pleasure if properly trained.

To corroborate the classroom judgment of the teacher about identification of the gifted, the Botel Listening Test for Junior High was used.¹ By use of word opposites the reading level of the pupils was determined. The words were given orally to the class with a list of four words from which the choice of an opposite meaning might be made, and this choice was written on a test sheet. By testing the pupils at various levels of difficulty, these informal tests give an estimate of: (1) the frustration level, at which the pupil is frustrated, and thus retarded or stopped in learning; (2) the instructional level, at which a pupil can, with teacher guidance, work effectively; and (3) the free reading level at which a pupil can work independently. The gifted children placed themselves in the last level. Several underachievers were located in this manner and placed in a higher level reading program.

An unfinished story was read to the class for the members to complete. Here the gifted were able to think and to write more creatively than their classmates. Classroom writing is more likely to help the teacher find the underachiever than writing assigned as homework, where well-meaning adults sometimes assist too much.

¹Morton Botel, Guide to the Botel Reading Inventory (Chicago: Follett Publishing Company, 1961).

Television programs were often used as a basis for class discussion. The gifted were more often able to reproduce ideas they had heard expressed on the programs and to raise questions about statements they had heard than their classmates. Misuse of grammar was also noted, and the class made a list of obvious errors in commercials. Most of the errors were noted by the gifted members of the class.

Study of Literature

Students chose books for extra reading after conferring with the teacher to be certain that the new books were acceptable on the students' own lists. In making choices the gifted student was guided to more mature books than he might choose without guidance. One reading list used in the classroom was compiled by Ruth Strang for the use of the gifted child in junior high.¹ This list may be found in the appendix. Another source of suggested readings was a list compiled by the National Council of Teachers of English. This list was especially valuable because the books were listed in eighteen major groups and ten lower categories. This list, which marks the books that are more mature in style and content, made it possible to fit the book to the child

¹Ruth Strang, Helping Your Gifted Child (New York: G. Dutton and Co., Inc., 1960), p. 231.

and, also, the child to the book.¹

Rather than just report about the contents of the book, the gifted students were urged to evaluate their reading by selecting an interesting incident or portion of the book to discuss. They were required to select either an individual or several of their classmates to whom they could recommend the book.

Other reports by gifted students stemmed from experiences the whole class had shared. For example, the Walt Disney television show about Lobo led to the reading of several animal stories. One gifted boy brought a skeleton of a fox to school and did some extra reading about wild relatives of the dog for a report to his class.

All students in language arts were encouraged to add to their personal libraries by purchasing paper back editions of good fiction, biographies, science books, and publications about hobbies. Orders for these were placed with a commercial teen age book club. The gifted children were urged to buy books which were more mature in thought and vocabulary than the books some of their classmates ordered.

Spelling

Regular class assignments in spelling were taken from

¹National Council of Teachers of English, Books for You (Champaign: NCTE, 1959).

the lists in My Word Book which also included an enrichment list required of all gifted children.¹ The teacher's edition also carried suggested activities for the more academically talented students. These activities were used when the teacher felt they were appropriate for the gifted individuals in the class. Students used one list to write a ghost story, another list to write tongue twisters, and a third list as a base for special reports.

A second source for extra spelling activities was found in the vocabularies prepared by the teacher for each story read in class. Dictionary definitions of these words were required in the same manner as for the regular spelling lists. In a similar manner the students were required to list ten new words from the books read from outside reading lists. Dictionary definitions and markings were required for these lists also. Since the gifted students were reading more adult books than their classmates, these words were usually more difficult and more mature than the word lists of the rest of the class.

The child who is a good reader is usually a good speller, but occasionally a gifted child spells too hurriedly for accuracy. One child, highly gifted in creative writing

¹Don Rogers, Lorrene Love Ort, Mary E. Serra, My Word Book 17 Teachers Edition. (Chicago: Lyons and Carnahan, 1962).

and thinking, often spelled one word in as many as three ways on one page. She needed extra guidance in seeing that correct spelling allowed her to communicate more easily. Since she had a sly little sense of humor, the teacher encouraged her to try writing puns and limericks, some of which were published in the school paper. She enjoyed the sounds of words and transferred that liking to the sight of words when spelling became more interesting to her.

