

SUMMARY OF THE PROCEEDINGS OF THE GIFTED CHILD INSTITUTE

CITY AND COUNTRY SCHOOL OF BLOOMFIELD HILLS
Bloomfield Hills, Michigan
June 18-22, 1956

INTRODUCTION

In 1956 arrangements were concluded for the reorganization of the City and Country School of Bloomfield Hills, Michigan, into an elementary school for gifted children. In preparation for this changeover an institute on the education of gifted children was held at the school from June 18-June 22, 1956. Experts¹⁾ in the education of gifted children from across the country were invited to participate in the Institute. The purpose of the Institute was to design an educational program for gifted children, and specifically to establish a curriculum for the education of gifted children for City and Country School. This report contains a summary of the proceedings and recommendations of the Institute.

It should be borne in mind that the use of the recommendations of the Institute are not mandatory but rather are designed to be used as a guide in the development of the program for the education of gifted children at City and Country School, and to be used for periodic evaluation of the work that is being done.

1) Members of the Institute were: Dr. A. Harry Passow, Institute Chairman, Director of the New York Talented Youth Project from the Horace Mann Lincoln Institute for School Experimentation; Dr. Robert De Haan, Chairman, Department of Psychology, Hope College; Dr. Miriam Goldberg, Research Associate from the Horace Mann Lincoln Institute; Dr. Anton Brenner from the Research Staff of Merrill Palmer School of Detroit; Dr. Marie Skodak, Head of the Psychological Services, Dearborn, Michigan Public Schools; Dr. Elizabeth Drews, Assoc. Prof. of Michigan State University and member of the Gifted Child Committee of the Michigan State University; and Miss Marie Spottswood, long-time Director of the Fieldston School in New York; Mr. and Mrs. George Roeper, Headmaster and Headmistress of the School participated in the Institute. Staff members of the School also attended some of the sessions of the Institute.

TABLE OF CONTENTS

- I. Selection of Children
- II. The Design of a Curriculum
 - a) General Objectives
 - b) Development of Skills
 - 1) Basic Skills
 - 2) Process Skills
 - c) Subjects of Special Emphasis in the Curriculum
 - 1) Science
 - 2) The Language and Communication Art
 - 3) The Foreign Language
 - 4) Art
 - 5) Anthropology
 - d) Social Integration
 - e) The Teaching of Values
 - f) The Club Program
 - g) The Organization of a Typical School Day
- III. The Teacher
- IV. Personal and Community Relationships
 - a) The Role of the Parents
 - b) Use of Local Resources
- V. Counseling of children
- VI. Research and Program Evaluations
- VII. In-Service-Training and Consultant

SELECTION OF CHILDREN

The following criteria were set up for eligibility to the City and Country School: I.Q. of 130 or above; or, possession of non-intellectual talents, such as in music or art, and in others (but primarily these two); and residents of the metropolitan area of Detroit. No restrictions will be placed on children because of their race, nationality, or religious creed.

General Application Procedures

The first general step in the application procedure is the filling out of an extensive questionnaire by the parents of the applicants. The questionnaire should secure information concerning the child's history, the data about the home, the reasons for this special interest in his abilities and aptitudes, and data as to his disabilities or shortcomings. The Institute did not design the

questionnaire any further but left that up to the staff of the school. The problem of informing parents about the nature of the school was also left to the staff of the school.

The second general step in the application procedures is an interview with the parents. The interview should be structured so as to give further information to the school about the child's history, his developmental patterns, and other matters not covered by or inadequately answered on the questionnaire.

Selection Procedures for Intellectual Ability.

The children should be admitted on the basis of the combination of criteria. These are given below:

1. An I.Q. of 130 or above, as already mentioned, on an individual Stanford-Binet intelligence test is the first criterion. For borderline cases, those who are just above or just below 130 I.Q., the performance section of the Wechsler Intelligence Scale for Children should be used. Both sections of this latter test could be used, particularly for youngsters who indicated somewhat low reading ability.

2. The possibility of using the Goodenough Draw-A-Man Test for the initial screening was suggested, particularly since it is so easily administered and adds information about the child's non-verbal mental ability.

3. Projective devices should be used to gather further information about the personality of the child. The Draw-Your-Family test was mentioned as one that might be used.

