

State University of New York College at Buffalo - Buffalo State University

Digital Commons at Buffalo State

Buffalo-Niagara Chapters, Links, Inc.

Organizations and Individual Collections

1959

Papers; National Gifted Minority Youth; 1959-02

Links, Inc.

Follow this and additional works at: https://digitalcommons.buffalostate.edu/wny_links



Part of the [History Commons](#)

Recommended Citation

"Papers; National Gifted Minority Youth; 1959-02." Buffalo-Niagara Chapters, Links, Inc.. Monroe Fordham Regional History Center. Archives & Special Collections Department, E. H. Butler Library, SUNY Buffalo State. https://digitalcommons.buffalostate.edu/wny_links/79

This Book is brought to you for free and open access by the Organizations and Individual Collections at Digital Commons at Buffalo State. It has been accepted for inclusion in Buffalo-Niagara Chapters, Links, Inc. by an authorized administrator of Digital Commons at Buffalo State. For more information, please contact digitalcommons@buffalostate.edu.

February, 1959

TO MEMBERS OF ALL LINK CHAPTERS:

This WORKBOOK is designed as step "priori" to the drafting or printing of a Guide or Blueprint for our National Project, A SEARCH FOR INTELLECTUALLY TALENTED AND GIFTED MINORITY YOUTH.

It is our hope that the materials contained herein and the supplementary materials you will receive from time to time will aid in a better understanding of the National Project and will stimulate your imagination and ingenuity for the development of ways and means to achieve our national goals and objectives.

Since our chapters and the communities we represent are diverse and varied in their organizational structure and ways of working, each Link Chapter must devise its own approach and develop its own program techniques.

To make certain that we reflect in our Guide and Blueprint for the National Project, both the common thread and the variety of ways in which we may attain our given end, we urge each chapter to return on or before May 1, 1959 the Report Form found in the back of this workbook.

Committee on Workbook
for Links' National
Project and Program

Helen Edmonds, Durham, N. C.
Bessie Hill, Orange, N. J.
Bernice Munce, Trenton, N. J.

*
*
*
* PARADOXICAL though it may seem, society as a *
* whole must come to the aid of the individual..... *
* finding ways to identify him as a unique person, *
* and to place him alongside his fellow men in ways *
* which will not inhibit or destroy his individuality. *

*
* BY its educational system, its public and *
* private institutional practices, and perhaps most *
* importantly, by its attitude toward the creative *
* person, a free society can actively insure its own *
* constant invigoration. *

The "Rockefeller Report"
on Education

WHY OUR NATIONAL PROJECT

The Links, Incorporated, meeting in annual session in New York City, June, 1958, adopted as the theme of its National Program: "EDUCATION FOR DEMOCRACY". A theme so vital and so broad envisaged numerous possibilities for its fulfillment. The National Program Committee was specifically charged to examine the possibility of formulating a specific program or project by which The Links, Incorporated, through Chapter and Area participation might make a vital and unique contribution to Education for Democracy. In the light of this specific charge given them by the Assembly, the National Program Committee proposed the following:

That, The National Links, Inc., through Chapter and Area participation, CONDUCT AN ACTION-RESEARCH PROJECT designed (1) to discover and identify, (2) motivate and guide intellectually talented and gifted non-white youth in America to their maximum growth potential.

The idea for this project grew from the Minority Resources Conference sponsored by the President's Committee on Government Contracts in February, 1957, when it became apparent that much talent among non-white youths is being wasted through lack of recognition, lack of opportunity, lack of encouragement. Successful participation in a democracy demands that citizens reach their highest educational potential not only for the purpose of being informed citizens, but that they may acquire special learnings and special techniques in those areas where they can become real contributing as well as participating members of our social and economic order. A democracy must seek to recognize, motivate, and utilize its talented and gifted youth, and it must marshal all community resources to this end.

WHAT IS OUR NATIONAL PROJECT

- A. It is a SEARCH FOR ABILITY - recognized or unrecognized.

It projects a screening of every non-white youth with a semblance of potential intellect on whatever level, in whatever situation, under whatever guise.

It hopes to develop scientifically adequate techniques through Chapter experimentation and pilot studies.