Another gifted child who was greatly interested in chemistry as a hobby was asked to consider the difference between nitrate and nitrite and to think of the importance of accuracy in writing compounds. The child was helped to develop accuracy in ordering chemicals for his laboratory use through the emphasis on correct spelling.

The use of special interests and hobbies to encourage better spelling is just as effective as in other areas of language arts.

Handwriting

There is no added scope or depth in the area of handwriting for the gifted; however, some gifted children have ideas faster than they can write. What they have to say is of more importance than how it is written. The teacher needs to emphasize the fact that their handwriting needs clarity, if not beauty. Because most of these children have long scholastic careers ahead they need to realize the importance

of legible handwriting. At Clay Center Junior High School the creative writing of each child is kept in individual folders and at intervals the children add another sample, often re-examining past work. The teacher has found that a word to various children, including the gifted, about past and present handwriting helps to stimulate more effort to keep their handwriting legible.

Community Resources

The enrichment within the seven areas of Language Arts occurs chiefly in the classroom or in class assignments. There is another type of enrichment feasible in any program for gifted children. This is enrichment outside of the school which comes from using community resources. A link between the school and the community is the public library. In Clay Center the librarians of the public library had been very strict in enforcing rules that kept junior high people reading juvenile books. Since these books do not meet the needs of the gifted child, there was a reading problem. After many discussions with individual library board members the school authorities were able to convince the library board to change the rules so that books of more adult outlook and vocabulary were made available for all junior high readers.

The community itself supports several hobby clubs. Some of these hobbies are the type gifted children can enjoy. Plans were made by the teacher to have talks on stamps, coins,

and model airplanes presented to groups of junior high school students. Gifted children often have collections and hobbies, but they often need help in learning to label and catalog the objects they collect. Several books on hobbies were added to the school library to help in this method of following a hobby. The adults who talked on hobbies also discussed books and magazines concerning their hobbies.

RECOMMENDATIONS

It has been the purpose of this study to delineate the manner in which Clay Center Junior High (1) determined the standards by which the children were considered gifted for purposes of providing them with enrichment materials; (2) identified the gifted children; and (3) included enrichment materials and practices in language arts to meet the needs of the children.

In order that the purposes may be continuing in nature several recommendations for the future have been made. Since the plan for enrichment in language arts for the gifted, like all curriculum planning, was tentative and exploratory in the first year, the writer recommends the methods described in the paragraphs following as means by which identification of the gifted might be accomplished earlier in the year than was done in 1962-1963.

To implement earlier identification, the reading

behavioral scale was put into the hands of the three sixth grade teachers for use in the spring semester of 1963 so that this part of the identification would be available at the beginning of the school year. Also the Botel Listening Tests should be used a few weeks after school starts, in line with recommendations by Botel. The achievement tests are always scheduled the first part of October by the administration of the Clay Center schools. With the three tests finished in October, plans for enrichment can be made by the teacher to encompass more of the school year.

Observation within the seven areas of language arts should start as soon as school begins. Writing reveals a great deal about children, and subjects should be assigned early in the year which will help children reveal their interests, background, vocabularies, and verbal dexterity. Speaking also reveals a great deal about children's interests and the same types of subjects should be assigned early in the school year for oral reports or talks.

The manner in which children listen is important. Gifted children may not reveal themselves through listening, but they may learn to follow oral directions more quickly than their classmates. The area of listening should be combined with other areas in language arts to identify the gifted children. In the study of literature the teacher must watch the reactions of her students to various ideas and words as they

read and discuss the stories assigned in class. Gifted children may react more strongly and more creatively to stories that arouse their interest than their classmates do.

Spelling and handwriting may not reveal the gifted children as early or as well as other areas of language arts, but the teacher must not neglect observation in any area for signs that a child is not being given opportunity for greater use of ability. Word study in spelling may offer the chance for some child to show superior talent. These two areas, then, are recommended along with the other areas by the writer as places where identification might take place.

The teacher in language arts who plans to offer enrichment to the gifted must be aware constantly that she must watch in all areas for signs that will reveal that a child possesses superior ability. As the school year progresses the writer suggests that a teacher must reassess her students so that a child whose capabilities are developing is not overlooked.

The literature about the gifted was studied carefully for specific suggestions for helping the gifted realize and develop their capabilities. The writer compiled a composite list from the suggestions found in the books used as references to serve as a personal guide in implementing the regular assignments and in enriching the scholastic experiences of her students in language arts in the Clay Center Junior High.

