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## AN ANNOTATED BIBLIOGRAPHY IN THE AREA OF THE GIFTED CHILD

Albers, Mary E., and Seago, Mary V. "Enrichment for Superior Students in Algebra Classes." *Journal of Educational Research*, Vol. 40, 1947.

An enrichment unit in second semester 9th grade Algebra was provided for an experimental group of students having Binet I. Q. 's of 125 or higher. When compared with a control group the results showed that class time of the experimental students could be reduced 15 per cent without reducing achievement in the basic course of study and with a significant increase in knowledge of the enrichment material.

Alpern, Hymen. "The Super-Honor School: Next Step in the Education of the Superior Student in the Secondary Schools of New York." *High Points*, Vol. 21, May 1939.

A survey of present practices in New York City. Suggests a segregated school or "super-honor school" for the most gifted.

American Association for Gifted Children. *The Gifted Child*. Ed. by Paul Witty. Boston, D. C., Heath and Co., 1951. 338 p.

A collection of essays sponsored by the American Association for Gifted Children. Paul Witty edited the volume and wrote several integrating chapters. The book deals with problems of identification and education of gifted children at the elementary—and—secondary school levels and, in addition, reports and summarizes the psychological studies of gifted children, with special reference to their emotional adjustment.

American Psychological Association. Division of School Psychologists. Subcommittee of Needed Research on Gifted Children. "Needed Research on Gifted Children." *American Psychologist*, Vol. 9. 1954.

A list of 11 troublesome, unanswered questions about gifted children, questions for which the lack of experimental answers is probably directly interfering with such children's receiving optimum guidance in homes, schools, and the community.

Baker, Harry P. "An Experiment in the Education of Gifted Children." *Journal of Exceptional Children*, Vol. 9, January 1943.

The director of the psychological clinic of the Detroit Public Schools describes an experiment in four of the city schools looking toward a better adaptation of the curriculum to the needs of the gifted children. "One of the important problems in dealing with children of high ability is that they shall maintain a sense of belonging to the entire school building and be an integral part of it." This result has been accomplished by keeping these pupils with their regular classes most of the time but giving them an opportunity to report to special groups or projects on the basis of having completed the requirements for their regular work.

Baker, Harry P. *Introduction to Exceptional Children*. New York. Mcmillan and Co., 1944. 496 p.

An introductory course to the study of exceptional children. For teachers who expect to specialize in some fields of exceptional children, it is designed to give an over-all view of the entire field. It is intended also as a reference book for school administrators, supervisors, principals, teachers in service, and for physicians.

psychologists, social workers, and others who deal with exceptional children.

Barbe, Walter B. "Are Gifted Children Being Adequately Provided For?" *Educational Administration and Supervision*, Vol. 40, 1954.

Though there are various provisions for the gifted, there is little agreement among educators as to the relative merits of acceleration, enrichment within the classroom, and homogeneous grouping. There is an absence of research data to indicate clearly the advantages and disadvantages of each method. Although homogeneous grouping has been in operation for more than 30 years, there have been few attempts to evaluate. The author discusses (1) the educational neglect of the gifted, (2) a definition of giftedness, and (3) some provisions for the gifted.

Barbe, Walter B. "Differentiated Guidance for the Gifted." *Education*, Vol. 74, 1954.

Attention to the gifted child has seldom been carried far enough to actually offer benefits to him. More often it is directed merely to identifying the gifted. The author offers a number of reasons why the gifted child has been neglected in these areas and localities. This is followed by a discussion of the following topics: (1) How does the gifted child differ from others?; (2) Some problems encountered by the gifted children in school; (3) What is being done for the gifted; (4) What still needs to be done. The author concludes that the lack of understanding of intellectual superiority has been a major handicap in an attempt to provide better for the gifted child.

Beckham, Albert S. "A Study of Social Background and Music Ability of Superior Negro Children." *Journal of Applied Psychology*, Vol. 26, April 1942.

This study is concerned with the intra- rather than inter-racial difference in musical aptitudes. Three groups of children were involved: (1) 100 superior children; (2) 100 unselected children; and (3) 30 children picked by their teachers as superior in musical accomplishment. All groups were given the Kwalwas-

ser-Dykema music tests, and various comparisons are made between groups, between musical aptitude and age, and between musical aptitude and previous musical instruction.

Beckham, Albert S. "A Study of Social Background and Art Aptitude of Superior Negro Children." *Journal of Applied Psychology*, Vol. 26, December 1942.

From the Bureau of Child Study, Chicago Board of Education. The art performances of 3 groups of children (100 intellectually very superior, 100 with some art training, 100 picked at random from the four high school grades) are studied and compared as to intelligence, grade distribution, age distribution, sex distribution, and economic-social status. The importance of social-economic status was minimized in the light of scores made by the various groups.

Berman, A. B., and Klein, Abraham. "A Personality Study of Maladjusted Pupils of Superior Mentality." *High Points*, Vol. 24, February 1942.

Describes method of approach in analyzing the causes of scholastic failure of pupils with I. Q.'s of 110 or over in the Boys High School, New York City, and techniques devised for guiding them to scholastic success. The following means were used in approaching the problem: interviews with boys; administration of the Bell Adjustment Inventory; consultation with parents; interviews with teachers; and exchange of information with outside agencies interested in the boy.

Bentley, John Edward. *Superior Children; their physiological, psychological and social development*. New York, W. W. Norton and Co., c 1937. 331 p.

While Dr. Bentley's volume is not wholly an original contribution to our understanding of gifted children, it is an extraordinary interesting and able compilation of the scattered literature concerning them. It is particularly valuable for having brought together, and integrated with our knowledge, the growing periodical literature.

Berry, Charles Scott. *Education of Gifted Children for Leadership*. Columbus, Ohio, Ohio State University, 1945. 32 p.

Considers identification problems, traits, and educational objectives as applied to gifted children, with suggestions for desirable practice in the elementary and secondary schools looking toward adequate guidance and training for leadership.

Berry, Charles Scott. "The Gifted Child: A Future Leader." *National Parent Teacher*, Vol. 38, March 1944.

An explanation of the help which must be given to the more gifted of the boys and girls now growing to maturity in our classrooms if they are to realize their powers in adult life and give to the world intelligent leadership.

Birch, Jack W. "Early School Admission for Mentally Advanced Children." *Journal of Exceptional Children*, Vol. 21, 1954.

An evaluation by principals and teachers, made over a twoyear period of the educational and social adjustment of 43 children admitted early to the first grade, is reported. In 30 instances the evaluations were completely positive; in only five instances were any negative evaluations obtained, and these did not totally characterize the five children. The examination, counseling and evaluative procedures are discussed.

Blair, G. M. *Mentally Superior and Inferior Children in the Junior And Senior High School*. Teachers College, Columbia University. Contribution to Education No. 766, 1933. 87 p.

A comparison is made of certain background factors, interests, and ambitions of intellectually superior and inferior pupils of Junior and Senior high school. Two hundred and twenty two mentally superior senior high school pupils were compared with 230 inferior ones. In the junior high school group, 224 superior pupils were compared with 225 inferior ones. About 3,000 pupils were tested; those one standard deviation above the group were called superior, and those one standard deviation below inferior. The author analyzes the findings and establishes differences between the two groups.

