

WIDENING EDUCATIONAL HORIZONS

THE GIFTED CHILD

By A.C. Kendrick, High School Teacher, Penitton, B.C.

Recently a number of articles depicting the waste of talent of our gifted children have appeared in several magazines. While a few schools are trying to correct this situation, many are not. It is not enough for the larger centres to hold special classes for the gifted; every teacher should do his best for every gifted child in his class. It is the purpose of this article to suggest ways and means in which the teacher can help to get the most out of these students. Bright students who need only average or below average work become bored, and either develop lazy habits or become discipline problems. The gifted child does not learn from the same stimuli and method that the average child does; therefore, in order to do an effective job of teaching him, the teaching methods must differ from those ordinarily used. The loss of the benefit from the gifted child's talent can be attributed mainly to non-recognition of his talent or incorrect teaching methods employed. It is ever the teacher's duty to attend to these matters.

According to Dr. M. Freehill, "gifted" roughly refers to students with I.Q. of 140 and up, and "moderately gifted", an I.Q. of 120-140. (It should be noted here that if a number of I.Q. scores for a child are known, his lowest possible I.Q. would be the highest known score. It is known that he is capable of doing work at that level and possibly at a lower one.) In the "Education of Exceptional Children, 49th Year Book", it is stated, "Equal opportunity doesn't mean identical; individual capacities must be considered". This means that each child should be given the opportunity to develop his talents to his own capacity. The gifted child is usually more interested in such consideration as the dull one.

The I.Q. is fairly permanent. The lower the I.Q. the more permanent it is. A student with a rating of 80 is likely to remain at that level, but one with a high rating might be raised as much as 20 points with good environment and by using good teaching methods. Intelligence is common to all areas. Ability to organize and generalize in one area indicates ability in others. However, all areas may not be developed equally. Lack of interest or time. Correlation between intelligence and school grades drops off at the high end of the I.Q. curve. The best marks are usually made by students in the 110-120 range.

Accomplishment alone is not an indication of brightness. It depends upon intelligence and drive. So that marks obtained by a student of high I.Q. could be equalled by a person of lesser ability who works harder. One of the main characteristics of the bright child is his organizing and planning ability. He can make better use of reference books and the library; he can organize activities for the pupils (often to a higher degree than they wish); he makes a good person to have on a student council. Another of his great abilities is that of generalizing. He frequently uses similes and metaphors in his descriptions. "Like" and "As" are common words in his vocabulary.

PRECOCITY
Precocity is a true indication of brightness, although lack of it is not an indication of dullness. The bright child is able to do any-

thing at an earlier age than the dull one. (It must be noted that he has the ability, but he may not use it for one reason or another.) This involves speed of learning, fewer examples required, few practices, few illustrations and greater retentiveness. The bright child is able to talk and read at an earlier age. Occasionally he doesn't do it. Sometimes he takes in everything without saying much. One extremely bright child was thought to be on the dull side because he didn't speak a word for the longest time. However, his first words showed that he hadn't missed much. His parents were discussing a visit to grandmother when Junior suddenly said, "Which one, Brown or Green?" The father replied, "Green." Whereupon the youngest said: "Well, why didn't you say so in the first place?"

The intelligent child reads faster and understands more of what he reads. He has a longer attention span. He recognizes relationships, and so they should be pointed out to him. He has the ability to take, maintain and criticize a direction for the solution to a problem. He has a desire to explore and invent; originality and curiosity are valuable traits to him. It is because of these characteristics that we must do all we can to get the most out of the bright people; the world of today needs their talents.

He has a wide range of interests both in school subjects and out-of-school activities. History, geography, science, English language are popular subjects with him, while mathematical manipulation, spelling and grammar are not. He is usually a collector, and makes an exceptionally good job of organizing his collections. Thinking is at a more abstract level, and there is a greater perception of detail. This latter fact often gives an early clue to brightness, even before formal testing can be done.

Performance in special-interest areas is consistently superior. In mastery of the curriculum the bright child is accelerated about 44 per cent. The learning profile of the gifted child is different from that of others. Although he is superior in all departments his superiority varies. It is greatest in reading, language usage, reasoning, science, literature and arts, and least in computation, spelling, factual information and other routine matters. He has less patience with routine procedures and drill. He doesn't need as much drill as the average child and shouldn't be bored with it; otherwise he will lose interest acquire lazy habits or become a discipline problem.