4. Some kind of a wide-range reading achievement test was recommended for inclusion in the initial screening battery. Such a test should be one that would not take too long to administer.

Selection on the Basis of Non-Intellectual Factors.'

Non-intellectual factors were defined in the Institute to mean talent in music and art, in particular, and other talents at the discretion of the school staff. Children who show outstanding ability in music should be selected, first of all by referral to the school from a reliable and reputable music teacher or music school. Children with outstanding ability in art should come to the school through the recommendation of art teachers or local museums which conduct art classes. Recommendations from such sources at this point would be deemed a measure of music and artistic talent potential.

Children who are referred to the school because of artistic ability should accompany their applications with an art portfolio collected over a period of time. Such a portfolio would be submitted to several art specialists or artists who would evaluate the work submitted. This procedure would be supplemented by observation of the applicants at work, by one or more teachers from the school. Particular attention should be paid to the way the applicant went about choosing and handling the materials. If possible, this "process-examination-observation" should be done in a group situation so that the observers could distinguish between those applicants who merely have a high degree of ability to copy as opposed to those who display a high degree of creative ability.

It was thought that applicants who were referred because of their non-intellectual factors should be required to have a score above 110 or preferably 115 on an individual intelligence test. The general recommendation was that only children with unusual artistic or musical ability would be given consideration, if their I.Q. was lower

than 130; and that 110 I.Q. should be the minimum level of intelligence in such cases.

Talents in leadership, executive ability and the like should not be used as basis for admitting children to school. It was thought that those children who were already admitted to the above bases would probably display some of these outstanding qualities.

Further Uses of Selecting Tests.

The following tests were recommended for obtaining further information about the children under consideration.

A "situational test" should be used for the purpose of observing the children in the school setting. This test should preferably be a group test where the children could be observed by the school personnel to find out how they would fit in with other children, and how they would adjust or adapt themselves to the kind of group situation in which they would find themselves in this school.

The possibility and desirability of getting some measure of achievement-need or drive toward achievement was discussed by the Institute. No concrete suggestions for such measurements were made. The parent interview and questionnaire was suggested as a possible source of finding such information.

Further Considerations for Selection.

The school was cautioned not to identify any given talent with any ethnic or national group thereby stereotyping the children. In no case should all children with outstanding musical ability, for example, be selected from one race or another. A cross section of races and nationalities should be maintained for all the categories of children selected for inclusion in this school.

The question was raised as to the advisability of this school offering a counselling service for children and their parents prior to the filing of an application in order to avoid inappropriate applications. It was thought that no such counselling service should be furnished prior to the time that the child was admitted to the school. After that, however, children should be provided with counselling services, if necessary.

The Institute made no recommendation whether siblings should both be admitted to the school. The feeling was expressed that siblings should be admitted if they were qualified, but the fact that a brother or sister was already enrolled should not of itself be deemed sufficient reason for admission. The situation might arise in which large, brilliant families might send many children to this school and threaten to dominate the total school population. This situation would call for some kind of limitation on a number of siblings admitted from one family.

The Institute made no attempt to justify the use of identification procedures nor did the members attempt to justify education for gifted children as such. Instead it was assumed that early identification would make it possible to reduce some of the losses of talent that now occur in the general educational program since adequate educational programs and guidance provisions can be provided for the gifted children before irretrievable losses occur. If the School could lay a sound educational foundation in the early formative years, it will be possible to develop gifted children in a way that could not be done in the later years of their lives.

THE DESIGN OF A CURRICULUM

The assumption was made that the problem of designing a curriculum consisted basically of developing appropriate and adequate educational experiences for the type of child with whom this school would be concerned. The curriculum should be geared to the normal emotional and social development of the child. The curriculum, however, should push the intellectual, the creative, and the manipulative abilities of the child beyond that which the ordinary school curriculum does. This meant that the curriculum would provide at least the basic things that were found in an ordinary curriculum but would also include accelerated learning experiences (in the sense that they took less time or came at an earlier age) or additional educational procedures to which other children might have been exposed, or practices that might be qualitatively different in terms of the depth and breadth from the kinds of experiences generally available to them in schools.