Beardman, Rhea K., and Hildreth, Gertrude. "Adjustment Problems of the Gifted." *Understanding the Child*, Vol. 17, 1948.

The possession of high intelligence or special talents intensifies a child's difficulties in adjustment. Children must be aided in developing superior personal and social traits along with high intellect and creative ability. Problems may arise in the gifted from highly specialized interests as well as from exploitation of their talents. The school program that is largely confined to book learning imposes serious limitations on the gifted child. It is the responsibility of parents to consider ways in which the home could round out the child's education through the cultivation of interests and work projects.

Bosley, Bertlyn, and MacLeod, Grace. "Establishing Good Food Habits in Gifted Children: A Report of a Study Conducted at Speyer School." *Teachers College Record*, Vol. 43, October 1941.

A four and a half year study of nutrition under the direction of Professor Rose. Accomplishments were the realization of improved attitudes among the children with regard to the wise selection of food.

Briggs, Leslie J. "Intensive Classes for Superior Students." *Journal of Educational Psychology*, Vol. 38, 1947.

Seminar meetings for one 2-hour period a week were offered instead of the regular five single periods per week to a small number of superior students in a course in educational psychology. The accelerating group surpassed the regular class in objective tests, and surpassed also a control group or regular students matched with them for intelligence.

Brown, Marion V. "Teaching an Intellectually Gifted Group." *Elementary School Journal*, Vol. 49, 1949.

The teacher of a group of 30 children of superior academic ability who were kept together as a class through the 7th and 8th grades describes the children and what happened during the two years. The children were provided with extra supplies, given opportunities for service to their school community and permitted

to adapt their course of study to their needs and interests, while remaining an integral part of the school. They remained superior in achievement while enriching their school experiences through the utilization of their homogeneous grouping.

Brumbaugh, Florence. "A School for Gifted Children." *Childhood Education*, Vol. 20, March 1944.

The Board of Higher Education wished to provide student teachers with opportunity for observing and participating in instruction of young children of superior intelligence from 3 to 11 years with I. Q.'s over 140. Hunter College Elementary School was designed for this purpose. An enriched program was the goal rather than acceleration. A description of the physical features of Hunter College Elementary School is given.

Brumbaugh, Florence. "Gifted Pupils and Parents Use the Community as a Laboratory for Learning." *National Elementary Principal*, Vol. 25, S'1945.

Describes ways in which parents under the supervision of teachers, assisted in carrying on both school and after school activities for pupils. The former included such things as the school library, hobby clubs, Scouts, parties, week-end affairs, and such.

Burnside, Lenoir H. "An Experimental Program in Education of the Intellectually Gifted Adolescent." *School Review*, Vol. 50, April 1942.

Describes an experiment devised in 1938, to extend over a 5-year period, in Monroe High School, Rochester, N. Y., for the development of a program especially adapted to stimulate and develop the interests of the most gifted children, selected from each of the senior high school grades.

Burnside, Lenoir H. "Psychological Guidance of Gifted Children." *Journal of Consulting Psychology*, Vol. 6, July-August 1942.

The author, upon a basis of observations and study of gifted children during experience in the public schools of Rochester,

discusses 5 points in a suggested guidance program: (1) Early recognition; (2) A challenging educational program; (3) Individual guidance available to all; (4) Guidance to parents; (5) Community cooperation.

Butts, R. Freeman. "Education of the Gifted at the College Level." *Teachers College Record*, Vol. 43, October 1941.

Summarizes and evaluates the proceedings of the seminar held in connection with the Conference on Education for the Gifted held in December 1940, at Teachers College, Columbia University in honor of Professor Leta S. Hollingworth. The discussions are presented under the topics: "Gifted for What?"; "Shall the Gifted Be Segregated?"; "What kind of Curriculum for the Gifted?"; and "How Finance Education for the Gifted?"

Carlson, Edith Fox. "Project for Gifted Children: A Psychological Evaluation." *American Journal of Orthopsychiatric*, Vol. 15, 1945.

Twenty-five children were placed in a special class for pupils of superior intellectual abilities and their progress studied for 4 years. Twenty of these children improved appreciably in the opinion of the parents, teachers, and the Child Guidance Clinic staff. A psychological analysis is made of these children's progress.

Carlson, Edith Fox, and Wiles, Marlin E. "Special Education for Gifted Children." *Journal of Exceptional Children*, Vol. 10, 1943.

This is an over-all view of the launching in the public school system of Brockton, Mass., of a special class of 16 gifted children selected with the help of the Brockton Child Guidance Clinic from diversified home conditions. The class, with a median chronological age of 8 years and 9 months, a median mental age of 11 years and 8 months, and a median I. Q. of 134, was begun in November 1940. Gives plans for the class and describes some illustrative cases.

Carrol, Helbert A. *Genius in the Making*. New York, McGraw-Hill Book Co., 1940. 307 p.

Study of the characteristics of intellectually gifted children. It is primarily concerned with a psychological description and interpretation of mental superiority. The book presents a some-



what uneven report on the materials available in a dozen books. Workers in other fields who need quick survey of what is known about gifted child will be helped by this book.

Carroll, Helbert A. "Intellectually Gifted Children; Their Characteristics and Problems." *Teachers College Record*, Vol. 42, December 1940.

The writer has designated as "intellectually gifted children" those who appear once in a hundred times, setting the critical point at the 99th percentile with respect to abstract intelligence. Among the topics discussed are identification, constancy of mental status, capacity versus achievement, heredity and environment, physical equipment and health, social adjustments, and educational problems. Reviews the findings to date in these directions and points out desirable curriculum principles.

Coe, Burr D. "Ungraded Classes for Superior Pupils." *Mathematics Teacher*, Vol. 37, 1944.

The experience in two ungraded sections of about 60 pupils from grades IX through XII is described. No regular assignments are made, and each pupil is allowed to decide for himself what lesson to study on a particular day. If he finds that he needs more individual help, he secures it from the teacher or from one of the more advanced pupils.

Conant, James B. "Public Schools and the Talented." *Understanding the Child*, Vol. 17, 1948.

There is a considerable untapped reservoir of potential talent in many sections of the country because of the inadequacies of the elementary and secondary schools there. From figures compiled from American Men of Science there is a correlation between the number of scientists listed and the expenditure per child for education in the States that spend less than \$200 per year per person. Thus, it appears, that in many areas we are not doing what we should to find and develop talent.

Conklin, A. M. *Failures of Highly Intelligent Pupils: A Study of*

*Their Behavior by Means of the Control Group.* Teachers College Contributions to Education, 1940, No. 792. 250 p.

Thirty-two boys and 13 girls with I. Q.'s 130 or over, from II through VII, who were failing two or more major subjects were compared with a control group of similar I. Q. Findings are presented as to factors related to school failures.

Courvoisier, Leila Benoit. "Studying Musically Gifted Children." *California Journal of Secondary Education*, Vol. 13, March 1940.

A study of musically gifted children in the seventh grades of San Francisco made under the Research Department of the San Francisco Schools, to determine whether they "are stimulated sufficiently by their school programs to keep up with their own highest levels of achievement." Finds that these children and others like them throughout the United States "are not, and cannot be, adequately challenged by their present opportunities."

Cutts, Norma Estelle. *Bright Children: A Guide for Parents*. New York, Putman, 1953. 238 p.