The gifted child has the ability to verbalize in varying terms. It is wise procedure to present material to him in a variety of ways. Genius works with great energy and zeal. The aim and motivation is often just the solution to the problem. Many a genius has worked long hours just to have the satisfaction of accomplishing what he set out to do.

SUCCESS VARIES
Gifted children do well in college, but not always as adults. Whether or not the potentialities are used to a great extent often depends on the teaching method used. It is essential that high intelligence be diagnosed early in life, and that students with high I.Q.'s be taught differently.

The bright child also likes to play games of older children. He prefers games that require thinking, and his interest in organized sports is weak. When young, he

creates more imaginary playmates than the average child. He will invent games and will find more to occupy his mind. He can play "himself" for a longer time without becoming bored.

Self-criticism, self-confidence and perseverance are attributes of high intelligence. The gifted child has a more variable personality. He is less inclined to boast. He likes people and desires adult acceptance. This is an important fact to be kept in mind when teaching him. Social sense comes in flashes, and is not normally shown in day-by-day behaviour. He is emotionally more stable. He has a high rating in dependability, friendliness, happiness, honesty, originality, self-reliance, ambition, investigation, and leadership. On the average he is slightly superior in height and health.

Adjustment is more difficult for the bright child. Children of his own age do not understand him, and he is bored with many of their activities. In fact, he is not understood by his peers throughout life. Many of his good ideas are not accepted because they are not understood. The most popular ideas are not necessarily the best. Social problems are greatest with those who have the highest intelligence.

IMPATIENCE
Impatience is often a characteristic of the intelligent child. Solving a problem is an urgent problem to him. His reward is in the solving, and he usually needs no other motivation than the problem itself. He is likely to be restless. He has a wide variety of likes and dislikes. His dislikes are usually things which to him seem too juvenile. He is operating at the level of children several years older than himself.

Mental illness is not due to high intelligence, but to the treatment it often receives. Geniuses are often ignored because they are not understood, and small children in particular are mean toward others they don't understand.

There are two methods of identifying the gifted child. The first is by observation. This can be started at quite an early age. Later it is complemented by interviews. Answers to selected questions can give valuable information as to the intelligence of the child. The questions are based on the characterization of the gifted child so that the answers reveal the information required.

Bright pupils are harder to judge because of the multiple solutions to problems they have. By observation girls are usually over-rated and boys underrated. Physical, social and emotional characteristics must be continually observed. The second method of identification is by formal testing. Some early testing can be done at the age of three, and fairly good results are obtained at the age of six. The best single item is the intelligence test, although other tests such as the aptitude tests and observation should be taken into account as well.

The ideas in this article should enable the teacher to identify the gifted child. However, nothing is gained if the teacher does nothing about varying his teaching method accordingly.

This department is conducted by the Prince Edward Island Teachers' Federation. Contributions are welcomed and should be sent to Estelle Bonness, General Secretary, 88 Prince St., Charlottetown.



DR. GORDON MURRAY

CANCER HOPES

Belief that a vaccine to cure or prevent cancer is "on the way" is expressed by Dr. Gordon Murray, eminent Toronto surgeon. He said that though the medical profession does not accept the theory that cancer is preventable by vaccination, the Gardiner Medical Research foundation, of which he is medical director, has met with some success.

COMMON-SENSE WAY

Why lose your hair and break your neck
By thoughtlessly trying to act "on spec?"
Why wear yourself down or shout yourself hoarse
By putting the cart before the horse?

The horse is a horse and a cart. While driving itself is a special art. This art more precious than rubies and gold.
Was a secret held by the Seers of old.
This secret still is there to find
Beyond the dividing distracting mind.
If this horsey mind has its own free way,
You'll land in a ditch with the devil to hie—
But if ruled by unity, plain and clear
The road to happiness will appear.

For the biggest wars between giant states
Like your own particular loves and hates—
Through contemplation's unitive view—
Are caused by seeing instead of ONE, TWO.
So take time off "to stand and stare"
At the unitive principle everywhere:
Surrender the "special," what's "common" adopt.
Don't ever use force, but always co-opt.

When opponent find you don't resist,
You'll find that problems cease to exist.
—G. Raja Gopal,
South Granville.