These preliminary considerations were linked with the known characteristics of gifted children centering primarily on their intellectual characteristics. Attention was focussed on the ability of gifted children to solve problems, to enter into experiences, to engage in deep and advanced thought, to study intensively specific problems, to generalize, to explore widely among divergent problems, to observe processes at work, and to produce creative results. Further characteristics were noted in their alertness to see relationships, their capacity for self-realization and self-expression, their capacity for critical thinking, their manipulative ability, their curiosities about the world and its ultimates, and their

abilities to mobilize these curiosities and interests and their ability to conceptualize, to abstract and to reflect.

The establishment of this curriculum for gifted children on the elementary level was considered important for a number of reasons. The most important of these reasons was that in the early, formative years habits, attitudes towards school, attitudes toward self, ways of behaving and biases of various kinds can be positively directed and more easily modified than in later years. If the curriculum is well designed in the elementary years, the development of gifted children need not be undone in later stages.

General Objectives of the Curriculum.

The curriculum should be aimed at maintaining, expanding and developing in the gifted children what was variously called "thirst for learning", "love of learning", and "love of scholarship". The curriculum should also develop the "self-realization", "self-actualization", or "self-understanding" as it applies to the gifted child. This latter major aim of the curriculum therefore concerns itself with the whole area of personality development. These are the organizing, integrating aspects of the curriculum.

The development of the personality should also entail the growing desire on the part of the child to develop his talents for their own sake (the need for self-understanding and self-fulfillment because of the talents he has) coupled with a sense of responsibility for the application of his talents for the benefit of society and the service of mankind. (For further development of these objectives see the section entitled VALUES.)

Basic Skills.

Consideration was given to the basic academic skills in which there appeared to be some developmental sequence of learnings and in which the acquisition of the particular skills or abilities could therefore be speeded up. While there was not complete agreement, the Institute seemed to think that the basic skills of 1) arithmetic or mathematics, 2) reading, and 3) spelling seemed to be the kinds of basic skills in which there was a sequence the acquisition of which could be accelerated. It was also agreed that these skills could and should be taught in the regular classroom in rather large blocks of time, probably on a daily basis with such time modifications as might be needed in order to fit into the daily program. These skills could be taught as isolated subjects or as drill subjects and did not always need to be "integrated" into other activities. The training in these skills should be considered a basic part of the program and were deemed essential for the advancement into other areas of learning. While the skills certainly could be related to other units and to other learning activities in which the children are engaged, they need not necessarily be so integrated. The attention to these skills is especially important in the first three grades.

The materials developed by Kathryn Stern in Structural Arithmetic were recommended to the staff of the school. These should be explored and examined.

The Institute was in agreement that there would probably be less time spent on formal reading or on the basic reading skills than is usually thought necessary for average children. Exceptions should be made for those who needed special help. Probably the combination

of phonetics and whole-word method might be indicated for the individual child. It was recognized that some children would be reading before the first grade. Such children ought to be encouraged and helped and be given further experiences in reading. In general, however, children ought not to be required to read before the mental age of 7.

Process Skills.

The process skills are desirable for all children to develop. The Institute felt, however, that they are essential for gifted children--that they are as essential for gifted children as are the basic skills of arithmetic, reading and spelling. Such process skills are:

Study Skills--these are research skills of various kinds; the use of a dictionary, an encyclopedia, and a library; how to outline and organize, how to skim a book; and other skills involved in effective and efficient studying.

Skills of Discussion--These include effective participation in discussion, in speaking and listening, in the mechanical process of writing, and perhaps typewriting as well.

The Manipulation Skills--These include skills in using various kinds of construction materials meaningfully and efficiently.

The Physical Skills--These include physical coordination, physical development, the maintenance of good body tone and good health.

The discussion of process skills shades naturally into a discussion of some of the areas of curriculum, such as skills in music, skills in using artistic symbols, and skills in communication. Such topics might well be included under the heading of process skills,

but were treated by the Institute under the topic of the content of the curriculum.

Subjects of Special Emphasis in the Curriculum.

An adequate curriculum should implement the basic purposes of the school, be correlated with and contribute to the aesthetic, social, personal, physical, and attitudinal developments of the child. The Institute discussed this principle under the various headings of the curriculum.

