

Mr. Emerick

WORKSHOP RESULTS

March 10, 1956
9:00 P. M. - 1:00 P. M.

Theme
THE GIFTED CHILD

Guest Speaker
Mrs. Gladys Jenkins, Instructor
George Washington University
Washington, D. C.

WORKSHOP

The Loudoun County Teachers met at the Douglass High School for their sixth workshop meeting of the year. The devotional exercises were conducted by Mr. Gibson, Director of Instruction, Loudoun County Public Schools. The theme for this meeting was The Gifted Child.

Dr. F. A. Indolf, Middleburg Community Center gave some brief remarks about the gifted child. He stated that, of all the gifted children about 50% finish school, about 20% go to college and about 40% of these gifted children get any degree above the M. A. Dr. Indolf also stated that we have not been doing a good job of testing our most gifted children in any place. The following steps should be used in our classrooms to help test the gifted child.

1. Test the child's critical thinking
 - a. Most teachers are not doing such a good job of thinking critically themselves.
2. Level of preparation in meeting these needs of a gifted child.
 - a. Group classes according to student ability. Do not give same assignment to all the class. Assignments must be given with the individual difference of the students in mind.

- b. The teacher must know the child, parents, home, etc.

3. Ways to help the gifted children

- a. Ford Foundation seek students with high interest in Science in grade school. Twice a week those students or group of students are pulled out and placed in the special group of their interest and given a test to see how they meet the situation.
- b. High School Level--An intelligence test given to fifteen high-powered pupils. These are very difficult questions that will cause these pupils to think critically and intelligently in solving the questions asked.

GROUP MEETING

RECESS

After a brief recess, we assembled in the auditorium to listen to the reading of the reports of the different groups. These reports were passed on to Mr. Gibson.

Next the introduction of the speaker, Mrs. Gladys Jenkins, Instructor at the George Washington University, Washington, D. C. by Dr. Indolf.

Mrs. Jenkins warned us to be aware as well as on the look-out for the gifted child. She stated

that we must be human and accept this fact. Some of us do not want to accept the fact that the child is gifted. Mrs. Jenkins also stated that gifted children should be encouraged, motivated, interested, and stimulated. The first step in good teaching is to show an enthusiasm for learning.

Some of us do not want to accept the fact that the child is gifted, therefore, when the child asks us a high-powered question that we cannot answer, we try to shun answering the question.

Mrs. Jenkins also gave the definitions to the following:

Exceptional Children--do not fit the average norms.

The Gifted Child--usually the child who has the high mental ability.

The Talented Child--has special talent--one element stands out such as art.

Mental Level--high in all studies.

Questions:

1. Do you spot in the curriculum the point for critical thinking?

Usually, critical thinking starts early in the life of the child if it is encouraged. Special emphasis toward critical thinking in the tenth and eleventh grades should be emphasized to develop this habit.

2. Should the child ahead socially and mentally be accelerated?

If you, the teacher, cannot meet the needs of this child in this grade, let him go. Yet, if he is too young physically he may become a social problem because of these physical features.

3. Can you limit the child within the bounds of the curriculum for the enrichment of the child?

Yes, in social studies and science.

Recorder:
Miss L. E. Bowden