HIGH SCHOOL PROGRAMS FOR THE INTELLECTUALLY GIFTED

STUDENTS IN THE STATE OF IOWA, 1958-1959

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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August 1959
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CHAPTER I

INTRODUCTION

I. PURPOSE OF THE STUDY

Intellectually gifted students are among the most important of our national resources. Given educational opportunities to develop according to their potential, this group will provide important leaders for our country. These students, by their very nature, need special attention and more than average amounts of education to attain this goal. There is, however, the possibility that they are neglected more than any other group.

It was the purpose of this study to: (1) determine the types and extent of high school programs being offered for the intellectually gifted students in the State of Iowa during the 1958-1959 school year, and (2) present an analysis of these programs for educating intellectually gifted students.

II. DEFINITION OF TERMS

In order that the reader may have a better understanding of the language and the tables used in this study, certain terms have been defined as follows:

Intellectually gifted. The intellectually gifted as referred to in this study is the student with special ability to do school work. Authorities do not agree, in terms of Intelligence Quotient scores, on their
definition of intellectual giftedness. Schools do not all draw the dividing line at the same place. For this study, all students with an Intelligence Quotient of 130 or above are considered intellectually gifted.

Performance. In this study performance included projects and papers produced by the student as well as grades achieved.

Interests. When using interests to aid in identification of intellectually gifted students, the study referred to the relative intellectual, social and activity interests of these students in comparison with other students.

Attitudes and values. In this study attitudes and values were considered as the force which motivated the individual student's behavior.

Special talents. Special talent, determined by outstanding creative achievement in a special area, was used as a guide in identifying the intellectually gifted student.

Intelligence tests. As used in this study, intelligence tests referred to objective tests used to identify students of superior mental ability.

Achievement tests. Achievement tests referred to objective tests used to determine how much a student has learned from his school experience.

Aptitude tests. In this study the aptitude test was used to identify the intellectually gifted student in special areas. It was considered important for a school to know not only that a student is intellectually
gifted, but it should know the areas in which he is gifted.

**Personality inventories.** In this study, personality inventories referred to objective tests given to students to obtain vital information for guidance in the areas of social and emotional development. This is an area in which much information must be obtained to aid in identifying the intellectually gifted student.

**Acceleration.** Acceleration programs referred to a plan whereby a particular student may progress more rapidly than does the average. A student completing requirements for high school graduation in less than four years would also be considered the result of an acceleration program.

**Enrichment.** An enrichment program was considered, by this study, as a program that provides students with experiences that widen and deepen their understanding.

**Special class.** A group of students, selected for special abilities and interests, who meet regularly with a special instructor, was considered by this study to be a special class.

**Grouping according to ability.** In this study, grouping according to ability, referred to placing in groups those students of similar mental ability and special aptitudes.

**Rigid scheduling of required courses.** Requiring students of high intellectual ability to follow a certain prescribed curriculum through high school was considered by this study to be rigid scheduling of required courses.
No program. In this study those schools which had no planned procedure for following through with the intellectually gifted were considered to have no program.

High school. This study included grades nine, ten, eleven, and twelve in the high school area.

Group A high school. Group A high schools were high schools with an enrollment of 24 or below.

Group B high school. Group B high schools were high schools with an enrollment of 25-49 students.

Group C high school. Group C high schools were high schools with an enrollment of 50-74 students.

Group D high school. Group D high schools were high schools with an enrollment of 75-99 students.

Group E high school. Group E high schools were high schools with an enrollment of 100-149 students.

Group F high school. Group F high schools were high schools with an enrollment of 150-199 students.

Group G high school. Group G high schools were high schools with an enrollment of 200-299 students.

Group H high school. Group H high schools were high schools with an enrollment of 300-399 students.
Group I high school. Group I high schools were high schools with an enrollment of 400-499 students.

Group J high school. Group J high schools were high schools with an enrollment of 500-599 students.

Group K high school. Group K high schools were high schools with an enrollment of 600 or more students.

III. PROCEDURE

Data for this study were obtained from replies to a questionnaire sent to principals of 139 public high schools in the State of Iowa. Questionnaires from schools not having a high school principal were filled out and returned by the superintendent of schools. Returns from the questionnaire were received from 128 high schools. These returns represented 92 per cent of the high schools surveyed.

The plan was to survey 20 per cent of the high schools in Iowa in such a manner that it would also represent 20 per cent of the high school students. In order that this might be accomplished the first step was to list all high school districts in Iowa according to size of high school enrollment. School names and number of students in high school were obtained from the Iowa Educational Directory. Grouping according to enrollment was consistent with studies carried on by the State Department of Public Instruction.

The next step was to alphabetize all the schools in each group. In

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1 Department of Public Instruction, Iowa Educational Directory (Des Moines, Iowa: Research and Publications Department, 1958).
order that the 20 per cent sampling might be achieved, every fifth school, starting with number five, was selected as the school to be contacted. In groups containing a number of schools not divisible by five the extra number was ignored if less than half of five, or another school was selected if this extra number were more than half of five. An exception to this procedure was in Group A where only three schools with a total enrollment of sixty-six students were found. This group was not surveyed.

Checks were then made for Groups D, F, and K to determine whether the above procedure would insure a sampling of 20 per cent of the students as accurately as 20 per cent of the schools. Total enrollment of those schools selected was determined by adding the number of high school students in each school. This number was then divided by the total number of students in all schools of that group. These percentages were closely correlated with the percentages of schools and warranted continuing the procedure outlined.