A study of superior children which should enable the conscientious parent and educator to guide such children into productive and normal adulthood. Discusses such topics as the determination of intelligence level, early home discipline, getting the right start in schools, difficulties that beset the bright child at home and in school, and sources where expert advice may be had. Also debates the pros and cons of public versus private schools, the choice of vocation and college.

Cutts, N. E., and Moseley, Nicholas. "Bright Children and the Curriculum." *Educational Administration and Supervision*, Vol. 39, 1953.

Four questions concerning subjects liked best, liked least, hardest; and skipped a grade, were asked of 673 boys and girls with I. Q.'s of 120 and above in grades II to XII in ten schools in Connecticut. Lists in rank order for liked best, liked least, and makes pupil work hardest show same subject at top, mathematics

leading every time. Sex differences were too small for separate analyzes.

Davidson, Helen H. *Personality and Economic Background: A Study of Highly Intelligent Children*. New York, King's Crown Press, 1943. 189 p.

In this study of highly intelligent children from two schools in New York City, the author arrives at the conclusion that there is no fixed formula for the treatment of those who are above the average in intelligence, nor does economic status significantly affect personality traits. It appears that bright children are individuals and deserve to be treated as such.

De Craecker, Raymond. *Les Enfants Intellectuellement doués*. (Intellectually Gifted Children.) Paris, Presses Universitaires de France, 1951. 137 p.

After a preface by Henry Piéron, and a historical survey of the subject, the author analyzes the characteristics and background of the gifted child, climaxed by suggestions for his education. Gifted children should be grouped in special classes, with sufficient opportunity to work and play with other children. The education of the gifted individual should be governed by the importance that society assigns to his special talents.

Downes, James E. "An Experiment in Meeting the Needs of Superior Students." *Social Education*, Vol. 4, April 1940.

Describes a plan in which special provision for superior students was made in the social studies department in the high school at Summit, N. J. Members of the group were excused from attending classes and from routine assignments during second semester and were expected to spend their time in extended research.

Drag, Francis L. "The Gifted Child: A Report of Practices in California Cities." *California Journal of Elementary Education*, Vol. 10, August 1941.

A brief general discussion of possibilities, problems and

methods in special training for gifted children, with individual descriptions of practices in the following California cities: San Diego, Santa Ana, Santa Barbara, Watsonville, Berkeley, Los Angeles, and Long Beach.

Dunlap, J. M. "Testing the Tops." *Journal of Exceptional Children*, Vol. II, 1944.

A "quiz kid" contest, open to children under 16 years of age in the Rochester, N. Y. area, included 125 participants. The American Council on Education Psychological Examination was used to test 25 children who reached semifinals. Two-thirds of the contestants excelled 99 per cent of unselected children in the same of higher school grade. In general, the contestants had excellent home and educational environments. There are an estimated 300,000 such children in the U. S., and provision for education and guidance has reached only a small fraction of this group.

Eads, Laura K., and Bristow, W. H. *Education of Superior Children*. New York City Board of Education, Division of Curriculum Research, 1945. 39 p.

Prepared in the form of questions and answers, with appropriate reference material, to consider the identification of superior children, their characteristics, and their educational needs. Based upon research carried on in New York City and elsewhere.

Educational Policies Commission. *Education of the Gifted*. Wash., D. C., National Education Association, 1950. 88 p.

This is a general discussion of the educational needs of gifted and youth. The schools too often neglect such individuals, with the resultant waste of human talent that might be used to enrich American life. Causes of this neglect, ways of identifying gifted children, and special provisions for their education are discussed.

"English for the Gifted: Report of the Committee on Honor English." *High Points*, Vol. 24, January 1942.

A committee of New York City teachers of English names three kinds of "honors" classes: (1) those consisting of students generally gifted in English; (2) those organized in some special field in English and consisting of pupils particularly gifted in that field; and (3) those classes in English organized in an honor school and consisting of pupils who are generally gifted. The committee justifies selective grouping, and discusses basis of selection, choice of teachers, objectives of honor classes, content of the curriculum, and teaching method.

Epstein, Mary. "Teachers Look at Gifted Children." *Peabody Journal of Education*.

George Peabody College for Teachers offered an intensive seminar, *The Gifted Child*, during the summer session 1953 under Dr. N. Hobbs. This article endeavors to give an overview of the problem of the genius and presents the results of a teacher opinion poll conducted by the members of the seminar.

Farrell, Muriel. "Understanding of Time Relations of Five, Six, and Seven-year old Children of High I. Q." *Journal of Educational Research*. Vol. 46, 1953.

A questionnaire consisting of 27 two part questions was administered to 75 "gifted" children (average I. Q. of the group approximately 145.) Understanding of time relations seems to increase between ages 5 and 6, but not between ages 6 and 7. No sex difference was found. The cues used by children in determining time relations were studied. The most commonly employed cues were sequential, word-of-others, and records or measurements.

Gair, Molly. "Rorschach Characteristics of a Group of very Superior Seven Year Old Children." *Rorschach Research Exchange*, Vol. 8, 1944.

Subjects were 21 girls and 8 boys composing the entire second grade of a school for gifted children. Average C. A. was 7-3; M. A., 10-8; and Revised Stanford Binet Form L. I. Q., 146, Parental background was very superior, culturally and educa-

tionally. The author analyzes the protocols of these children and found that the gifted children gave more responses, more W and fewer Dr, showed greater maturity in use of F %, M and Fc, showed a wider range of interests, seemed well adjusted.

Garrison, K. C. *Psychology of Exceptional Children*. Rev. ed. Ronald Press Co., 1950. 517 p.

This is a revision of a textbook published in 1940. Recent research findings have been incorporated in this revision. Problems of the exceptional child are presented in the light of fundamental principles of development. Diagnostic tests for assessing normal capacities and growth are introduced early in the book. Mentally gifted children and other areas of exceptionality are given special attention.

Gilbert, Henry B. *The Social Adjustment of Hunter College Elementary School Pupils at P. S. 6, Manhattan*. Bureau of Reference, Research and Statistics, Board of Education, New York City, 1947.

Three 7th grade classes in which 10 boys and 1 girl from HCES were enrolled, were given intelligence, reading, Ohio State Acceptability and Casting Characters tests. "On the whole the HCES children are making a better than average school adjustment at P. S. 6." Seven rated average or better, four rated below average. The adjustment of these children when in HCES "revealed a striking resemblance to the present findings."

Goddard, Henry Helbert. *School Training of Gifted Children*. Yonkers-on-Hudson, New York, World Book Co., c 1928. 226 p.

The enriched curriculum as it has been worked out in the Cleveland schools is evaluated by Dr. Goddard and the methods presented for use in other school systems. The report should prove to be an inspiration to those interested in special classes for gifted children, and to teachers and supervisors to gain many suggestions of value for more efficient education of the usual type.

Gossard, A. P. *Superior and Backward Children in Public Schools*. Chicago, University of Chicago Press, 1941. 172 p.

An unbroken history of the efforts to meet the problem of individual pupil differences, based on the annual school reports of ten representative cities, over a period of seventy years, and proposed solutions. Bibliography.

Gray, William S. *Same style as next "Education of the Gifted Child: With Special Reference to Reading."* *Elementary School Journal*, Vol. 42, June 1942.