BOLT HITS SLEEPING GIRL
Helen Wilson, Charlie and Bessie Phillips, Eglington and Howe Bay Women's Institute.
Jean and George Jackson, Fortune Bridge.
Lulu, Vernon and Hazel Davidson, Willing Workers' Church Group, Toronto.
Gladys and Charles Stead, Howe Bay.
Lizzie, Allie and Earle, Mrs. Lawson Oaks.
George Wood, Toronto.

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(Continued from April 27).
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CARD OF THANKS

The family of the late Mrs. G.H. Harper wishes to express their sincere thanks and appreciation to the ministers, Rev. A.F. MacLean and Rev. G.H. Christie, and to their kind relatives and friends who helped in any way during their recent sad bereavement. And to those who sent flowers, letters and cards of sympathy.
Mrs. Neil Diamond, 236 Grafton Street.

SHRINK REVENUE STAMP

WASHINGTON (AP) — The United States Internal Revenue Service is going to shrink DeWitt Clinton's picture a fraction of an inch, saving American taxpayers an estimated \$250,000 a year. The picture of the New York governor who built the Erie canal graces the revenue stamp on every American cigaret package. The service will cut down the width of the stamp by 3-16 of an inch.

FIRES AT N. Y. CHURCH GROUP

Sniper Touches Off Panic

NEW YORK (AP) — A sniper fired at hundreds of worshippers outside an Eastern Orthodox Church late Saturday night, killing a church warden and wounding five other persons. A screaming panic ensued.
The shots may have been intended for the church's anti-communist refugee priest, Very Rev. Florian Gladau, or for Romania's former princess Ileana, sister of the late ex-king Carol.
Both were inside the church and neither were hurt.
Within hours police began hunt-

ing a man identified as Tony Tudorache, about 60, occupant of an apartment across the street in which a rifle and spent shells were found.
Tudorache, also known as Tony Savas and Costachi Mihalachi, was described by police as a "disgruntled" dissenter who has been drinking heavily for weeks.
VISITED CHURCH OFTEN
"Though not a member of the St. Dumitru Romanian Orthodox congregation, Tudorache visited the church often and knew most of

those who do belong, detective James Leggett said.
The shooting was a tragic climax to a colorful orthodox easter celebration.
Vasilii Cucuia, 66, was adjusting a podium at the head of the steps, and Father Galdau, here only a year, was to emerge carrying a candle to chant:
"Come ye forth and receive the light."
Without warning half a dozen rifle shots cracked out from a window across the street.
Cucuia fell dead; a bullet in his chest, a few feet from where his wife stood in stunned horror.
The other victims were not seriously hurt.

ST. GEORGE'S SCHOOL

The report of St. George's School for the month of April is as follows:

- Grade VII: 1. Anita Somers, 2. Benny MacPhee
- Grade VI: 1. Willie Morrison
- Grade V: 1. Bal MacPhee
- Grade IV: 1. Agnes Somers, 2. Michael Farrell, 3. Michael MacDonald
- Grade III: 1. Patrick MacDonald, 2. George Johnston
- Grade II: 1. Kenny MacPhee
- Grade I: 1. Georgina MacDonald, 2. Elaine MacPhee

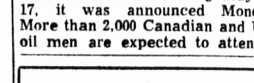
- Grade I: 1. Bonnie Jean MacPhee, 2. Gertrude MacDonald

Highest average in Junior Grades, Bonnie Jean MacPhee and Elaine MacPhee (equal) 84 per cent; Highest average in Senior Grades, Anita Somers 85 per cent.

Teacher: Mrs. Anne Walker.

MONTREAL (CP)—External Affairs Minister Pearson will address the 2nd mid-year meeting of the refining division of the American Petroleum Institute here May 14-17, it was announced Monday.

More than 2,000 Canadian and U.S. oil men are expected to attend.



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TV Main Difference Between Montreal And Arctic, Is View

MONTREAL (CP)—Three Eskimos in town for three months figure television is the main difference between living here and back in the Arctic.
The trio from Aklavik, in the Mackenzie river delta 150 miles from the Arctic sea, are learning how to help move the town. It's sinking as its permafrost base melts and the new town will be located on firmer footing.
They are Thomas Ross, 29, Garnet Greenland and Alex Harley, both 28, who were brought here by the department of northern affairs. They will stay till the end of June learning how to drive and maintain the giant trucks which

will be used in the move.
Mr. Ross, full-blooded Eskimo raised by an Indian family, is the only one of three who has ever seen an igloo. He has a sister living "in there"—in the interior—in an igloo.
DIDN'T KNOW HOW
Garnet Greenland spent three years with an Edmonton regiment in the Canadian Army starting in 1932.
"They asked me once to teach the others how to build an igloo," he said. "They thought that since I was an Eskimo, I would know I sure didn't."