Items included in the questionnaire were selected from information that was obtained from a review of the literature available on the subject of gifted students. Possible programs for intellectually gifted students and different methods of identifying these students were included. In order that any new or different ideas would not be left out, open end questions were made a part of the questionnaire. Response to the check list items and open end questions indicated that the questionnaire was valid from the standpoint of containing various types of programs and methods of identifying the intellectually gifted student.
CHAPTER II

REVIEW OF THE LITERATURE

The review of literature for the intellectually gifted student was divided into two main areas—identification and programs. It was the purpose of this chapter to present information from previous research which would serve as a guide for identifying these students and planning programs to meet their needs.

In current thinking, giftedness is regarded as including those students who have exceptionally high general intelligence, and those who are highly endowed with special talents. Easier identification is accomplished with those of marked talent in some specific direction. These generally include students with one or more special gifts, such as music, art, arithmetical calculation, science, mechanics, and language.

Only the first two, music and art, stand out distinctly as special talents. The relationship between either of these and abstract intelligence is only slightly above zero. In each of the remaining four, the relationship is definitely higher. However, to attain eminence, even in music and art, it would appear that a high degree of abstract intelligence is needed. Most assuredly this is true of authorship.\(^1\)

Although in planning for the education of the gifted, it is important to consider both groups, this particular discussion is primarily concerned with the intellectually gifted group. It should be recognized, however, that in the areas of identification and program planning many similarities exist and many practices could be used for both.

I. IDENTIFYING THE INTELLECTUALLY GIFTED

Identifying the intellectually gifted student can be done through subjective evaluation, objective evaluation, and a combination of the two. In order that the identification may be more accurate both types of information are needed. Which type is most important cannot be determined. All information obtained must be weighted for the individual student. Since subjective evaluation might precede objective measurement in actual practice, it will be considered first as one of the several means of identifying the intellectually gifted student. 1

In high school a student's performance is based on his past record of teachers' marks as well as his present accomplishments. To be effective as a guide for determining intellectual giftedness the student's performance must be analyzed.

The child whose painting incorporates form and color in a manner worthy of those many years his senior, or the child who consistently shows exceptional initiative in exploring a topic and compiling the data offers convincing evidence that he is capable of outstanding performance. 'The final proof of genius is found in the work which genius produces.' 2

The use of teachers' marks as the only performance criterion for identifying the gifted student is not sufficient. Grades should be considered from three or more successive teachers for any degree of reliability. 3 With no other tools for identification, teachers' marks of a student's performance should be given consideration.

2 Ibid., p. 5.
Teachers using the project method in the classroom have an excellent opportunity to see and evaluate the performance of students. An example of performance denoting intellectual ability would be a creative project that a student develops for a science fair. Even though performance is largely a subjective evaluation the alert teacher can detect special abilities.

Studies have been carried on to determine the personal and mental traits of the gifted students. In these studies there is a comparison between those of greater intellectual ability and the average. Gifted children as a group are characterized by the following mental qualities: power, broad attention span, alertness, keen observation, curiosity, self criticism, a sense of relative values, initiative, and insight into relationships.\(^1\)

In listing personal traits of the gifted child in relation to other children Scheifele pointed out that the gifted child tends to:

A. Be slightly heavier and taller, and to be heavier in relation to height.
B. Be somewhat stronger and healthier; be well nourished.
C. Be relatively free from nervous disorders.
D. Be a little more advanced in ossification of bones.
E. Reach maturity at an earlier median age.
F. Show superiority in desirable personality traits.
G. Exhibit greater trustworthiness when under temptation.
H. Show less inclination to boast or overstate his knowledge.
I. Receive more opportunities as leader, up to 150 I.Q.; beyond that point, to have ideas and interests that are too advanced for his peers; work and play alone more often, above 160 or 170 I.Q.
J. Prefer sedentary, relatively quiet games in the absence of stimulation from others.\(^2\)

A study of Terman and others of the relative intellectual, social, and activity interests of gifted children, as compared with a control

\(^1\)Carroll, op. cit., p. 115. \(^2\)Scheifele, op. cit., p. 6.
group, revealed the following:

1. Ninety per cent of the gifted group equalled or exceeded the mean of the control group in intellectual interests (defined as knowing rather than doing, getting at meanings); 84 per cent exceeded the mean of the control group in social interests (defined as interest in persons); no material difference existed between the two groups in activity interests (defined as doing things, participating rather than watching).

2. With increasing age, there was considerable advance in intellectual interests among the gifted, only a little advance in social interests, and no advance in activity interests.

3. No sex differences in intellectual interests were found, but girls surpassed boys at nearly all ages in social interests and boys surpassed girls in activity interests.¹

Out-of-school activities of a student provide a major clue to his interests and abilities. A student, who is intellectually gifted, is an ardent hobbyist. He may switch hobbies regularly but will persist in one or two and gain expert knowledge in these. He will collect and classify where an average student just collects.²

Activities preferred by gifted students show a greater diversity of interest than do those of average children. Garrison listed the following hobbies that gifted students prefer:

2. Playing musical instruments.
3. Reading.³

Reading interest can give an indication of a student's ability.