- B. It is a GUIDANCE PROGRAM - including testing and counseling

Emergent youth with outstanding aptitudes and abilities must be screened not merely for intellectual capacities, but for those qualities without which "ability" cannot reach fulfillment....self acceptance and discipline, persistence and a determination to achieve a goal, commitment to the worthwhile, and a willingness to work.

He must be Inspired, Motivated, Challenged and Encouraged.

He must be helped in the securing of whatever aid he may need.

He must be provided with enriching experiences and ASSURED THE CONTINUING SUPPORT OF THE SPONSORING CHAPTER.

- C. It is a LONG RANGE PROGRAM 1959-1963

The current four (4) year boundary may be indefinitely extended in terms of human resource and national needs.

ATTAINABLE CHAPTER GOALS - THE FIRST YEAR

A. Organization of a Chapter Project Committee or Committees whose duties shall include:

1. A listing of all schools to be included in your Project Area
2. A listing of the key personnel within the schools selected for your project - Chairman of the Board of Education, the Superintendent of Schools (city or county), the principal, vice-principal, the school secretary, the guidance director and/or guidance counselors, classroom teachers, homeroom teachers, club sponsors, etc.
3. Acquaintance with the current status of the testing facilities and the guidance program in the schools in question

Where these are inadequate or non-existent, find ways to supply or supplement adequately. (See Title V, National Defense Education Act, 1958)
4. A selection of the grade level at which you plan to initiate your project (See Conant's Report on the 8th grade as a crucial point)
5. Through key school personnel and/or other sources (youth agencies, institutions, centers) secure a list of the potentially promising
6. Make a profile from available information for each such student
7. Visit the home of each recommended child for purposes of:
 - Acquaintance with parents
 - Acquaintance with home environment
 - Informing parents of your project and planning ways for cooperative efforts
8. Plan experiences which will provide an opportunity for Chapter members to observe and study participants recommended to the program.
9. Compile, for use with participants, all scholarships, loans, and gifts available for college-bound students.
10. Plan ways of helping senior high school students with intellectual talent secure financial assistance for their pursuit of college.

SUGGESTIONS FOR IMPLEMENTATION

(Credits)

In order that the framework for our National Project include the combined thinking of the research specialist and the practitioner, our National President convened an all-day conference in Washington, D. C. on Saturday, November 15. Personnel attending the conference included a roster of nine outstanding consultants in the field of education, National President, Pauline Weeden, National Financial Secretary, Gertrude Thomas, and members of the National Project Committee.

The suggestions and recommendations of those Consultants who have submitted reports in writing follow:

Dr. A. G. Moron, President of Hampton University, Hampton, Virginia

Program for Identification and Assistance to
Academically Talented and Gifted Negro Youth

Step I

1. Recognize the diversity that exists in the various communities.
2. Discover what is being done and correlate this information through your National Program Committee.
3. Undertake the above by having all chapters take an inventory of the local community that will disclose:
 - a. Extent of problem need for stimulating more children of disadvantaged groups to remain in school longer, and to increase the number going on into college
 - b. The present status of testing procedures in schools for grades 7-12
 - c. Guidance and counseling services available in elementary and secondary schools
 - d. Find out what is being done by other organizations in each locality or community area in regard to finding and identifying intellectual talent and college potential.

Step II

Where deficiencies are indicated by answers to 3b and 3c, chapters will:

1. Work with school administration to improve testing and counseling services to facilitate identification.
2. Work with individual teachers and counselors to discover students from disadvantaged groups who have strong academic potential and can profit by community stimulation.

Step III

1. Provide for those students so identified by these and other measures supplementary assistance according to need -

Financial
Parental counseling
College Orientation

Cultural enrichment
Curriculum counseling

Mrs. William Lofton, Jr., Instructor in Russian, Washington, D. C. High School

A feasible functional approach to identification of the intellectually talented and gifted student would be:

1. To guide and stimulate an adequate testing program where none exists.
2. In communities where a "Talent Search" exists, Link Chapters might find ways and means to aid, abet, and enlarge such a program.
3. Solicit professional assistance from teachers in your local areas; from other qualified individuals; from colleges and institutions that have testing clinics; from published research findings.