Science--The child should have experiences in scientific experimentation and in the use of the principles of the scientific method of thinking: gathering evidence, evaluation of facts, and the like. The child should be given the opportunity of discovering things for himself, thereby capitalizing on and developing his capacity and urge to collect. Science also enhances the child's interest in questions of the ultimate and the origin of things. Such questions should especially be encouraged.

The Institute attempted to correlate the learning of science with the whole social and personal development of the child. It was felt that at certain stages of development, the child was more receptive to certain kinds of learning experiences in science than at other times. A tentative development sequence was formulated and correlated with the science curriculum. The ages 6-7 might be labelled the "collection stage" of personal development. At this time the child should be encouraged to collect natural objects and be taught to study how things grow. Ages 8-9 might be called the "romantic age". In this period of life there should be stress upon the imagination so that the most extensive use could be made of this

valuable capacity of the gifted child. Interest should be developed in the overall romance of science--in space ships, rockets, chemistry, science surveys. In the ages from 9-11 the child becomes increasingly interested in pre-history. His interests at this time would include geology, the evolution of man, nuclear physics. In the years 12-15 the child should be given laboratory experimentation and opportunities for individual experiment and the use of the scientific method because of the growing interest of the child in the laboratory.

Science lends itself especially well to developing abstract thinking, study, conceptualizing in general in a systematic way. The school should be on the alert to employ the best methods in developing this conceptualizing capacity since this ability is the essential and outstanding characteristic of gifted children.

The above age-classifications are indicative only and need to be validated in actual teaching practice. Training in conceptualization, however, should characterize the teaching at all ages from the very beginning. Likewise, there should be some experimentation at all levels, increasing in scope and complexity with each advance in age.

The question was raised whether or not the science program as outlined by the Institute followed the outlines of the Gymnasium of the European schools. The two programs are different. It was thought that the difference lay in the fact that the gymnasium put the emphasis on the acquisition of facts and information for its own sake, while the School would put the emphasis on the acquisition of facts and information as a means for interpreting and understanding the present and predicting the future. The accent was rather on knowing as a step for doing, on knowing as a means of appreciating

and understanding, and not simply knowing for its own sake. Hence, social values and service values should accompany the training in science. To generalize this principle even further, it was suggested that laboratory experiences in other areas such as art, citizenship, etc. should also be included in the curriculum so as to keep the child always in touch with the realities of the complex world about him. This would further indicate the need for flexibility in programming so as to accent the individual development.

The Language and Communication Art--As the basic skills in reading and spelling and the process skills in communication increase for each child the time devoted to them in the curriculum would decrease, and the time for the language arts would increase.

Each child should be able to speak and write extremely well. Such ability involves not only articulation but also organization of material, the mechanics of speaking, such as the use of the voice and the diaphragm. This is the general area of public speaking. Much of this type of education would be an integral and ongoing art of the daily classwork. A speech teacher might be used as a consultant, with the major part of this area of the curriculum being handled by the classroom teacher. A speech specialist might also be needed for speech correction.

It was also suggested that the children should have opportunity to listen critically and selectively during the presentation made by a fellow student. If this were done at specified times and not too often it would be a valuable part of the language and communication curriculum.

There was no unanimity on the question of where and how the

classics should be taught in the school. The members of the Institute agreed that there were classics for all ages of children. These ought to be used whenever possible and where particularly applicable to the education of gifted children.

The Foreign Languages--Languages might be taught either as functional languages or for their cultural value. If they are taught functionally they could be taught in conversations, in projects, drama, songs, and could be combined with reading and grammar. Foreign languages should not be taught as a regular part of the curriculum for all of the children. Instead, foreign language clubs might be set up on a voluntary basis for those children who are interested. This decision was reached on a number of grounds. The ultimate value of a foreign language in the total development of a child needs to be carefully weighed. In each case it must be decided whether the child could be doing something more valuable or whether he could rather be doing something of more value to him. It is an open question whether missing a foreign language in the elementary school would have much affect upon the total development of the child.

Art--The Institute was concerned with the reasons why children seemed to lose, as some do, the pleasure in art and free expression which they seem to have in their earlier years. It was agreed that art should first of all be taught as a means of communicating and expressing ideas. Art appreciation, art history, art culture should also be taught through a variety of art experiences. Art should also be taught as a separate subject with a minimum exposure for every child, plus the opportunity for those with special talent and motivation to go further. Art education can and should be related to

other studies of culture and to other areas of the curriculum. Nevertheless, it need not be dragged in in a wooden, unimaginative way.