Gifted students tend to read more, read more adult books, and cover a


wider range of interests than does the average student.\(^1\)

Garrison also listed these interests actively pursued by this group:

1. Dramatics.
2. Religious activity.
3. Scouting and campfire activities.
4. Debating.
5. Study of ancient history.\(^2\)

To use special talents alone as a guide in identifying intellectually gifted students would not be a sound practice. Studies have shown that in specific areas highly talented individuals are not all of high intelligence. There is agreement, however, that outstanding creative achievement in a special area is accompanied by high general intelligence.\(^3\)

When identifying intellectually gifted students according to special talents the teachers must observe the manner in which the student works. The student's home background and opportunity for developing this talent must be considered. The teacher should provide experiences in the classroom which make possible the revealing of talents.\(^4\)

Determining the attitudes and values a student possesses will indicate to some extent the level of his social or emotional maturity. This must be considered in relationship to his performance, personal and mental traits, interests, and special talents which have been previously mentioned.

\(^1\)Scheifele, op. cit., pp. 7-8.
\(^2\)Garrison, op. cit., p. 147.
\(^4\)Scheifele, op. cit., pp. 11-12.
The personal attitudes, values, and feelings that motivate a student's behavior may be identified by the following techniques:

1. Diaries.
2. Autobiographies.
3. Open themes.
4. Reaction to pictures.
5. Reaction to stories.
6. Anecdotal records.
7. Discussions.¹

Unless a teacher has high rapport with a student the afore-mentioned techniques would be ineffective. Careful thought must be given and only honest expression of real feelings considered if any value is gained in analyzing the individual student's social-personal development.

The most commonly used method of identifying intellectually gifted students is the use of intelligence tests. Many schools use the resulting score as the sole criterion for determining giftedness.

It cannot be claimed that intelligence tests have 'absolute' validity; but, for practical purposes, they have a useful degree of 'operational' validity.

Lack of achievement in relation to scores on intelligence tests can usually be accounted for in individual cases by emotional disturbances, physiological defects or lack of incentive occasioned by homeground or unfortunate school experience.

Those who make high scores do have high intelligence but others of high intelligence may not be identified by test results.²

The line of separation between the intellectually gifted students and those not considered gifted is purely arbitrary. Terman in his study designated 140 intelligence quotient as the dividing line and the Cleveland Major Work Classes require an intelligence quotient of 125 or above for

¹Ibid., pp. 15-16.
³Scheifele, op. cit., p. 39.
admittance. Some schools go as low as 110 intelligence quotient and above when classifying the gifted students. These differences point out the need for using other means, along with intelligence tests, for identifying the intellectually gifted students.

Another criterion used in identifying the intellectually gifted student in high school is the use of achievement tests. These tests attempt to determine how much a person has learned from some educational experience. Although standard achievement tests have real merits, they are best adapted to fairly standardized types of education.\(^1\)

It is a shocking fact that many gifted children, in terms of achievement, are the most seriously retarded pupils in our schools today. Both Terman and Hollingworth concluded that they are apt to work far below their potential capacity. Bearing these facts in mind when using achievement tests and interpreting test scores, we may expect many gifted children to score lower in educational age than in mental age.\(^2\)

In sound practice, evaluation of a pupil or a teacher is never based on these tests alone; instead, the tests are treated as one source of data to be linked with many other facts in making a final evaluation.\(^3\)

Tests of general mental development make an attempt to break down the over-all rating to describe the particular tasks at which the subject is best and poorest. They do not, however, tell the whole story about a student's endowment. The student has certain knacks or talents which set him apart from those of equal general ability; these specific aptitudes are of great importance in guidance and personnel selection.\(^4\)

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\(^2\) Scheifele, op. cit., p. 19.  
\(^3\) Cronbach, loc. cit., p. 273.  
\(^4\) Ibid., p. 182.
A summary of the use of aptitude tests in the identification of the intellectually gifted student was given by Scheifele as follows:

As a supplement to the mental tests, aptitude tests are useful in identifying children who are gifted in special areas. The outstanding abilities of these children may have been demonstrated in various classroom activities, and the aptitude test can provide further evidence of talent that should be developed. It serves to supplement both observation and measurement of mental ability.1

In identifying intellectually gifted students the whole student must be taken into consideration. Through the use of the personality inventory, there may be discovered an intellectually gifted student who has been prevented from developing to his capacity due to some personality trait. Scheifele had the following to say about the use of personality inventories:

In the total study of the gifted child, identification of personal traits contributes vital information for guidance in the areas of social and emotional development. Almost all children benefit at one time or another during their school careers from the help rendered by a teacher or counselor, and many gifted children face adjustment problems of a special nature.

Consideration of positive factors, such as leadership ability, resourcefulness, responsibility, and initiative is of equal importance. The teacher may observe these characteristics in the child's day-to-day activities in the classroom, but some instrument of objective measurement might reveal qualities not manifested in overt behavior. It is a well-known fact that children sometimes repress maladjusted behavior, either consciously or unconsciously; the disclosure of concealed feelings and personal characteristics would broaden the teacher's understanding of each child's development and needs.

However, the objective measurement of such intangible qualities as feelings and personality traits is to be approached warily. The rating scale, personality test, or inventory of personal traits--whatever the instrument may be called--is essentially a device by which an individual is compared with a norm established on the basis of the behavior of varying numbers of individuals. It is doubtful if 'normal behavior' can be so identified and established. Thus the value derived from the comparison of an individual with such a norm is questionable. Furthermore, there might be a high degree of subjectivity in the examiner's evaluation of the subject's responses.2

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1 Scheifele, op. cit., p. 21.  
2 Ibid., pp. 24-25.
Cronbach has listed the following principles to keep in mind in connection with personality testing:

1. A 'poor' score on a personality inventory probably indicates a person who should have further attention; a 'good' score does not guarantee the presence of 'good' qualities.

2. A self-report test can never be used as a final basis for any decision in counseling or disposing of an individual. It performs its most useful function in suggesting to the psychologist possible facts about the individual to be confirmed by further study of him.