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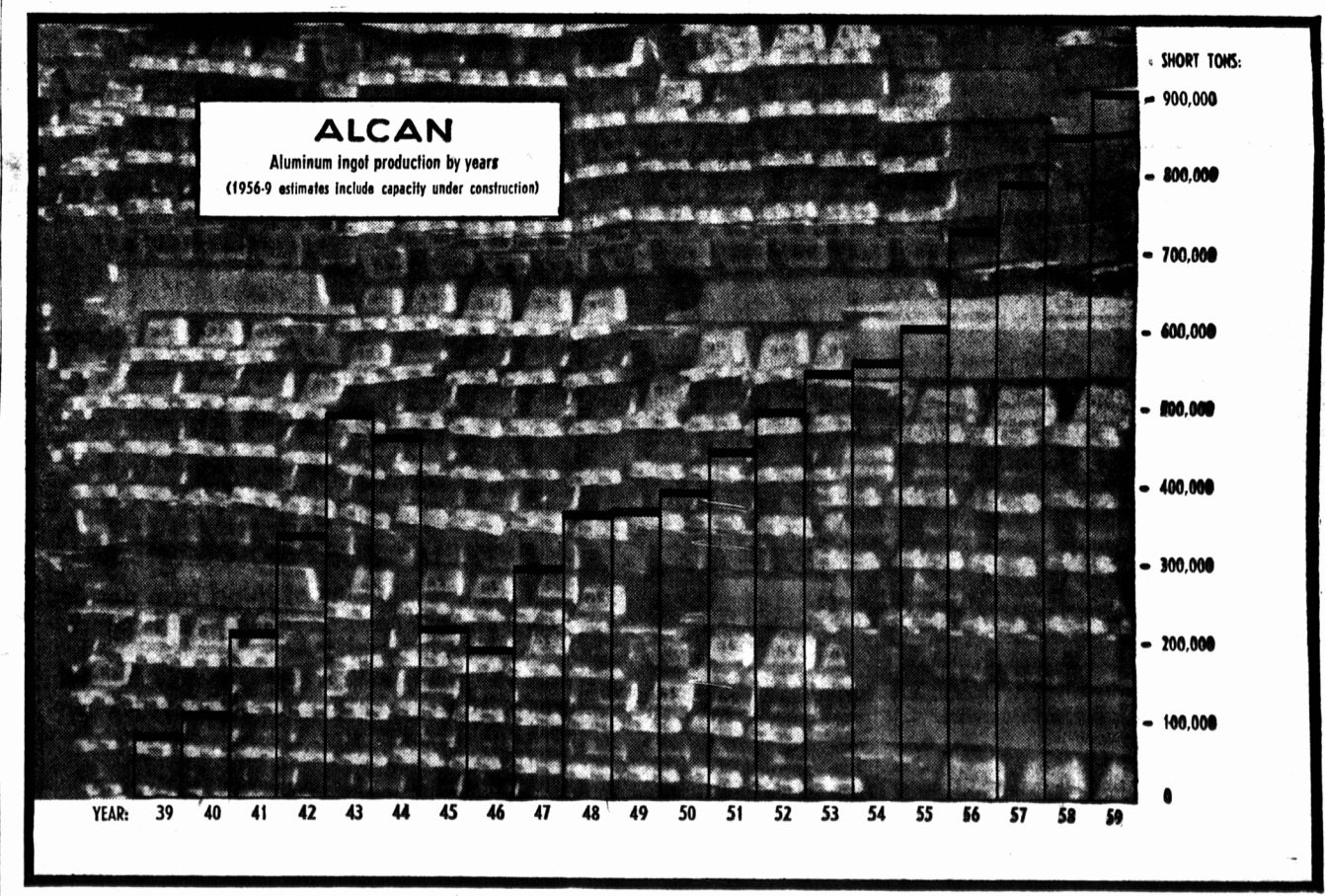
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