In this connection, one of the members of the Institute suggested that singing could be considered a basic skill just as writing and arithmetic are. This is based on the belief that everybody can and should sing. This suggestion was accepted by the Institute with one dissenting voice. The final recommendation was that music be treated as art--that opportunities be provided for everybody to sing, to play an instrument, and even to compose music, and that extra opportunities be provided for those with extra talent and interest in this activity. The higher level training should be on a voluntary basis.

Anthropology--Anthropological studies should have an important part in the curriculum. Such studies might be developed around the American Indian, for instance, since these Indians constitute a simple culture and since they provide manipulative and firsthand experiences from which the child can draw parallels to his family and present day community life. Anthropological studies could also contribute to the development of the child's personality. Such development takes place when the child learns through his own development that he is recapitulating the development of the race, when he sees the more complex culture in which he lives in the perspective of a rather simple culture, when he develops a continuous sense of time, and when he begins to understand that other cultures can contribute to the meaning of his own culture. The emphasis in such study should be on tying the present with the past and the future, on abstracting from other cultures, on advanced intellectual conceptualization, on interpretation and problem solving.

How this could be carried out in actual practice was illustrated by the Indian rain dance. In the study of this dance, the child could get some idea of the myths of culture and the way that Indians conceived of rain and the making of rain. Such myths could be correlated with the way that we now know rain is actually formed and, still further, with the very modern scientific ways of attempting to make rain through the cloud seeding operations.

The study of Indian corn and the origins of corn could be made. The children could actually grow corn and observe its growth. The imaginative teacher could easily extend this into a study of carbohydrates, the milling of corn and the many uses of corn. In such anthropological studies, it would be most important to try to help the children understand the way that the Indians looked at their own way of life and how their way of life looks to us today. Through such a point of view the past and the present relationships of the white man and the Indian could be more sympathetically understood.

The approach of cultural anthropology could also point up the kinds of personality that were found in different cultures and the effects that culture had on the development of personality, how man handles his emotions in various kinds of cultures, different child rearing practices. Thus, while the immediate topic would be Indian culture, numerous different concepts and experiences could be brought in for the gifted children. This specific subject would be the starting point but could be widely extended.

The discussion of anthropology led the Institute to discuss a major organizing development of the curriculum, namely people and their problems of living. This organizing element was expressed in several ways. How did people live in the past? The acquisition of

the cultural heritage, that is, using the vast amount of culture which has accumulated over the years, should serve as a basis for the child's understanding of the past. This same cultural heritage should also lead to understanding the present and predicting the future.

The child should be given opportunity to sample as wide a range of cultures as possible. By doing so he has the opportunity to acquire this cultural heritage. He thereby gains an understanding of people and their living. These understandings can become the basis on which he can develop understanding and value judgments, broad ideas, capacity for abstraction, for manipulation of ideas, opportunities for satisfying the need for self expression, for understanding the history as a means for understanding the future. The teachers role in such learning was that of tying together the past into current affairs. This is essential for the functional understanding of the changing world, for accepting its values and for contributing to the changes. The process of critical thinking can also be taught in relation to the acquisition of knowledge about cultures.

Art, Music, Science, Industrial Arts, Creative Writing, and Literature could all be integrated into the study of Anthropology. Each of these could be applied in the study of Indian culture.

Alternative cultures should be used so that the child does not study the same culture year after year. For example, China might be studied one year, India another, Japan another. All of these would represent Asiatic cultures. Such a procedure would be preferable to that of studying China year after year. This is particularly

important to children who have siblings who are also in the school. Furthermore, the developing of new materials and new approaches is beneficial for the teachers as well as for the children.

In general, all major cultures ought to be taught in terms of the anthropological, the technological, the aesthetic, the world in life view and the mythology of the people of that culture.