3. Results are far more trustworthy if the subject desires to give a true picture of himself.1

II. PROGRAMS FOR THE INTELLECTUALLY GIFTED

Once the intellectually gifted student is identified, and his special needs are determined, the school must offer him a program which enables him to develop according to his individual capacity. Many different types of programs have been used for this purpose. This discussion will include the following types of programs: acceleration, enrichment, special classes, grouping according to ability, and rigid scheduling of required courses.

Intellectually gifted high school students may be offered two different types of acceleration programs. The most common type is to skip or advance a grade by taking extra subjects. In this plan a student will be graduated from high school in less than the normal four year span.2

In the second type of acceleration program the intellectually gifted student is moved ahead more rapidly than other students. He completes one instructional level and then moves on to the next. Under this plan graduation from high school is delayed until the student is about the same age

as the other graduates.\(^1\) In this type of program the schools accomplish acceleration by means of individual instruction, segregation, homogeneous groups or special classes.\(^2\)

There are values in a properly administered acceleration program as cited by Worcester:

1. Acceleration recognizes the facts of life. Children do differ from each other markedly. Some develop much more rapidly than do others. Academic potentialities, social maturity and emotional and physical development go together.

2. Failure to accelerate involves dangers—behavior and personality problems—lazy and careless work habits.

3. Time saved is important. Ten per cent could save a year's time in school. If three per cent saved one year, society would gain 1,000,000 years of its best brains in a single generation.

4. Financial savings through fewer classrooms and teachers.\(^3\)

Terman and Oden summarized the disadvantages of acceleration as:

(1) aggravating the student's program of social adjustment, (2) promoting bookishness and one-sided development, (3) being dangerous to physical or mental health, and (4) leaving gaps in the academic knowledge and skills of the student.\(^4\)

Gray concluded from his study of undergraduate careers of young college students that:

The majority of educators who have expressed their views in the literature on the subject seem to favor the admission of otherwise well-qualified students to institutions of higher learning, even though they are younger than those with whom they will have to


\(^2\) Ibid., p. 260.


\(^4\) Lewis M. Terman and Melita H. Oden, *The Gifted Child Grows Up*
associate...Taken, as a group, the younger students do achieve more scholastic success than the average or over-age students.\(^1\)

Acceleration must not be used unless very careful study has properly identified the student as being intellectually gifted. Wilkins, from his study of students in the senior high schools who had been graduated one month before they were seventeen, concluded that:

...when acceleration is practiced wisely—that is, when careful individual study, including appraisal of physical, mental and educational growth, and of emotional stability and social maturity, has been made of each to be accelerated—the results from the standpoint of intellectual adjustment of the accelerated pupils will, in general, be decidedly good.\(^2\)

The term "enrichment" implies providing experiences for which the average or below average child lacks either the time, the interest, or the ability to understand. These experiences, if they are to be enriching, will be such as to widen and deepen the child's understanding. The added work should be integrated with the general curriculum activities.\(^3\) Enrichment programs can be used in the regular classroom or along with homogeneous grouping, special classes, or accelerated groups.

Enrichment can serve as an alternate for those who oppose acceleration or any type of grouping. This type of program permits advanced achievement even though it does not permit rapid advancement in grade level or graduation. Enrichment "holds the pupil in the grade which is normal for


1 Caroll, op. cit., p. 221.
his age and then attempts to add something to the instruction without carrying him through the curriculum at more than the ordinary pace.\(^1\)

True enrichment involves a real modification of the curriculum and an opportunity for the assignment of more intensive work.\(^2\) Such an enrichment program is usually carried on with an activity plan. It is intended to enable the gifted student to develop leadership, creative ability, originality, open-mindedness, responsibility, service, experimentation, and research.

The enrichment program must be kept flexible in order that it may be in keeping with the needs of the gifted student. "Such a program will satisfy the gifted student's extreme intellectual curiosity, will raise his standards of achievement, will develop desirable work and study skills, and will expand his range of interests."\(^3\) This type of an enrichment program is widely advocated and is generally accepted as being a good way for meeting the educational needs of the gifted. The problem is that of making the program adaptable to the local school.

To be effective an enrichment program needs much careful planning and understanding by the teacher as well as the students. Worcester offered the following disadvantages of an enrichment program:

1. May be only busy work or help for teacher.
2. Enrichment should not be the only planned difference in the student's program.

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\(^3\) Bernard Haake, "What Means Enrichment, Dad?" \textit{Childhood Education}, XXIX (March, 1953), 319.
3. Danger of its becoming merely a program—denies the uniqueness of genius.¹

Providing better education for all children is a help to the gifted. Better teaching probably has the gifted as principal beneficiaries. Some education of the gifted should be the same as for all students. This would include health, character, and citizenship. On the basis of kind, quantity, level of insight, basic skills, and aesthetic appreciation the education of the intellectually gifted should vary from the average according to the individual's own capacity to achieve.²

Grouping according to ability refers to homogeneous grouping. This grouping is done on the basis of general mental ability or special ability. There is much disagreement as to the over-all value of this type of program. Comparatively fewer schools are using homogeneous grouping today than were using it twenty years ago.³

Those who favor homogeneous grouping maintain that the following principles, which underlie the educational program of gifted students, can best be accomplished in specially grouped classes:

1. A curriculum content based on the needs and interests of the children themselves.
2. An enriched associative background.
3. Insistence upon high standards of achievement.
4. Encouragement in independent thinking.
5. Instruction in scientific methods of attacking problems.
6. Provision of opportunities for doing creative work.
7. Requirement of participation in play and athletic activities.