The writer recommends that these suggestions be kept in mind when enrichment activities are being planned for gifted children so they may be aided in as many ways as possible. The list is as follows:

1. Resolve to maintain a personal interest in each child.
2. Make certain gifted children understand use of reference works, including encyclopedias, dictionaries, atlases and special books about hobbies.
3. Have children write about hobbies or a topic such as "What I Like to do Best when I am Not in School."
4. Use hobbies or special interests as the basis for projects in relation to regular class work.
5. Use simplified or regular biographies of outstanding persons within the field of the child's special interests.
6. Use adults in the community who are professionals or hobbyists in the child's field of interest. This may be individual work or in small groups.
7. Make known to the gifted children other interests and professions which use academic subjects which the children do best. This should be done because the child's interests may shift and he will be left without stimulus.
8. Use community sources for special study and/or field trips to help children broaden their outlook. Try to keep these related to the children's interests and talents.

9. Help underachievers to feel the joy of success through insistence on maintaining high standards for their work.
10. Use praise, not criticism, in evaluating the work of the students.
11. Explain to parents what the goals are for the children.
12. Urge parents to use firm discipline where achievement is concerned.
13. Urge parents of gifted children to plan now for the advanced education for their children.
14. The last recommendation is that the resources of the community of Clay Center be made the subject of further study by the teacher and the school system, so that they may be utilized more completely. Several areas of language arts might be involved in enrichment activities based on community resources that have not yet been found and used.

Each gifted child is a different individual and his needs must be considered separately. For future pupils the experience of dealing with each gifted individual in the past should prove helpful, but the writer believes that caution should be used so that the enrichment does not become stereotyped or static. The enrichment plans must be continuing and adapted to the individual and the situation just as other curriculum planning is continuing.

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APPENDIX

BOOKS FOR JUNIOR HIGH

- Adshead, Gladys L.--An Inheritance of Poetry
 Aldrich, Bess Streeter--A Lantern in Her Hand
 Allen, T. D.--Doctor in Buckskin
 Barry, Sir James--The Little Minister
 Bauman, Hans--The Barque of the Brothers
 Beach, Edward Lattimer--Sun Silent, Sun Deep
 Blackmore, Richard--Lorna Doone
 Boyd, James--Drums
 Bro, Marguerite--Sarah
 Bronte, Charlotte--Jane Eyre
 Bronte, Emily Jane--Wuthering Heights
 Cather, Willa--My Antonia
 Cather, Willa--O Pioneers
 Caudill, Rebecca--Susan Cornish
 Daly, Maureen--Seventeenth Summer
 Douglas, Lloyd--The Robe
 Du Maurier, Daphne--Rebecca
 Edmond, Walter--Drums Along The Mohawk
 Eliot, George--Silas Marner
 Ferber, Edna--So Big
 Forrester, Cecil--Mr. Midshipman Hornblower
 Freeman, Douglas--Lee of Virginia
 Flannigan, Mary--Mrs. Mike: The Story of Katherine

Giovanni, Guareschi--The Little World of Don Camillo
 Meyerdahl, Thor--Aku-Aku
 Homer--The Iliad (E. P. Dutton, New York, 1955)
 Homer--The Odyssey (E. P. Dutton, New York, 1953)
 Lord, Walter--Day of Infamy
 Mitchell, Margaret--Gone with the Wind
 Shute, Neville--Far Country
 Sandburg, Carl--Complete Poems
 Scott, Sir Walter--Ivanhoe
 Stone, Irving--Love is Eternal
 Van der Post, Laurens--The Lost World of the Kalahari

The foregoing list of books is part of a list compiled by Ruth Strang by grades and called Books for the Gifted Child.¹

¹Ruth Strang, Helping Your Gifted Child (New York: E. P. Dutton and Co., Inc., 1960), p. 231

BEHAVIOR RATING SCALE--READING HABITS AND SKILLS

DIRECTIONS: Make a cross (x) on the line for each of the following items to indicate how you would rate the subject named.

Name _____ Date _____ Rates _____

1. How many books does he read in a school year?

Reads 1-3 Books	Reads 4-7 Books	Reads 8-10 Books	Reads 11-13 Books	Reads 14- 16 Books
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2. Does he complete books he checks out:

Completes no books	Rarely finishes	Sometimes finishes	Usually finishes	Always finishes
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3. Is he enthusiastic about books?