The following sequence illustrates how cultural anthropology could be integrated into the curriculum. In the first and second grade or part of the second grade, the study would center around the community as it is found in modern times. At the end of the second year the study would move backward into the colonial period. Part of the second and certainly the third year would be given over to the Indian culture. This would include not only the local Indians but also Eskimos, Aztecs, Incas and possibly other Indian cultures of the western hemisphere. In the fourth year, studies could be made of the Vikings and the Norse people. This study would be extended to that of the northern Europeans and possibly also the Greek and Romans. In such study, comparisons could be drawn between the Northern and Southern European people, particularly with respect to mythology. In the fifth year a study of the middle ages would be introduced. Particular attention would be paid to the knights and King Arthur. The Chinese culture could be approached through Marco Polo's travels. The sixth year would cover Asia and Africa. Each of these units would be taught on the terms of the history of the culture, the arts, the sciences, the music.

Emphasis should be placed on the people in these cultures. The human beings involved in them, their way of life, why they behave as

they do. At all times the teacher should stress the importance of having their children identify emotionally with the figures in each cultural era.

Social Integration in the School.

What is the social obligation of gifted children in the making of studies as described above? How much responsibility should they take for sharing with others, for learning from what others are doing and from trying to teach others what they are doing?

Gifted children should share what they learn. This can be done most easily with progress reports (with certain cautions) and through working on committees. The teachers should watch the timing of such reports and work so that the communication can be used in a constructive way by helping children to learn from what others are doing and to help them learn to communicate with others. Children should learn that there are many ways of checking their progress and making reports. Reporting, communicating, working with communities, listening and speaking, participating in discussions were part of the teaching of process skills. Even gifted children need to be taught how to work in committees. How to make committees more effective as instruments of learning, how to make a good report, how to listen effectively to others. There is a limit however as to how much can be learned by one student from the report of another. Hence, this method should not be overused.

Since it is essential for the gifted child to communicate and to learn the various forms of communication, the teacher should be creative in devising ways in which this can be learned. A tape recorder and other materials might be used in teaching, reporting

and communication procedures.

Gifted children stimulate and interest each other when they work as members of groups. There is an impact of one mind on another. Each mind contributes to the whole production. The end result is greater than the sum of the individual parts. Teachers should be alert to and utilize the stimulating effect of the group. The fact that children learn from each other and that the group tends to draw out high level responses from them is one of the most important justifications for a school devoted exclusively to gifted children or classes for gifted children only.

It should be borne in mind, however, that the gifted children should not be oversocialized by putting them into groups to the exclusion of providing individual activity. Unscheduled time should be provided during a scheduled day for children to use as they wish, to be alone, to take a walk, to roam around with a friend or two, to study further in some area of interest to them, to reflect, to have some privacy and time for themselves without the pressure of having to conform in being with others.

The Teaching of Values.

Teaching of values is a hazy subject and a difficult one with which to come to grips. Anything that the school can do to conceptualize the teaching of values and to bring it into focus will be of service to other educators. In view of the fact that these children are being prepared for leadership positions, the teaching of values is of utmost importance.

The major values which were accepted and discussed by the Institute, were trustworthiness, honesty and cleanliness. These

applied to everyone, whether gifted or not. Other values which apply particularly to gifted children, one such value would be that gifted children should recognize that he is developing his own special talents, that they should develop these talents to their capacity and they should develop a feeling of responsibility in regard to them. He should develop a feeling of service to society, of helping the less able of sharing societies burdens. Furthermore, since gifted children will occupy positions of prestige in certain areas, they should be sufficiently involved in their own values to be able to speak with personal assurance about their own objectives in life.

Special attention should be given to helping gifted girls seeing themselves as making important contributions to society, in addition to those of motherhood, homemaking and family living. It is important for girls and women to contribute to society welfare as well as men. This has important implications for parents education too. Gifted children should feel obliged to accept leadership in those areas where they have competency for accepting it.

The Club Program.

A club program is a good way to handle some of the special talents. Children who have special talents or who want to explore special areas of the curriculum might develop clubs such as art clubs, radio, electronics, dramatics, music, singing, instrumental training. Musical composition could be encouraged on a voluntary club basis. The basis for admission to these clubs might be talent or interest or both. Children should be permitted to more than one club if they have more than one talent as often happens with children

of high ability.

Since the School draws children from a large geographic area it would be impossible to have the club program on after school hours. The club program should be included in the regular school program.

The Organization of a Typical School Day.