¹Worcester, op. cit., p. 42.
8. A program of character training.
9. Training for coming social responsibilities.
11. Arrangement for increased use of libraries.
13. Reduction but not elimination of drill.
14. Inclusion in the program of studies of such subjects as French, biography and argumentation.
15. A program of emotional education. ¹

These items might well be considered aspects of a good enrichment program.

These principles, which are important for the educational program of gifted students, could be used in the regular classroom under the guidance of a competent teacher. There is a strong possibility, however, that this is seldom accomplished:

The principal objection to enrichment for gifted students in the heterogeneous class is that in most cases it fails to work. . . . There is, the country over, very little actual enrichment for intellectually gifted children in the heterogeneous classes of the public schools. ²

High schools have the problem of enrollment when they use homogeneous grouping. In the more populous centers, however, Hollingworth was convinced that homogeneous grouping offered the most effective type of education where numbers of gifted students were large enough:

Results indicate that the special class does not produce as personality handicaps either conceit, poor health, or social unadaptability, as is sometimes supposed where there has been no actual experience with special classes. The special class does solve the problem of how to provide both appropriate work and appropriate social contact with classmates. ³

Persons opposed to homogeneous grouping claim the plan is not democratic. This group maintains that segregation of the gifted is

¹Carroll, op. cit., p. 262. ²Ibid., p. 53.
abnormal, undemocratic, artificial and selfish.¹

Homogeneous grouping violates the basic premises on which democratic institutions are founded: it conceals or minimizes the differences arising from the exchange of opinions and interpretation; it encourages the development of 'Class' education; it rewards or puts a premium on fortunate social heritage and penalizes the less fortunate, and it fails to envisage the potentialities of the masses for becoming competent, critical, and even creative citizens. It fails therefore, to recognize the very essence of democratic doctrine.²

The regular class, it is felt, better prepares the pupil for a congenial life in a democratic society which is made up of individuals of widely varying ability.³

There is much overlapping in the areas of homogeneous grouping and special classes. A special class is the result of grouping according to ability, either mental or aptitude. This class, would meet with a special instructor for a given period of time each day, the rest of the day would be spent with the regular class. "Special grouping is advisable, but this should be done by ability in individual subject and not 'across the board' grouping in all subjects."⁴

Persons opposing special classes use the same arguments, of the classes being abnormal, undemocratic, artificial, and selfish, as do

¹"Some Issues and Problems," A summary of seminars held at the Conference on Education for the Gifted, under the auspices of Teachers College, Columbia University, December 13-14, 1940, Teachers College Record, XLII (February, 1940), 467.

²Paul Witty, "Contributions to the IQ Controversy from the Study of Superior Deviates," School and Society, LI (April, 1940), 508.


Those opposing straight grouping according to ability.¹

The National Education Association Conference for discussion of the "Academically Talented Student in the American Secondary School" in February of 1958 summed up the use of special classes:

In the consideration of the strengths and weaknesses of special grouping for the academically talented, the strengths outweigh the weaknesses. That both strengths and weaknesses exist is fully recognized, but, in situations where special grouping is feasible, this plan provided the opportunity for more effective instruction. Special grouping is an administrative device and not an end in itself. With good teaching, careful screening of the students assigned to the special groups, assignment in individual subjects and not 'across the board' in all subjects, special grouping will provide a more effective method of educating the talented secondary school student.²

Very little has been written about the requiring of high school courses for the intellectually gifted. The following guide for these students was formulated by the Educational Policies Commission:

The educational programs of gifted students should be conditioned by the assumption that they will all graduate from college; and the programs of highly gifted students should assume that they will complete professional or scholarly work after college graduation.³

The following elective courses were recommended for the intellectually gifted students: a foreign language (reading mastery should be achieved); advanced mathematics--advanced algebra, trigonometry, and possibly calculus; and social studies (emphasis on history beyond scope regularly covered).⁴

¹Witty, "Contributions to the IQ Controversy from the Study of Superior Deviates," op. cit., p. 508.
²"The Academically Talented Student," op. cit., p. 82.
⁴Ibid., p. 63.
Acting on the assumption that academically talented pupils will have an appropriate secondary education if they are scheduled into "five solid subjects" will result in a somewhat naive oversimplification of many problems involved in selecting and organizing learning experiences.¹

CHAPTER III

PRESENTATION OF DATA

Data reported in this chapter were obtained from 128 questionnaires received from public high school principals and superintendents in Iowa. These questionnaires represented a 92 per cent return from the 139 high schools contacted. The high schools surveyed for the types and extent of programs for the intellectually gifted represented 20 per cent of the school districts supporting high schools, and 19.23 per cent of the high school students of the state were enrolled in these schools. Schools surveyed were selected by the procedure outlined in Chapter I of this study.

In Table I it is shown that of the 136,593 public high school students in Iowa, during the 1958-1959 school year, 46,815 were enrolled in Group A schools, schools with 600 or more high school students. This figure represented 34 per cent of the total number of high school students of the state, but they were enrolled in only 4 per cent of the Iowa high schools.

Twenty per cent of all the high school districts were in Group B schools, enrollment 100-149, where there were 140 schools. In this group of schools there were 16,881 students enrolled, which represented only 12 per cent of the total number of districts.