Miss Iris Richards, Secretary, National Scholarship Service and Fund for Negro Students, 6 East 82nd Street, New York City 28

1. The Chapters of National Links, Inc. may request, at any time, our consultant services and technical assistance under NSSFNS sponsorship and under the general direction of Richard L. Plant, Executive Vice-Chairman
2. The National Scholarship Service and Fund for Negro Students also offers its experience in helping to launch, co-sponsor, and advise the pilot project for CTS in Junior High School #43 and the George Washington High School, New York City, a six year program in the early identification and educational stimulation of able students of various ethnic origins from culturally and economically deprived homes.

Dr. Allison Davis, Psychologist and Author, Chicago University, Chicago, Illinois

Dr. Davis emphasizes WHAT CHAPTERS CAN DO.

1. Compile a check list to show -
 - a. The level at which the school or schools in your locality or area administers tests
 - b. The names and types of tests being given
 - c. The average intelligence quotient of the school/s
 - d. The percentile rank of Negro students
 - e. Screen for Negro students noticeably above the average

- f. Note all evidences of outstanding personal qualities of these students.
 - g. Plan ways of following through on the performance record of these students through the high school into college.
2. Serve as a catalyst for community action in establishing an adequate testing program where none exists. (See National Defense Education Act, 1958 for information re: the inadequacy of our current Testing, Guidance, and Counseling program in the U. S.)
 3. In the interim of planning ways of working with community forces to get such a program established, finance a thorough testing program for students recommended as promising.
 4. Secure necessary financial aid for pupils in your program who may be in need of such help.
 5. BE REALISTIC TO RESISTING FORCES IN YOUR COMMUNITY OR AREA.
Plan strategy for discovering and working with supporting forces in your community or area.

As we hear from the remaining Consultants, their suggestions and recommendations will be forwarded to you.

CURRENTLY ACCEPTED CRITERIA FOR ABILITY GROUPINGS

There are no rigid rules defining the different kinds and amounts of intellectual abilities, and not all psychologists and educators use the same definitions in exactly the same way.

To make the nature of our project clearer, we list the generally accepted categories in which superior or intellectually talented children are classified.

The most widely used classification lists:

110-120 I.Q.	College Potential
120-140 I.Q.	Intellectually Talented
140-160 I.Q.	Intellectually Gifted
160 and above	Extremely Gifted

Other accepted classifications include:

Hunter College Elementary School (Best Known School in America for Gifted Children)

90-110 I.Q.	Average	50%
110-120 I.Q.	Bright Normal	16%
120-130 I.Q.	Superior	7%
130 upward	Gifted	2%

Horace Mann Lincoln Institute

110-120 I.Q.	College Potential
125 and above	Ph..D. Potential
130 and above	Intellectually Gifted

Lewis M. Terman-Stanford University

120-137 I.Q.	Moderately Gifted	top 10% but below top 1%
140 and above	Gifted	6/10% of 1%

Lita Hollingsworth-Clinical Psychologist Bellevue Hospital and Professor of Psychology, Columbia University

137 I. Q. or higher	College Entrance not later than 17 yrs. (probably better at 16 yrs.)
180 I. Q.	Probably beginning of genius

It must be kept in mind that Identification by I. Q. alone is not only impossible, but is undesirable. Intelligence tests are used in identifying the ability level of children not because they measure accurately the inner capacity of human personality, but because they have been found to provide data from which the subsequent behavior of an individual can be predicted. While such tests do not have "absolute" validity, 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 disturbance, psychological defects, or lack of incentive occasioned by home background or unfortunate school experience.

The limitations of intelligence tests should be recognized by all who use them. The words and concepts used in the test, whether oral or written, may prove a barrier to clear communication. This is most noticeable in children who come from homes where little or no English is spoken or from homes of low socio-economic status.

"The surest method of identifying bright or intellectually talented children includes (1) a carefully selected intelligence test (2) an achievement test designed to measure what he has been taught (3) systematic observation by the classroom teacher and strategic personnel (4) accumulative data on health, performance, and study habits (5) individual psychological studies."