There should be some flexibility in the application of curriculum to a school day. The areas do not necessarily need to be taught in the sequence in which they are listed above. Language skills for example might be taught 60 minutes or so a day in the first grade. This amount of time devoted to the mechanics of writing would decrease as the youngsters moved upward in the grades. It would eventually settle perhaps at 35 minutes. The arithmetic skills (including number theory and or related number systems) might take 15 minutes in the first grade and increase eventually to 35 minutes.

A large block of time of 90 minutes would possibly be needed for "Social Studies" unit. In such a block of time, a large number of other areas of the curriculum would also be integrated, such as the language arts, reading, the arts, science, music, industrial arts.

The lunch hour, plus physical education or playtime would take up about 75 minutes. One hundred twenty minutes were left out of a 6 hour day for music and rhythms, for drama and dance and for art.

Science, foreign languages, and industrial arts would be taught for various periods during the week. Sometime during each day there should be an unscheduled period as has already been mentioned.

The teacher should realize that a great deal of flexibility in organization would be required in arranging each day.

THE TEACHER

Everything depends upon the teacher and the success of teaching will depend to a large measure upon the feelings of competency which the teacher has and on the willingness and the ability of the teachers to learn with the children and to work with them as a given unit develops.

"Bad results are always produced by a method which is too conscious and deliberate, by discipline which is imposed from an outside authority, which is the command of the drill sergeant. Good results are produced by apparently no method at all but by a system of hints and suggestions. Discipline which undoubtedly exists and must exist arises out of the activity itself. It is in fact, the kind of concentration on the tools and materials and absorption in concrete things."

"...the good teachers are not necessarily as gifted as the child, but those who appreciate a child's gifts and who are more mature and nurture him and share with him what he does know.....The good teacher is not a dictator but a person more advanced in technique than others, more conscious of the aim to be achieved and the means that must be adopted - who works with children, sympathizes and encourages them - gives them the priceless possession which is self confidence. It is only fear that prevents a child from being an artist, fear that its private world of fantasy would seem ridiculous to the adult - fear that its expressive signs and symbols

will not be adequate - cast out that fear from the child and it will release all of its potentialities for emotional growth in that duration." -- Herbert Reed (as read by Marie Spottswood.)

It is important for teachers to be creative themselves. They should be enthusiastic about living and learning, they should be excited about working with children of this kind, they should have the initiative to provide the kind of flexibility which is required in such a program. No doubt there will be many areas in which gifted children will have greater competency and spend much more time than any one teacher. The sympathetic understanding of such children on the part of the teacher is extremely important. Incidentally, too much teaching should also be avoided. Children should be allowed to seek out the answers for themselves.

PERSONAL AND COMMUNITY RELATIONSHIPS

In achieving the objectives of the program, the attitudes of both the teachers and the administrators are exceedingly important. Good relationships with the community and with other schools in the area are also necessary and important. The School should also maintain a positive approach that the work it is doing is appropriate for a segment of the juvenile population but that the public schools are doing their part for another segment of society. No attempt should be made to set up the School as an elite school or a school that segregates solely for the purpose of segregating.

The Role of the Parents.

What should be the role and responsibility of the parents? Some parents present problems in that they are too emotionally

involved and put too much pressure on their children. Other parents present problems because they withhold opportunities to learn from their youngsters. The Institute reviewed some of present practices of the school with respect to PTA meetings, monthly meetings and seminars which are held every three years and reports made on a semi-annual basis. It recommended that such procedures be continued. It also recommended that another seminar be held for the purpose of helping parents and teachers understand their responsibility and the ways in which they can help their children. Such a seminar should also aim at helping parents and teachers reduce to a minimum the tensions which exist in a school and in families which have gifted children. It was suggested that the seminar be conducted for parents in grades 1-6 as one group and for those having children in grade 4-6 in another group.

Parents should be encouraged to visit the classrooms for a large period of time so that they could get an extended idea of what is happening to their children. A parent-child workshop was also recommended in which parents and children can work together on projects of mutual interest. Where it was difficult to obtain materials or to develop materials, parents might be used for resources as they could help collect and discover materials that needed to be used in the school.