Reviews the three major plans that have been used to adapt instruction to the needs of gifted children: acceleration, segregation for enrichment, and enrichment in a regular class. Emphasizes the need of holding them to standards consistent with their capacity, both in the evaluation of what they read and in the solution of problems arising from their reading. "The ability to plan, to discover, and to invent for social reconstruction and advancement of civilization is considered the goal of the educational program for them."

Greenberg, Benjamin B. "The Education of the Intellectually Gifted." *Journal of Exceptional Children*, Vol. 5, February 1939.

One of the board of superintendents of the New York City schools points out that gifted children do not take care of themselves but need a different educational program through their potentialities can be realized and their personalities developed. Describes the program organized for this purpose at Speyer School (P. S. 500) in New York City.

Handy, Mabel L., and Lindstrom, Alice L. "Special Education for Gifted Children. II. Enriching the Curriculum." *Journal of Exceptional Children*, Vol. 10, 1944.

The activities of a group of 16 superior children in elementary school over a period of 4 years are described. Manual and art activities, participation in community affairs, and creative

writing enriched a program which was already enhanced by extra reading and audio-visual opportunities.

Harms, Ernest. "The Guidance of Superior Child and the Prodigy."  
In Harms, E., *Handbook of Child Guidance*, Vol. 22.

The writer reviews the historical treatment of genius and superior abilities, noting the disparity between interest in the problem and scientific study given it. He discusses the relation between emotions and creativity in art production, the interrelationship between fundamental dispositions and guidance problems of the bright child, the gifted child, and the prodigy. Genius is always individual and unique, and any guidance of a prodigy means the creating of a special environment in which sound growth is possible. "A genius without necessary educational and social training is in danger of becoming neurotic, and even mentally sick."

Hartnacke, W. *Deficit of Fifteen Million Gifted People*. Münceen, Germany, J. F. Lehmann, 1939. 111 p.

In the next two generations the German birth differential for higher occupational groups will result in a comparative loss of 15 million gifted people. No more were born in these groups in 1937 than in 1855. There are few exceptions to the trend. More than two-thirds of the population fails to finish school; in one region a decrease in performance of 12 per cent during 14 years was observed in testing those leaving school to enter trades. The problem is basically biological, since heredity is considered the more important factor. More weeding out by schools would be helpful.

Heck, A. O. *The Education of Exceptional Children*. New York, McGraw-Hill Book Co., 1940. 536 p.

The book is perhaps more comprehensive and thorough than any previously written book treating the field of special education. The contents indicate that the author is thoroughly conversant with the facts, materials, and techniques of educating the exceptional child.



Hildreth, Gertrude H. *Educating Gifted Children at Hunter College Elementary School*. New York, Harper and Brothers, 1952. 272 p.

For the past decade, New York City has conserved and developed the superior abilities of mentally gifted children by means of the HCES. The work accomplished is explained in 13 chapters describing the opportunities afforded, the organizations, goals, curriculum, instruction, daily life, relation to community and to parents, guidance and adjustments, teachers and their preparation, academic achievements, skills and attitudes, issues and unsolved problems. Arguments are presented for and against the desirability of separate schools for gifted children to develop their natural capacities to the fullest extent.

Hildreth, Gertrude H. "Stanford-Binet Retests on Gifted Children." *Journal of Educational Research*, Vol. 37, 1943.

The author criticizes the present practice of placing a child in, or excluding him from, a class for gifted children on the basis of one test only. Changes in I. Q. scores of the same gifted children were noted in tests given from 1 to 10 years apart when (a) both tests consisted of 1916 revision, (b) one test was the 1916 and the other the 1937 revision, and (c) the 1937 revision was used at both tests.

Hollingworth, Leta S. *Children Above 180 I. Q.* New York, World Book, 1942. 332 p.

This report on 12 cases of superior mentality has been edited and prepared for somewhat belated publication by Dr. Terman. Proposed for publication some 15 years before by its author, it is essentially a rehashing of her case histories and papers that, in my opinion, does her memory no credit. The case histories and detailed descriptions of individuals show only too well that they were written by a person who did not know best the person he was describing. There is some interest (historical, largely) in the records of the gifted children; but the other parts of the book suffer from severe dullness.

Hollingsworth, Leta S. *Gifted Children: Their Nature and Nurture*. New York, MacMillan Book Co., 1926. 374 p.

The lesson of this fine book is that marriage must in the future be based upon intelligent understanding, not upon any ephemeral emotions, and that the children of superior parents be given every possible chance for the development of their natural gifts.

Hollingsworth, Leta S. "Growing Up with a Gifted Child." *Understanding the Child*, Vol. 17, 1948.

The biography of a gifted child is presented.

*Instituto de Selección Escolar de Vizcaya, España*. (Institute of School Selection of Vizcaya, Spain.) Bilbao, Spain, 1952. 39 p.

The Institute of School Selection of Vizcaya has published a manual in which the goals of the center are presented, the personal characteristics of the gifted, the functioning of the institute, the means to select the scholars, the phases of their education, some school results, and the conditions for admission to the Institute. A graphic representation is presented to show the advantages for the education of the gifted.

Jenkins, Martin J. "Case Studies of Negro Children of Binet I. Q. 160 and Above." *Journal of Negro Education*, Vol. 12, Spring 1943.

Presents the case data on ten Negro children rated by various mental tests as 160 I. Q. and higher. The children came from different sections of the country and from varied school and familial situations.

Jenkins, Martin J. "Intellectually Superior Negro Youth; Problems and Needs." *Journal of Negro Education*, Vol. 19, 1950.

Negroes with Binet I. Q.'s above 160 are not as rare as supposed. The case records of 13 were assembled and studied. They were found not to differ essentially from bright white children of their intellectual level. However, the Negro child has less

chance of being identified, has less attention paid to his special needs, receives less adequate guidance, has less chance of achievement because of a non-stimulating environment, has greater financial difficulty in getting through school, and expends a greater proportion of his energy and intelligence on racial problems.

Jenks, William F., ed. *The Atypical Child*. Washington, D. C.: The Catholic University of America Press, 1954. 312 p.

Included are the basic papers and summary statements prepared by representatives of the several areas, for the second annual Catholic University of America workshop on special education. The main topics developed include the place of special education in modern education: cerebral palsy, mental retardation, remedial reading, retarded speech, social maladjustment, sensory handicaps, the gifted, the undervitalized, vocational guidance, psychological evaluation of the physically handicapped, the occupational therapy, etc., and the limitations of group tests for them. 105-item bibliography.

Johnson, George R. "Educating Bright Children." *Journal of Exceptional Children*, Vol. 10, November 1943.

The principal of an elementary school administrative unit in St. Louis, Mo., discusses the means used in the School system of that city in making adjustments for bright children without resorting to the organization of special groups. Individual treatment which keeps each child engaged in work suitable to his capacity and related to his interest is the keynote of the procedure used.

Johnson, H. G. "Does the Gifted Child Have a Low A. Q.?" *Journal of Educational Research*, Vol. 36, 1942.

The author expresses his doubts concerning the soundness of the use commonly made of the "accomplishment ration". He suggests that "perhaps the best explanation for the negative correlation between I. Q. and A. Q. is the tendency for pupils'

score on one test to regress toward the mean when compared with their scores on another test."

Johnson, William H. "Program for Conserving our Superior Elementary School Students." *Educational Administration and Supervision*, Vol 29, 1943.