Second largest total enrollment by group of schools was in Group C, schools with 200-299 students, where there were 17,051 students, or 13
### TABLE I

THE NUMBER AND PER CENT OF APPROVED IOWA PUBLIC HIGH SCHOOLS BY SIZE OF ENROLLMENT, 1958-1959

<table>
<thead>
<tr>
<th>Group</th>
<th>High School Enrollment</th>
<th>Number of Districts</th>
<th>Per Cent</th>
<th>Total High School Enrollment</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A *</td>
<td>0-24</td>
<td>3</td>
<td>-</td>
<td>66</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>25-49</td>
<td>114</td>
<td>16</td>
<td>4,388</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>50-74</td>
<td>103</td>
<td>15</td>
<td>6,423</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>75-99</td>
<td>107</td>
<td>16</td>
<td>9,203</td>
<td>7</td>
</tr>
<tr>
<td>E</td>
<td>100-149</td>
<td>140</td>
<td>20</td>
<td>16,881</td>
<td>12</td>
</tr>
<tr>
<td>F</td>
<td>150-199</td>
<td>70</td>
<td>10</td>
<td>12,177</td>
<td>9</td>
</tr>
<tr>
<td>G</td>
<td>200-299</td>
<td>72</td>
<td>10</td>
<td>17,051</td>
<td>13</td>
</tr>
<tr>
<td>H</td>
<td>300-399</td>
<td>27</td>
<td>4</td>
<td>9,236</td>
<td>7</td>
</tr>
<tr>
<td>I</td>
<td>400-499</td>
<td>19</td>
<td>3</td>
<td>8,364</td>
<td>6</td>
</tr>
<tr>
<td>J</td>
<td>500-599</td>
<td>11</td>
<td>2</td>
<td>5,989</td>
<td>4</td>
</tr>
<tr>
<td>K</td>
<td>600-above</td>
<td>26</td>
<td>4</td>
<td>46,815</td>
<td>34</td>
</tr>
</tbody>
</table>

**Total** | 692 | 100 | 136,593 | 100 |

*NOTE: The above table reads as follows: Group A high schools are those high schools with an enrollment of 0-24 students. There are 3 high school districts of this size in the State of Iowa which comprise less than 1 per cent of the total high school districts of the state. There are a total of 66 students enrolled in the high schools of Group A, which is less than 1 per cent of the total high school students in Iowa.*
per cent of the total number. However, these students were enrolled in only 10 per cent of the public high schools of the state.

It was noted that in the State of Iowa 77 per cent of the districts supporting high schools had an enrollment of fewer than 200 high school students per school. These schools enrolled only 36 per cent of the total high school students of the state.

I. BASES FOR SELECTING INTELLECTUALLY GIFTED

Table II shows that the most commonly used methods for identifying intellectually gifted students were performance, intelligence tests, and achievement tests. Approximately 76 per cent of the 58 schools reporting some type of program used one or more of these methods.

The least used method for identifying gifted students was personality inventories. Special talents, and attitudes and values, also ranked low in use.

Personal and mental traits, interests, and aptitude tests were indicated as being used for identification of the gifted in slightly less than half of the schools reporting programs.

The 2 schools using other methods than those listed indicated that they selected on the bases of "teacher recommendation" and "teacher judgment."

II. PROGRAMS OFFERED FOR THE INTELLECTUALLY GIFTED

Of the 128 schools returning questionnaires 70 schools reported that they offered no type of program for their intellectually gifted high
### TABLE II

**BASES USED FOR SELECTING INTELLECTUALLY GIFTED IN IOWA PUBLIC HIGH SCHOOLS 1958-1959**

<table>
<thead>
<tr>
<th>Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools Selected</td>
<td>0</td>
<td>23</td>
<td>21</td>
<td>22</td>
<td>25</td>
<td>14</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>139</td>
</tr>
<tr>
<td>Number of Schools Reporting</td>
<td>0</td>
<td>21</td>
<td>21</td>
<td>18</td>
<td>25</td>
<td>13</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>128</td>
</tr>
<tr>
<td>Number Reporting a Program</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>58</td>
<td></td>
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<tr>
<td>Bases for Selection:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Performance</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Personal and Mental Traits</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>27</td>
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<tr>
<td>Interests</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>22</td>
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<tr>
<td>Special Talents</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>14</td>
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</tr>
<tr>
<td>Attitudes and Values</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td>16</td>
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<tr>
<td>Intelligence Tests</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>45</td>
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</tr>
<tr>
<td>Achievement Tests</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Aptitude Tests</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Personality Inventories</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Other than Those Listed</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** This table should read as follows: In Group B schools (schools with 25-49 enrollment) the number of schools selected for the survey was 23, and 21 of those schools returned the questionnaire. Of the 21 schools returning a questionnaire, 9 reported use of some type of program, 7 schools reported that they identified intellectually gifted students on the basis of performance, 3 by personal and mental traits, and 4 by interests. A total of 58 schools in all groups reported using some type of program for the gifted in their school.
school students. This figure represents 55 per cent of those reporting.

The most commonly used programs, as shown in Table III, were enrichment and grouping according to ability. These programs were used in approximately 25 per cent of the schools.

The least popular programs, as indicated from the survey, were acceleration, special classes, and rigid scheduling of required courses. These programs were used in from 11 to 13 per cent of the schools.

Acceleration was most popular in Group K in which 60 per cent of those reporting indicated this program. Almost 25 per cent of the acceleration programs offered in the schools surveyed were being offered in these schools of 600 or more high school enrollment.

A breakdown of size of schools offering programs for intellectually gifted students showed that in Groups H, I, J, and K only 3 (19 per cent) of the 16 schools reporting offered no type of program. These schools, with enrollment of 300 or more high school students represent 51 per cent of all the high school students in the State of Iowa.