The Use of Local Resources

The local community resources should be used in obtaining and developing curriculum materials. Art Institutes, Museums, Libraries in the area can and should be used. The school staff should develop a material library. The Cranbrook Institute should be used for both

personnel and material. Community specialists could be called in for one or more periods. The children as a group could visit the resources within the community. Such resources could be used also in providing real work experiences for the children so that they have a real understanding of the life experiences rather than just an intellectual grasp on them. For example, the students might go to other communities such as Ferndale or Wyandotte which have camps for youth. In such camps the students might have a more practical experience than would be found in the classroom. This would also enable the children to meet other children, some of whom would be equal to their ability but some of whom would be of average ability.

COUNSELING OF CHILDREN

There is a close relationship between counseling and the "teaching atmosphere". For example, in order for the child to feel the responsibility for developing his talents the atmosphere created by the teacher should be such that the child will not seek to hide his talent in the mistaken view that personal and social acceptance will be gained by being a mediocre student. This is a part of good teaching.

Counseling, however, can help to dispel fears of not being accepted and to build up positive acceptance of self and tolerance of others and children. Children can be counseled and taught to understand that the solitary individual need not be suspect. Counseling and teaching both can help the child develop the strength to be able to accept any kind of situations that arise.

The Institute discussed the term "counseling for adjustment"

although it did not particularly like the phrase. Gifted children need to understand and accept other youngsters. This is particularly true since they will eventually leave the school in which all children are gifted to enter other environment and other kinds of schools where all are not gifted. Children need to learn to accept themselves at this high level and gain strength from the fact that they have high abilities and yet be able to cope with situations in which they deal with mediocre people. They should neither deny their intellectual ability nor isolate themselves as a result of it. Gifted children particularly need help in talking to and accepting and understanding their anxieties about being socially acceptable. They probably would also need personal help in learning how to communicate with other children and adults.

As was already stated, counseling should not be given to children prior to their admission. It was already stated that the teaching tone and the counseling are closely related. The School must see to it that these children do not become the victims of anxieties about being able to achieve up to what others expect of them. They should not feel forced into, but rather, they should understand the areas of their competency and be able to cope with the anxieties and pressures and expectancies which might be involved.

SUGGESTIONS FOR RESEARCH AND PROGRAM EVALUATIONS

Research can take two directions. The first is in the acquisition of more knowledge about how gifted children grow, develop and behave. The second is to determine how effective the program and experiences of the school are. During the first few years of its

program, the City and Country School ought to do several things. One was to provide opportunities for the teaching staff to develop its own research understandings and competencies so that it could evaluate its own program. This might serve as a basis for in-service-training for the early years of the program. The second was for the School to evaluate and write up its own experiences for the value that these experiences would have for other educators working with gifted children.

An intensive longitudinal research program for the purpose of studying the effects of the curriculum on a small group of children might be established. The research might cover such questions as "Do children develop certain personality traits in the school of this kind? Do they become too glib? What about anxieties being singled out? What internal resources of strength to endure the pressure of average groups are developed so as to prepare the elementary school gifted school children for higher secondary schools?"

The Institute suggested the possibilities of conferences with schools in the area to work out problems of articulation and integration of students who leave the School. It was also suggested that some neighboring university or college such as Wayne University or the University of Michigan or Michigan State University might set up a series of workshops on the Education of Gifted Children at the secondary school level. This could serve as a spring board for working out some of the problems of articulation between a school of this kind and other secondary schools. Some individual from the School with skill and major responsibility should be appointed for

contacting the schools in the areas and working out problems of articulation and integration with them.

It was recommended that the School fill in the 7th, 8th and 9th grades as soon as possible because the trend was away from specialization in junior high school. Inner resources of strength to endure the pressure of average groups will have to be provided as children move from the atmosphere of understanding of a gifted child school to the pressures which might be encountered in the public secondary schools. By the time the transition is made the gifted child should feel equal to others socially, they should have aroused a feeling of responsibility for developing new talents and giftedness, they should not hide their talents in the belief that they will be in acceptance by playing down their respective talents.

IN-SERVICE-TRAINING

The Institute recommended in-service-training being essential for the development of methods and techniques in gifted child education.

CONSULTANT

The Institute recommended that a person with research competency be made available as a consultant to the School. He might be given a title of director of research and might secure help from other sources, particularly from universities and possibly from doctoral students and professor advisors who wish to do studies on gifted children.