Educating Gifted and Talented Children,
Board of Education, New York City

From Good Housekeeping Magazine,
January, 1959

1. Does he express curiosity about many things?
2. Does he have more stamina and strength than other children of his age and sex?
3. Does he tend to associate with older children?
4. Does he act as a leader among children his own age?
5. Does he have a good memory?
6. Does he show unusual reasoning power?
7. Does he have an unusual capacity for planning and organizing?
8. Does he relate information gained in the past to new knowledge that he acquires?
9. Does he show more interest in creative effort and new activities than in routine and repetitive tasks?
10. Does he try to excel in almost everything?
11. Does he concentrate on a single activity for a prolonged period without getting bored?
12. Does he always have a number of interests that keep him busy?
13. Does he persist in his efforts in the face of unexpected difficulties?
14. Does he figure out his own solutions to problems and show uncommon common sense?
15. Does he have a sense of humor that is advanced for his age?
16. Does he show sensitivity to others' feelings?
17. Does he show a comparatively early interest in God, religion, and questions of right and wrong?
18. Does he make collections that are more advanced than those of others in his age group?
19. Does he make up stories that are vivid and dramatic or relate his experiences with a great deal of exact detail?
20. Does he like puzzles and various kinds of problem games?
21. Does he have exceptional ability in mathematics?
22. Does he show an unusual interest in science or mechanics?
23. Does he have an unusual vocabulary?
24. Is he adept in reading skills?
25. Is he quick in thinking in situations that do not require the use of words, books, or paper and pencil?

FORM FOR CHAPTER REPORT

Mail to Bernice J. Munce, 96 Bellevue Avenue, Trenton, New Jersey on or before
May 1, 1959.

1. Name of Chapter _____ Date _____

2. Conference Area of Chapter _____

3. Findings on School Survey re: Current Status of Testing and Guidance Programs
Include:

- a. Method of approach to school or schools used?
- b. Number of schools used?
- c. Plan used by school/s for identifying the talented and gifted student?
- d. Any special plan used for identifying the talented and gifted student among the underprivileged or disadvantaged pupils? *— NO*
- e. Guidance and counseling service available to students, especially the talented and gifted? *yes*
- f. Program for working with parents of these children? *none*

4. A Full Description of Action Taken by the Project Committee and/or Chapter Members based on the findings of your school survey:

*ask parent to come in & see Counselor, also special programs in P.T.A groups or
planned for the parents of these children ever so often there
is no special P.T.A group for Parents of gifted ^{and Talented} children*

5. Is your Chapter willing to become one of the several Chapters agreeing to
make our National Project a Four Year Pilot Study?

Yes _____

No _____

Submitted by: _____

FIRST YEAR TARGETS SET BY NATIONAL PROGRAM COMMITTEE

1959

With your constructive suggestions, general support, and cooperation, members of the National Program Committee Hope :

1. To establish effective communication with each Link Chapter
2. To make possible the support and participation of each Link Chapter in all or some phase of the project
3. To secure a minimum of two(2) Chapters in each Area, willing to undertake under direction of the National Program Committee our project as a four-year pilot study
4. To publish a National Project Guide or Blueprint for Links' TALENT SEARCH

Members of the National Program Committee
1958 - 1959

Ethel Wilson
High Point, North Carolina

Link Ruth Hubbard
Cincinnati, Ohio

Josephine Smith
Los Angeles, California

Wardell Robinson
Albany, New York

Bessie Hill
Orange, New Jersey

Madeline Davis
Birmingham, Alabama

Bobbie Scott
Washington, D.C.

Alberta Turner
Cincinnati, Ohio

Dr. Helen Edmonds
Durham, North Carolina

Helen Eagleston
Durham, North Carolina

Pauline Weeden, National President - Ex-officio
Lynchburg, Virginia

Gertrude Thomas, National Financial Secretary-Ex-officio
New York City, New York

Bernice J. Munce, Chairman
96 Bellevue Avenue
Trenton, New Jersey (8)

CONSULTANTS TO NATIONAL PROGRAM COMMITTEE AT ONE-DAY
CONFERENCE

Saturday, November 15, 1958

Mr. George Butler, President's Committee on Government Contracts
Washington, D.C.

Dr. Alonzo Moron, President of Hampton Institute
Hampton, Virginia

Dr. Allison Davis, Professor of Education, Chicago University
Chicago, Illinois

Dean Whitney M. Young, Atlanta School of Social Work
Atlanta, Georgia

Mrs. Lois Irish, The National Scholarship Service and Fund for Negro
Students
New York City, New York

Dr. Marjorie Parker, Professor of Educational Philosophy, Teachers
College, Washington, D.C.