The experience of several Chicago schools with an accelerated program for gifted children is described. The adjustment of these children appeared to be better in the accelerated classes than it would have been had they remained in the regular classes.

Kolstoe, Oliver P. "A Comparison of Mental Abilities of Bright and Dull Children of Comparable Mental Ages." *Journal of Educational Psychology*, Vol. 45, 1954.

A group of bright children and a group of dull children, approximately equivalent in mental age, showed few differences in scores on subtests of the Wechsler Intelligence Scale for Children, the Benton Test of Visual Retention, a Speed of Symbol Copying Test devised by the author and the Chicago Test of Primary Mental Abilities. Superiority of the dull group on certain tests appears to be related to advantages of curriculum or experience rather than to qualitative differences in basic intellectual patterns. The results support the generality of the mental age concept.

Kugelmass, I. Newton. *Superior Children Through Modern Nutrition: How to Perfect the Growth and Development of Your Children from Birth to Maturity*. New York, E. P. Dutton and Co., 1942. 332 p.

The author, a pediatrician, takes the modest view that it is his bounden duty to instruct and advice the busy mothers of the growing generation on how to rear their offspring. He goes about it quite didactically; but with a sincere enthusiasm that must be rather distressing to his readers. Presumably scientific, the book is dull and uninteresting, if true.

Lewis, W. Drayton. "A Comparative Study of the Personalities, Inter-

ests, and Home Background of Gifted Children of Superior and Inferior Educational Achievement." *Journal of Genetic Psychology*, Vol. 59, September 1941.

Two groups of gifted children form the basis for study; one group of 1,078 children with high records of achievement, the other a group of 756 somewhat retarded in achievement, especially in the light of their intelligent rating. "It appears to be significant that the educationally accelerated group is credited with possessing more desirable personality traits, interests that are intellectual in nature, and superior home background.

Lewis, W. Drayton. "The Relative Intellectual Achievement of Mentally Gifted and Retarded Children." *Journal of Experimental Education*, Vol. 13, 1945.

The data analyzed for this study were obtained from 450 schools in 36 States. In appraising the findings, ability, chronological age and length of time in school, the various achievement groups were taken into consideration. The author concludes that "It appears that mentally retarded children are doing better than might be expected in terms of their ability and that superior children are not achieving up to legitimate expectations."

Lewis, W. Drayton. "Some Characteristics of Very Superior Children." *Journal of Genetic Psychology*, Vol. 62, 1943.

A group of 930 elementary school children, with I. Q.'s 125 to 144, and a group of 50 with I. Q.'s 145 and over were compared. Both groups showed a greater than average number of expressed interests but also somewhat undesirable school adjustment on the basis of subject-achievement scores lower than mental age.

Lightboat, G. F. *Personality Characteristics of Bright and Dull Children*. Teachers College, Columbia University, Contributions to Education, No. 969, 1951.

Subjects consisted of 104 New York City children, 48 of whom were classified as relatively bright, and 56 classified as relatively dull. Ages ranged from 10 years through 13 years.

Twenty personality variables selected from Murray's Explorations in personality were utilized as de frame work of this investigation. Significant differences between a group of bright and a group of dull children on various personality traits are reported.

Loomis, Grace I. *A Survey of Literature and Research Concerning the Education of the Gifted Child*. Curriculum Bulletin, University of Oregon, School of Education, No. 97, 1951.

This paper discusses characteristics of the intellectually superior elementary school child, reviews the history of attitudes toward giftedness which have been held by educators and others, and examines special programs which have been developed for children of exceptional ability in different school systems. Problems involving special classes, acceleration, and enrichment are considered. 56-item bibliography.

Loomis, Grace I. "The Education of the Gifted Child; with Implications for School Practice." Eugene, University of Oregon. Curriculum Bulletin No. 97, 1951.

Summarizes studies of: characteristics of the gifted; history of concepts and attitudes toward giftedness; special provision for education of the gifted (with non-critical description of programs in a number of different U. S. cities); pedagogical organization and procedure (acceleration, special class, curriculum enrichment.) Conclusion: While there is "no one best method, it is true that there must be differentiation in the schooling of the gifted."

Lorge, Irving. "Social Gains in Special Education of the Gifted." *School and Society*, Vol. 79, 1954.

A plea for special education for the gifted, some of the objectives of the curriculum for the intellectually superior, and the gains to society through the utilization and training of superior human resources are given.

Martens, E. H. *Curriculum Adjustments for Gifted Children*. Government Printing Office, Leaflet No. 1, 1944.

Special methods and materials have long been recognized as a need for retarded children, but the exceptional abilities of the gifted children have heretofore been largely neglected. This Bulletin summarizes the work of a conference called to consider the problem of such children. It represents an attempt to establish principles for dealing with the gifted child within the normal framework of the school. It discusses the criteria for identification of giftedness and the practices used in different types of schools to develop special abilities.

Marshall, Max S. "The Care of the Gifted Child." *Educational Administration and Supervision*, Vol. 40, 1954.

In the last analysis, the thought of special training for the "gifted" child is no more than a plea for wide-spread education, a plea put in unfortunate terms. The author challenges the question, "Who is the gifted child?" He maintains that (1) everyone must be in some way in a top group in order to live, and (2) virtually everyone in his set of qualities has a combination that provides a working degree of self-esteem.

Maybury, Margaret W. "Selection of Materials by Nursery School Children of Superior Mental Intelligence." *Journal of Educational Research*, Vol. 66, 1952.

During a period of 60 school days daily records of materials chosen by nursery school children (average age 49 months) of known superior intelligence (average Stanford-Binet I. Q.-156.) Materials most frequently chosen indoors, were wheeled toys, books, and housekeeping materials; outdoors, swings, digging tools, and slides. No sex differences, were found indoors, but outdoors girls chose wings much more frequently, and boys chose digging and earth activities. In general children tend to those materials requiring large muscular activities.

McKee, John P. "The Tests of Primary Mental Abilities Applied to Superior Children." *Journal of Educational Psychology*, Vol. 43, 1952.

A preliminary evaluation of Thurstone's tests of Primary Mental Abilities for ages 5 and 6 was attempted by administering this test to 80 superior children in the University of Iowa elementary school and preschool. The PMA tests adequately differentiated levels of mental ability for 5 year olds and for all but the most superior 6 year olds, but the large number of ceiling scores made by 7 year olds shows that the test is not appropriate for superior children of this age.

Miles, C. C. "Gifted Children." In Charmichael, L., *Manual of Child Psychology*. New York, Wiley and Sons, 1946. pp. 386-953.

Major sections of this chapter define and limit the term "gifted." review the history of observations of such children, describe their characteristics, and detail their progress to maturity. Further sections discuss individual differences and adjustment problems within the gifted group and describe studies of their education. Studies of genius and of the relation between giftedness and genius conclude the survey.

Moore, Lillian, "The Challenge of the Bright Pupil," *Mathematics Teacher*, Vol. 34, April 1941.

A brief discussion of the general lack of provision for the bright pupil, especially in mathematics, with suggestions for enriching the work for his benefit.

Moskowitz, David H. "Educating Superior Students." *High Points*. Vol. 28, June 1946.

The Assistant Superintendent of the High School Division in New York City presents the merits of the "honor school" as compared with the "honor class" in the regular school. Holds that it provides for continuity, total curricular modification and enrichment, the determination of long-range unified objectives, opportunity for cooperative effort, and administrative flexibility.