On the basis of the schools returning questionnaires, about 71 per cent of the total number of high school students were enrolled in schools offering some type of program for the intellectually gifted student.

Programs other than those listed in the questionnaire which were reported from schools were:

- Correspondence courses from the University of Nebraska and the University of Wisconsin.

They are given extra tasks requiring or developing extra knowledge and ability which give them experience in leadership, assuming responsibility, creative planning, organizing, et cetera.

Evening and Saturday classes.
### TABLE III

**TYPES OF PROGRAMS OFFERED FOR INTELLECTUALLY GIFTED IN IOWA PUBLIC HIGH SCHOOLS 1958-1959**

<table>
<thead>
<tr>
<th>Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools Selected</td>
<td>0</td>
<td>23</td>
<td>21</td>
<td>22</td>
<td>28</td>
<td>14</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>139</td>
</tr>
<tr>
<td>Number of Schools Reporting</td>
<td>0</td>
<td>21</td>
<td>21</td>
<td>18</td>
<td>25</td>
<td>14</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>5</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceleration</td>
<td>4</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Enrichment</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Special Class or Classes</td>
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<td>4</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
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<tr>
<td>Grouping According to Ability</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Rigid Scheduling of Required Courses</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
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<tr>
<td>No Program</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>70</td>
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<tr>
<td>Other Program than Those Listed</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

**NOTE:** This table should read as follows: In Group B schools (high school enrollment 25-49) the number of schools selected for the study was 23 and 21 of those schools returned the questionnaire. Of the 21 schools returning a questionnaire, 4 offered acceleration programs, and 3 offered enrichment programs for their intellectually gifted students. It was possible that a school offered more than one type of program. A total of 13 schools in all groups offered acceleration programs.
Take five subjects each year and Junior College enrollment in two classes the senior year of high school.

III. SPECIAL CHARACTERISTICS OF PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS

Of the 128 principals and superintendents replying to the questionnaire, there were twenty-eight responses to the item on special characteristics of the programs for the intellectually gifted students in their respective schools. This response represented 48 per cent of the schools with some type of program. Many responses were similar. Typical comments to this item were:

Three track system for English 9-10, math or algebra.

College prep curriculum has tendency to section students.

Mathematics terminates in grade 7. Algebra is taught in grade 8. Calculus and analytical geometry are taught to seniors, biology is taught in grade 9, and a senior course in advanced physics and biology is offered.

We schedule our best students into the academic classes--physics, chemistry, English IV, advanced algebra, trigonometry, Spanish--and try to give them project work according to their interests and abilities.

Ninth grade students take five subjects.

We try through our guidance program to direct students to the more difficult subjects such as advanced math.

Student is permitted to enroll in extra classes upon demonstration of superior performance and if he demonstrates sufficient interest. Emphasis is also placed on worthwhile activities--athletics, music, speech and publications.

What we do must be carried on in regular classes.

Do actual real life activities--substitute for teachers for fractions of a day, organize banquets, programs and parties, and participate in solving administrative and personnel problems.
IV. SUCCESS OR FAILURE OF PROGRAM AS EVALUATED BY THOSE REPORTING

From the questionnaire item "In what ways do you consider this program for the intellectually gifted student to be a success or failure?", thirty-six responses were received. These represented 32 per cent of those schools which offered some type of program. Some common statements were:

I have no good basis for evaluation.

This is the first year of operation, therefore, it's too soon to tell.

We'll find out.

The program has been very much of a success in all aspects. The interest of parents and students has remained high, and they have approved of the program.

Better chance for achievement.

Better prepared for college.

Challenging toward achievement.

The increased number that further their education.

Our program helps our college bound students and is good as far as it goes, but we need, among other things: a guidance director, a more fully developed program for the gifted and our individual teachers need more time to give to this sort of program.

We aren't large enough to group our students.

Not complete enough as student body is too small.

I feel it is the best we can do with a limited staff.

What we have done is fairly successful but we do not have enough faculty to carry out a full program.
It challenges the gifted pupils and gives them additional work in their field of interest.

We have found the work extremely profitable for those who have taken correspondence courses.

Raising the scholarship of every class participating.

V. SUMMARY OF DATA

Data presented in this chapter were obtained from 128 questionnaires. These questionnaires represented a 92 per cent return from letters requesting information about programs for the intellectually gifted high school students in Iowa schools during the 1958-1959 school year.

Most schools offering programs for the intellectually gifted students selected these students on the bases of performance, intelligence tests, and achievement tests. Very few schools selected them by the use of personality inventories, special talents, or attitudes and values. Close to half the schools selected on the bases of interests, aptitude tests, and personal and mental traits.

It was indicated from the data that more was being done for the intellectually gifted students in schools with a high school enrollment of over 300 students than in smaller schools. On the basis of total students, however, this study would indicate that about 70.1 per cent of the high school students in Iowa were enrolled in schools offering some type of program for the gifted.

The most popular types of programs for the gifted, as shown by the survey, were enrichment and grouping according to ability. The least
popular programs were acceleration, special classes, and rigid scheduling of required courses.

Two other programs reported were correspondence courses from the University of Nebraska or the University of Wisconsin, and the taking of Junior College courses during the senior year in high school.

Special characteristics of programs centered around scheduling of courses, ways enrichment programs were carried out, and the guidance program.

Evaluation of the programs in use, by those reporting, did not offer any concrete information as to their effectiveness. Many schools were just starting programs and others had only personal opinion on which to base their evaluation.