Never	Rarely	Sometimes	Usually	Always
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4. Does he need urging to read a book?

Never	Rarely	Sometimes	Usually	Always
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5. What is his reading speed as compared to his class?

Among the slow 20%	In the next slowest 20%	In the middle 20%	In the above average 20%	In the top 20%
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6. Does the books he choose have:

No pictures	A few illustrations	Pictures in each chapter	Numerous pictures	Completely pictorial
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7. How does he handle the book itself?

Always torn when returned	Books often damaged	Books seldom damaged	Books in condition as checked out	May clean or repair with tape
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8. How does he prepare a list of characters?

No list	Partial list	Includes main characters	Seldom misses a character	List is complete
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9. How does he write a resume or review of the plot?

Unable to tell story	Can tell isolated incidents	Can tell main story line	Story is complete and correct	Able to explain reasons or relationship of characters
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10. In what condition is his written report?

Illegible	Messy but readable	No large smear or major errors	Nearly correct and few marks	Clean and correct
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A DESCRIPTION OF AN ENRICHMENT PROGRAM IN THE
LANGUAGE ARPS FOR THE GIFTED PUPILS IN THE
CLAY CENTER, KANSAS JUNIOR HIGH SCHOOL

by

CHARLOTTE CHRISTENSEN

B. S., Kansas State University, 1935

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The purpose of this study was to describe the methods used in Clay Center Junior High (1) to determine the standards by which a child might be considered gifted for the purposes of providing him with enrichment materials, (2) to identify the gifted, and (3) to provide enrichment materials for the gifted in language arts in order to meet his individual needs and capabilities.

The most widely used approach to curriculum planning today considers the child and fits the material to his needs. School systems have come to recognize that not all children are alike and cannot be taught as though they were alike. In most schools provision for the special needs of the gifted must take place in the regular classroom.

Gifted children are difficult to identify because of the complexity and variety of factors involved. I. scores, achievement test results, and observational methods were all used in Clay Center to determine which pupils were gifted. Children with I. 's of 120 or better who showed in their achievement tests they were capable of doing work a year ahead of their classes, especially as confirmed by observation, were considered gifted for the purposes of providing them with enrichment materials in Clay Center Junior High. The Botel listening test and a behavioral reading test devised by the writer were additional tools used in identification.

Enrichment is not a greater amount of work of the same nature as the regular assignments; instead, the work must help the child to reach out creatively and constructively. Each classroom can be the base for all types of extra learning activities to aid the gifted.

The field of language arts has seven areas of study: writing, speaking, reading, listening, study of literature, spelling, and handwriting. Because communication must be established before other subjects can be adequately studied or explored, the language arts classroom is the logical place for enrichment to take place, and any of the seven areas of study can be used separately or in combination for enrichment.

The literature concerning the gifted was studied for ways in which the gifted differ from their peers, for methods by which the gifted could be identified, and for means by which enrichment materials could be supplied in the seven areas of language arts. Library research resulted in suggestions for examination and improvement of the teacher's attitude toward the problems of the gifted. Teachers must be able to recognize many of the characteristics of the gifted. Several guide sheets, or check lists, for these characteristics were included in the study. Gifted children with the same I. do not possess the same characteristics or in the same amounts. In addition, gifted children have many and varied interests. The interests of the gifted may be used to motivate them in

various enrichment activities.

The lesson plans for language arts in Clay Center Junior High included regular assignments and consideration of the interests of individuals through projects that paralleled regular work but differed in depth and scope. Examples of enrichment activities in each of the seven areas of language arts were considered separately in the study.

Community resources furnish important enrichment activities for the gifted. Improvement in regulations of the Clay Center library to broaden the list of books available to junior high students was a major accomplishment. Adults in the community were used to interest the gifted in various hobbies through talks and visits.

Recommendations were made by the writer for expediting in Clay Center the early identification of the gifted in future years. These recommendations were based on experiences the writer had during the year the study was made. If the identification takes place early in the school year more time is available for inclusion of enrichment activities in the school experience of the gifted. The writer included fourteen suggestions to be kept in mind when planning enrichment activities in future years. Each gifted child is a different individual and plans must not become stereotyped; therefore, enrichment experiences must be continuing and adapted to the individual.