Mosso, Asenath M. "A Seminar for Superior High School Seniors." *School Review*, Vol. 53, October 1945.



Describes a special plan developed in a high school in Floral Park, New York, whereby pupils with I. Q.'s above 120, and who exhibit originality and leadership qualities, are permitted to work on projects of their own planning as a part of their senior year's work. The plan, which has been in operation since 1943-44, is evaluated by the pupils. It is concluded that results are "extremely encouraging."

Munson, Grace. "Finding the Gifted Child." *Journal of Exceptional Children*, Vol. 11, October 1944.

Stating that to find the gifted child is as great a problem for the school administrator as to educate him, the director of the Bureau of Child Study for the Chicago Public Schools describes the procedure used to identify the gifted child, the system of record keeping employed, the guidance services offered, and the scholarship room maintained by a number of high schools.

Munson, Grace. "Adjusting the Reading Program to the Gifted Child." *Journal of Exceptional Children*. Vol. 11, 1944.

Suggestions are given as to general types of literature suitable for the gifted child at various ages.

Musselman, John W. "Factors Associated with the Achievement of High School Pupils of Superior Intelligence." *Journal of Experimental Education*, Vol. 11, September 1942.

Two hundred and ninety-seven Baltimore high school pupils of 120 or more I. Q. were studied by means of achievement, personality, and home background tests. Relations of achievement to various personality factors are analyzed. There is lag between promise and performance, and in the light of these findings future research and special attention to pupils of superior intelligence are needed.

National Society for the Study of Education. *Education of Exceptional Children*. 49th Yearbook, Part. 2. Chicago, University of Chicago Press, 1950.

A description of the different areas of exceptionality given

by specialists in the field and recommendations in handling the exceptional children. Other important topics are discussed, e. g., principles and practices in special education, identification and guidance of the exceptional child, teacher's preparation, parent's problems, and needed research projects in the field.

National Education Association, Research Division. "High School Methods with Superior Students." *National Education Association Research Bulletin*, Vol. 19, 1941.

This study is based on (1) replies from high school principals in 1062 schools to a questionnaire and (2) published literature on the nature and education of superior high school pupils. Informations concerning the mental, physical, social, emotional, and educational characteristics of mentally superior children and methods of appraising both general and special abilities are briefly presented.

Nelson, E. A., and Carlson, E. F. "Special Education for Gifted Children. III. Evaluation at the end of three years." *Journal of Exceptional Children*, Vol. 12, 1945.

The authors report the findings of a study in which 16 gifted children having special class placement were compared with a control group of 9 children. Marked differences between the control and special class groups were revealed relative to intellectual development. Social and emotional growth was stimulated by special class placement, "it offered incentive, increased enthusiasm and made for a happier school experience."

Newland, T. Ernest. "The Gifted." *Review of Educational Research*. Vol. 23, 1953.

The 9 years since 1944 have been marked by research writings which reveal a greater awareness of the gifted children's potential social contributions, a growing curiosity regarding the nature of giftedness, the start of a ten-year community study involving the gifted, and an apparent slight rise in graduate research on the problems of the gifted. The author highlights the results of 80 studies.

Oliver, Albert I. "The Gifted Pupil:— A Challenge to Educators." *Education*, Vol. 74, 1954.

After presenting some of the accumulated evidence to show that more and more educators maintain the gifted child as the most neglected in our schools today, the author proposes a number of points for meeting this challenge. This includes (1) what some communities and organizations are doing for the gifted, (2) recognition by various organizations, (3) what the gifted are like, (4) the problem is often an adjustment problem, (5) some failures in higher education, (6) problems may be revealed through compositions, (7) administrative arrangements that may be necessary to cope with the problems, (8) making a maximum utilization of the classroom, (9) when the teacher must function as the counselor, (10) some suggested enrichment devices, (11) the necessity of having good teachers for the gifted.

Parkyn, G. W. *Children of High Intelligence; A New Zealand Study*. Wellington, N. Z. The New Zealand Council for Educational Research, 1948. 288 p.

The data for this survey were obtained from 3 different groups of children who were used as the population from which were selected children of high intelligence for further study. There are many tables and charts which present the numerical data obtained from the groups studied.

Peachman, Margarite C. "Attitudes: Their Significance in Education for the Gifted." *Journal of Educational Psychology*. Vol. 33, March 1942.

Discusses the importance of understanding of the part that attitudes play in the wholesome development of the gifted child. Summarizes literature on the gifted which deals with the problem of attitudes; discusses attempts to measure attitudes, attitudes of parents toward the gifted, attitudes of educators, attitudes of children, attitudes of society. Lists references dealing with the subject.

Peters, Edith C. "The Gifted Child in Cleveland." *Journal of Exceptional Children*. Vol. 7, May 1941.

The principal of an elementary school in Cleveland, Ohio, in which there are organized groups of gifted children, describes the program and the classroom procedures used, pointing out the advantages of grouping gifted children in this way.

Plaza, Carlos Guillermo. "El Niño Exceptional desde el Punto de Vista Intelectual: El Superdotado." (The Exceptional Child from the Intellectual Point of View: The Gifted.) *Educación*, Vol. 57, 1954.

The author discusses different aspects of the exceptional child: (1) the integral aspect of the gifted, (2) importance of social formation, (3) dangers in his growth and development, (4) different theories about his formation, (5) the problem in Venezuela.

Pregler, Hedwig. "The Colfax Plan." *Journal of Exceptional Children*, Vol. 20, 1954.

A workshop structure for mentally superior public school children, developed as an integral part of the regular elementary program beginning with the first grade, is described. Three essential kinds of experiences are provided: group activities with both social and mental peers, individual activities through projects, and drill.

Robinson, H. M., and Ingram, C. P. "Selected References from the Literature on Exceptional Children." *Elementary School Journal*, Vol. 44, 1944.

Ninety-three references to literature in the general area of the problems of handicapped children, delinquent children, and exceptionally bright children are listed under 10 separate headings. The literature in general reflects progress in recognizing the need of counseling parents, of cooperation between the school and the doctor in the case of the handicapped child, of extending the education system down to the preschool levels, and of introducing vocational and social education.

Sanford, Edna G. "The Bright Child Who Fails." *Understanding the Child*. Vol. 21, 1952.

Several different areas are suggested in which reasons may be found for children of superior intelligence failing in school, "insufficient mental and emotional stimulation in class; feelings of inferiority based upon sibling rivalry, physical defects, feeling of inferiority among classmates, economic needs which not have been met, lack of security in home relationships between the child and his parents, or between the parents themselves."

Scheifele, Marian. *The Gifted Child in the Regular Classroom*. New York, Bureau of Publications, Teachers College, Columbia University, 1953. 80 pp.

A survey of the means which the teacher may use to identify the gifted child, criteria as intellectual superiority, creative spirit, objectives and subjective scores, etc. Specific and common problems of the gifted child are explained and ways to meet them in the school situation are suggested and discussed.

Seegers, J. Conrad. "Teaching Bright Children." *Elementary School Journal*, Vol. 49, 1949.

How one school has dealt with the problem of teaching children with I. Q.'s above 135 is described by short case histories. Bright children are not necessarily accelerated or segregated, and concern with general development must be elastic and must provide individual challenge and participation in group activities. Placing emphasis on original investigation, reading, and creative work implies imaginative teaching and adequate school facilities.