Under evaluation, no school administrators stated any examples of poor results from programs or suggested that they be dropped. Several principals, in the smaller enrollment groups, mentioned that size of teacher staff and number of pupils prevented extensive programs for their intellectually gifted.
CHAPTER IV

SUMMARY AND CONCLUSIONS

It was the purpose of this study to: (1) determine the types and extent of high school programs being offered for the intellectually gifted students, in the State of Iowa, during the 1958-1959 school year, and (2) present an analysis of these programs for educating intellectually gifted students.

In order to secure information about the programs being offered in Iowa a questionnaire was developed on the basis of literature available. The questionnaire included four questions in regard to type of program in use, methods for selecting intellectually gifted students, special characteristics of the program, and an evaluation as to its success or failure.

The questionnaire was then mailed to 139 principals of Iowa high schools. This selected sampling was arrived at by first listing all high schools in Iowa in alphabetical order according to size of enrollment. The enrollment grouping was the same as that used by the Department of Public Instruction.

It was the purpose of the above procedure to get a selected sampling that would include both 20 per cent of the Iowa high schools and 20 per cent of the Iowa high school students. Every fifth school was then chosen as one to be contacted. If the number of schools was not divisible by five an extra school was added if the remainder were greater than half, or dropped if less than half.

A return of 128 questionnaires was received. This represented 92 per
cent of all schools contacted. The high return plus comments from those reporting indicated a strong interest in this type of study in the state. Several principals requested a copy of the results of the study.

After consideration of both the literature available and returns from the questionnaire the following conclusions seem to be justified in analyzing the programs for the intellectually gifted in Iowa high schools:

1. Performance, intelligence tests, and achievement tests were the most commonly used methods for identifying intellectually gifted students in Iowa high schools. This was in partial agreement with the literature which had indicated that intelligence tests were the most widely used method for identification.

2. Less than one-half of the schools with programs for the gifted utilized the subjective evaluation methods--interests, and personal and mental traits--for identifying their gifted.

3. The use of personality inventories as a method for identification of the gifted was used in very few schools. The review of literature had revealed that the personality inventory was difficult to administer and to evaluate.

4. Fifty-five per cent of the Iowa high schools reporting offered no program for their intellectually gifted.

5. Seventy-one per cent of the Iowa high school students, from schools reporting, were enrolled in schools offering a program for the intellectually gifted.

6. Based on percentage of schools within groups, high schools with an enrollment of 300 or more students were offering more programs for the gifted than were the smaller schools.
7. The most commonly used programs for the gifted in Iowa high schools were enrichment and grouping according to ability. The literature had revealed that the use of grouping according to ability was not used as much today as it was twenty years ago.

8. Acceleration programs were most popular in schools of 600 or more high school enrollment.

9. All schools, regardless of size, could and should offer some type of enrichment program for the intellectually gifted.
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BIBLIOGRAPHY

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B. PUBLICATIONS OF THE GOVERNMENT, AND LEARNED SOCIETIES


C. PERIODICALS


"Bright Youngsters," Time (September 19, 1957), 58.


"Some Issues and Problems," Teachers College Record. A summary of seminars held at the Conference on Education for the Gifted, under the auspices of Teachers College, Columbia University, New York, February, 1940.


-. "Educational Provisions for Gifted Children," School and Society, LXXVI (September, 1952), 177-181.
Dear Sir:

As partial fulfillment for candidacy of the Master of Science Degree in Education I am making a study of the programs for the intellectually gifted students in the secondary schools of Iowa. I would appreciate it very much if you or your guidance director would fill out the enclosed questionnaire and return it to me at your earliest convenience.

I realize your time is quite limited with the end of the school year close at hand so have the questionnaire constructed in such a manner that it will take only a few minutes to complete.

If your school has no special program for the intellectually gifted students please check item (F) under Number (1) and return it anyway.

An addressed stamped envelope is enclosed for your convenience. Thank you very much for your cooperation and if you desire a copy of the results of this survey please indicate on your return questionnaire.

Sincerely yours,

/s/ Carl Milo Whipple
CARL MILO WHIFFLE
QUESTIONNAIRE

(Name) (Position) (School)

1. Please check the following program or combination of programs for the intellectually gifted student which is used in your school system:
   A. _____ Acceleration
   B. _____ Enrichment
   C. _____ Special class or classes
   D. _____ Grouping according to ability
   E. _____ Rigid scheduling of required courses for intellectually gifted
   F. _____ No program
   G. _____ Other program or practices than those listed
       Please specify

2. On what bases are students selected for this program?
   A. _____ Performance
   B. _____ Personal and mental traits
   C. _____ Interests
   D. _____ Special talents
   E. _____ Attitudes and values
   F. _____ Intelligence tests
   G. _____ Achievement tests
   H. _____ Aptitude tests
   I. _____ Personality tests
   J. _____ Other than those listed
       Please specify

3. List any special characteristics of your program and how it is carried out in your school.

4. In what ways do you consider this program for the intellectually gifted student to be a success or failure?
Dear

About ten days ago you or someone in your school should have received a questionnaire from me about the program in your school for the intellectually gifted student. This is a study of the programs in the state of Iowa for the 1958-1959 school year.

Response to this letter has been surprisingly good but there are still several questionnaires that have not been returned. Perhaps they were sent to the wrong person or were misplaced.

I am enclosing another copy of the questionnaire in this letter and hope that it can be returned to me at your earliest convenience.

Thank you very much for your cooperation.

Sincerely yours,

/s/ Carl Milo Whipple
CARL MILO WHIPPLE