Shearer, Elga M., and Fannin, Lois. "Reading for the Bright Child." *Library Journal*, Vol. 74, 1949.

Special reading program was established cooperatively between the library and classroom for an experimental group of 5th- and 6th-grade children whose tested reading ability was equal or superior to that of typical 7th-grade pupils. After the program of special instruction had been in operation for some time, 43 pairs of 5th-grade children matched for C. A., I. Q., social background, and sex were compared on test scores improvement.

On all the tests the experimental groups showed significant score increases.

Sheldon, Paul M. "The Families of Highly Gifted Children." *Marriage Family Living*, Vol. 16, 1954.

This paper presents some of the unanticipated findings of the study made in 1947 at NYU Counseling Center for Gifted Children, who had achieved an I. Q. of 170 or higher on the 1937 Revision of the Stanford-Binet Scale.

Stanley, Julian C. "Is the Fast Learner Getting a Fair deal in your School?" *Wisconsin Journal of Education*, Vol. 86, 1954.

Discusses identifying gifted children and improving their educational opportunities. "We cannot afford to neglect individualization of instruction for any of our school children, whatever their learning rate may be." Certainly, this includes the fast learner.

Stenquist, John L. ed. *The Baltimore Program of Education for Pupils of Superior Ability*. Baltimore Bulletin of Education, No. 1, 1940. 98 p.

This issue of the bulletin contains articles describing the attempts of the Baltimore schools to adjust the educational program to the needs of the children of superior ability.

Strang, Ruth. "Gifted Children Need Help in Reading Too." *Reading Teacher*, Vol. 6, 1953.

The gifted child reading at the level of his grade placement but not at a reading level commensurate with his mental capacity has been neglected in our present reading programs. The author offers a number of practical suggestions for the reading program of the gifted child.

Strang, Ruth. "Guidance of the Gifted." *Personnel Guidance Journal*, Vol. 31, 1952.

The role of counselors in the guidance of the gifted is not significantly different from their role in the guidance of other

individuals. It is of great social importance, however, that they help to identify the gifted and talented at an early age.

Sullivan, J. C. "Adequate Education for the Intellectually Superior Child." *Journal of Exceptional Children*, Vol. 13, November 1946.

The author emphasizes the need for attention to the total growth of intellectually superior children and for opportunities to develop leadership in association with other children if they have capacity for leadership. "It takes something more than an I. Q. to be a good leader."

Sumption, Merle R. et al. "Special Education for the Gifted Child." In Henry, N. B., *The Education of Exceptional Children*.

If we are to give the gifted child equality of opportunity then we must provide him with the kind of education which best satisfies his needs and challenges his abilities. The bright child completes the work of the regular curriculum quickly and unless he is given additional and challenging work he may develop undesirable habits. The authors outline the objectives and administration of the Cleveland program and report on some of the gifted and their educational implications.

Sumption, Merle R. *Three Hundred Gifted Children; A Follow Up Study of the Results of Special Education of Superior Children*. Yonkers-on-Hudson, World Book Co., 1941. 235 p.

A follow up study of gifted pupils who have been in the special classes of the Cleveland Schools and a summary of data collected by the author. Points out objectives for the gifted children's classes and the conclusions resulting from them.

Terman, L. M. "Correlates of Orgasm Adequacy in a Group of 556 Wives." *Journal of Psychology*, Vol. 32, 1951.

In a follow up study of Terman's sample of gifted children, the married subjects and their spouses were given the following questionnaires: marital happiness, sex adjustment, personality and temperament. One of the questions asked wives concerned

adequacy of orgasm. The author analyzed the findings in terms of the prediction of orgasm adequacy in gifted subjects.

Terman, L. M. *Genetic Studies of Genius; Vol. I. Mental and Physical Traits of a Thousand Gifted Children.* California, Stanford University Press, 1925. 648 p.

The purpose of the studies recorded here is to determine in what respects the gifted child differs from the child of normal mentality. Superior intellectuality is defined as ability to make a high score on such intelligence tests as the National, The Terman group, and the Stanford-Binet. Data have been collected on more than 1,000 gifted children. This book gives full details of the methods employed.

Terman, L. M. and Oden, M. H. *The Gifted Child Grows Up.* Cal., Stanford University Press, 1947. 448 p.

This is the fourth volume resulting from the Stanford studies of gifted children. The present volume is a report of work done with the California group of gifted subjects over a period of years from 1921 to 1946. Dr. Terman proves that 1948 gifted adults are taller, happier, healthier, better adjusted, more happily married, and more successful vocationally than the generality.

Terman, L. M. "The Vocational Successes of Intellectually Gifted Individuals." *Occupations*, Vol. 20, 1942.

This is a report on the vocational, social, marital, and economic progress of the 1425 gifted children first studied in 1922. With wide individual differences, the group as a whole exceed the general population in mortality rate, divorce rate, economic success, occupational classification, and education.

Thom, Douglas A., and Newel, Nancy. "Hazards of the High I. Q." *Journal of Mental Hygiene*, Vol. 29, 1945.

This paper presents the findings of a follow up study of 38 children with I. Q. above 130 who had been seen in child guidance clinic in Massachusetts. It was found that, although early psychological tests were reliable and predictive of continuing ability,



the success failure of the child depends upon factors other than his intelligence quotient.

Thorndike, Robert L. "An Evaluation of the Adult Intellectual Status of Terman's Gifted Children." *Journal of Genetic Psychology*, Vol. 72, 1948.

The Vocabulary Test used by Thorndike and Gallup and the Concept Maturity Test used by Terman were administered to 251 college students and faculty and comparable scores set up. It was then possible to compare the scores of Terman's gifted group of adults tested with the Concept Maturity Test with a representative sample of the adult voting population tested with the Vocabulary Test. It was concluded that the gifted group are three-fifths as far from the adult mean on highly verbal adult tests as they were in Binet score as children, which may perhaps be thought of as a maximum estimate of regression in scores over the 20-year period.

Thorndike, Edward L. "How May We Improve the Selection, Training, and Life-Work of Leaders?" *Teachers College Record*, Vol. 40, April 1939.

Society should make better use of its leaders and educate potential leaders with a greater recognition of their needs and abilities. The author makes suggestions for improvement of the educational offering for leaders or potential leaders in school and college.

U. S. Office of Education. *Curriculum Adjustment for Gifted Children*. Wash., D. C., Government Printing Office, Bulletin No. 1, 1946. 82 p.

This bulletin is the outgrowth of a project covering several years of cooperative efforts. Considers basic objectives, problems of identification and treatment, general types of curriculum organization used, and special provisions made in the attempt to meet the needs of gifted children and youth. Describes a number of units of experience actually carried on.

U. S. Office of Education. "Selected References on Gifted Children." *Understanding the Child*, Vol. 17, 1948.

An annotated list of 72 references on exceptional children is presented.

Various authors. "Education for the Gifted." *Teachers College Record*. Vol. 42, 1941.

These are three reports from two-day conference held at Teachers College, Columbia University, in memory of Leta S. Hollinworth. The purpose was to appraise present accomplishments in the discovery and education of the gifted, and to further research, guidance, and other procedures for finding and making use of the abilities of the gifted. The articles stress the place of the gifted in industry and business, in labor, and in leadership.

Warner, W. L., et al. *Who Shall Be Educated?* New York, Harper and Brothers, 1944.

This book is a factual statement of the extent to which our public school system offers a genuine equality of opportunity for all children. The material is based on a "middletown" type of research, popularly reconstructed. It should reach a market beyond that of teachers and administrators.

Williamson, Pauline Brooks. "The American Association for Gifted Children:—Objectives and Growth." *Understanding the Child*. Vol. 22, 1953.

The work of the American Association for Gifted Children is described. The objective of the association is "to help find gifted children, help them to use their abilities for their own satisfaction, and the benefit of others, and at the same time to maintain status with their groups."

Wilson, Frank T. "A Survey of Educational Provisions for Young Gifted Children in the United States and Problems Related Thereto." *Journal of Genetic Psychology*, Vol. 75, September 1949.

A five-item questionnaire sent to 209 universities and colleges preparing teachers to all state departments of education and to 127 large cities and schools known or believed to be making

some special provisions for gifted children, was returned by 37 per cent of school officers solicited. Replies indicated felt needs by administrators for curriculum materials and procedures, for teachers trained, to provide for gifted, more widespread information about such children, and an unawareness on the part of training institutions of such demands.

Wilson, Frank T. "Young Children's Favorite Stories and Characters, and their Reasons for Liking Them." *Journal of Genetic Psychology*, Vol. 63, 1943.

Fifty-one boys and fifty-eight girls, kindergarten, grades IA-IIA, HCES, were asked to tell what stories or characters they liked and why. Favorite types of characters most frequently mentioned by boys were animals and boys. Girl's characters were much more appealing to girls than to boys. Women, fairies and babies were not popular. Stories were liked because they were funny; characters because of personal qualities; and for various other reasons.

Witty, Paul A., and Bloom, Samuel W. "Science Provisions for the Gifted." *Journal of Exceptional Children*, Vol. 20, 1954.

Society's need for the gifted in the field of science is indicated and the provisions in school science programs in 12 high schools are described.

Witty, Paul A. "A Study of Graduates of the 'Quiz Kids' Program." *Educational Administration and Supervision*, Vol. 38, 1952.

Questionnaire returns from 19 men and 22 women who had appeared on the 'Quiz kids' program as children furnished information on their adjustment and attitudes. These superior individuals reported better than average health, excellent academic achievement, extensive reading, and varied evocational interests. In general they felt being on the program had more advantages than disadvantages. They recognized the problems of the superior child in school and made suggestions for the school programs for such children.

Witty, Paul A. "Education of Gifted Children and Youth." *Understanding the Child*, Vol. 20, April 1951.

The report on education of gifted children which was accepted by the Congress of Parents and Teachers, teachers' colleges, and the American Association for Gifted Children. It traces conditions of neglect of gifted from elementary school through college. A program is urged for their identification and continuous study and guidance of them throughout their home and school careers.

Witty, Paul A. "Some Considerations in the Education of Gifted Children." *Educational Administration and Supervision*, Vol. 26, October 1940.

Discusses the limitations of intelligence tests for identifying gifted children; other means of identifying them. Points out possibilities of development of gifted children from democratic values offered in heterogeneous groups and of enrichment in the secondary and elementary schools.

Witty, Paul A. "Thirty Years of Research upon Gifted Children." *Understanding the Child*, Vol. 17, 1948.

The findings of research upon gifted children are surveyed, with emphasis placed on the data presented by Terman, and Oden in *The Gifted Child Grows Up*. It appears that the greatest shortcoming of educational systems today is the failure to recognize and conserve human ability and talent. We need better prepared teachers, more abundant and varied materials of instruction, and generally improved conditions for learning in order to avoid further waste of bright and gifted children.

Witty, Paul A. "What is Special About Special Education?" *Journal of Exceptional Children*, Vol. 19, 1953.

It is suggested that the gifted child be regarded as any child, whose performance, in a potentially valuable line of human activity, is consistently remarkable. The gifted child requires a curriculum that is "adapted to his extremely rapid rate of learn-

ing, that provides diversified experience to suit his many-sided interests and to produce well-rounded development, and that will enable him gradually to attain social maturity."

Witty, Paul A., and Theman, Viola. "A Follow up Study of Educational Attainment of Gifted Negroes." *Journal of Educational Psychology*, Vol. 24, January 1943.

Eighty-two mentally Negro youth, identified in 1934 in a research study as having I. Q.'s ranging from 120 to 200, were given additional tests in 1940. Although this group of gifted Negroes does not appear to have entirely lived up to its early promise in educational achievement as measured by standardized tests, it does rank high when all criteria of attainment are considered. In terms of the meager opportunity of some of these youths, this fact is surprising and gratifying.

Wolble, D. *America's Resources of Specialized Talent*. New York, Harper and Brothers, 1954.

This report studies what constitutes specialists, the kind of people now receiving advanced training in many fields and their relative ability and occupational distribution and choice, and gives suggestions for improving the utilization of the potential supply of brains now being wasted.

Woods, E. L. "Mentally Gifted." *Review of Educational Research*. Vol. 14, June 1944.

This is a review of studies made since 1941 on the social and emotional adjustments, the economic backgrounds, interests and hobbies, educational achievements, and consisting of the superiority of the mentally gifted group. Further research is needed in identifying and providing for this group in homes and schools, with special emphasis on the study of personality difficulties.

Yates, Dorothy Hazeltine. "The Mentally Superior Girl and Marriage." *Nervous Child Journal*, Vol. 4, 1944.

There is no single solution to the problems of the very bright girl. The author discusses the possibilities open to a woman who

is intellectually superior. A woman may satisfactorily have a vocational interest foreign to her domestic affairs, if she lets this lie largely dormant during her children's early years.

Sánchez-Jiménez, Julián. "El Niño Bien Dotado y los Problemas que Implica: Su Asistencia Especial." (The Mentally Gifted Child and the Problems He Implies: Special Assistance.) *Revista de Psicología y Pedagogía Aplicada*, Spain, Vol. 3, 1952.

The following topics are briefly considered: historical contrast between the mentally deficient and the mentally gifted; general intelligence and special abilities; physical physiological characteristics; school achievement, interests, personality, and character of the mentally gifted; the need for special centers of instruction; the need for adequate personnel to orient the development of the mentally gifted.

Zaragoza, José. "El Problema de los Bien Dotados y su Atención en Valencia." (The Problem of Gifted Children and the Attention Given to Them at Valencia.) *Revista de Psicología y Pedagogía Aplicada*, Spain, Vol. 2, 1951.

A synthesis is made of investigations conducted at Valencia with well endowed children. Boys surpassed girls in abstract matters.

Zorborough, Harvey W. "Are You Throttling a Future President?" *The American Magazine*, Vol. 40, December 1945.

As director of the NYU Clinic for Gifted Children, the author writes in defense of the gifted child ("America's forgotten child"), whom he defines as one having an I. Q. of 110 and above. Gives 9 clues as to his identification and suggests a pattern for his training.

Zorborough, Harvey W. "Priorities for Prodigies." *National Parent Teacher*, Vol. 36, April 1942.

The problems of gifted children are presented, and the importance and necessity of providing intelligently for their development pointed out. The failure of the schools to do this is considered one of the reasons for later maladjustment on this part.