Dr. Irene Hypps, Assistant Superintendent, Public Schools-Pupil Appraisal
Washington, D.C.

Dr. Francis Gregory, Assistant Superintendent, Public Schools-Technical
and Vocational Training
Washington, D.C.

Mrs. William Lofton, Instructor of Russian, Washington High School
Washington, D.C.

CHAIRMEN OF CHAPTER PROJECT COMMITTEES (Received as of February, 1959)

Helen Hoxter
Atlantic City, N.J.

Manola Lockett, Program
Margaret Barrington, Project
Augusta, Georgia

Cleo Higgins
Daytona Beach, Florida

Vera Edwards, Psychologist
Cincinnati, Ohio

Bertha "Lee" Reeder
Fayetteville, North Carolina

Estelle Anderson
New York City, N.Y.

Juanita A. Thomas
Hampton, Virginia

Marie Huggins
Greenville, South Carolina

Jennie Taylor, Program
Jackie Pash, Project
Wilson-Rocky Mount-Tarboro, N. C.

Carolyn Jackson
Portsmouth, Virginia

Cassie Cook, Program
Maria Bethel, Project
Springfield, Ohio

Irene McDuffie
Washington, D.C.

Nancy Collier
Savannah, Georgia

Bessie Marsh and Alvin Martin, Co-Chairmen
North Jersey Chapter

Irma Todd
Winston-Salem, North Carolina

ADDITIONAL REFERENCES FOR YOUR BASIC
BOOKSHELF

Measurement and Evaluation

1. Wrightstone and Robbins, EVALUATION IN MODERN EDUCATION. American Book Company, New York, 1956

If you do not have expert guidance on choosing tests, you will find this book helpful.

2. Greene, Jorgensen, Gerberich, MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL, Longmans Green and Company, 1956.
3. Ross and Stanley, MEASUREMENT IN TODAY'S SCHOOLS. Prentice-Hall, N.Y. 1954 (3rd edition)
4. Traxler, Jacobs, Selover, INTRODUCTION TO TESTING AND USE OF TESTS IN PUBLIC SCHOOLS. Harper, 1953
5. ETS., SCAT-the School and College Ability Tests, and STEP- the Sequential Tests of Educational Progress. Educational Testing Service, 20 Nassau Street, Princeton, New Jersey

These are new in test development. Both SCAT AND STEP provide continuity of measurement along a single scale of progress over a long period of years, and comparability of measurement from ability to achievement and from field to field within achievement.

College and Financial Aid

1. The College Handbook 1957-58 by S. Donald Kark and Barbara Diehl, Editors. College Entrance Examination Board, 425 West 117th Street, New York, 1957. 412 pp. \$1.50.
2. Financial Aid for College Students: Undergraduate. By Theresa Wilkins, U.S. Department of Health, Education and Welfare. Washington, D.C., 1957. 232 pp. \$1.00.
3. How To Be Accepted by the College of Your Choice. By Benjamin Fine. Channel Press. Distributed by Crown, 1957. 134 pp. \$3.95. Paper-bound ed. \$1.95. Guide for the college candidate, his parents and counselors.
4. Lovejoy-Jones College Scholarship Guide. Simon and Schuster, 1957. Includes facts about the numerous scholarships, fellowships, grants-in-aid, loan funds, assistantships, workships, contests and awards.

Working with Families and Children

1. Bernard, Harold W., ADOLESCENT DEVELOPMENT IN AMERICAN CULTURE. World Book Company, 1957. 644 pp. \$ 5.75.
2. National Parent Teacher, STUDY-DISCUSSION PROGRAMS. The PTAMagazine, 700 North Rush Street, Chicago 11, Illinois
3. Langdon and Stout, TEACHER*PARENT INTERVIEWS. Educator's Book Club, PO)Box 7x. Englewood Cliffs, New Jersey

BASIC REFERENCE SHELF (continued)

4. Parents' and Family Home Guide, TESTS AND WHAT THEY TELL YOU. By
Quentin C. Stodola, Educational Testing Service, Princeton, N.J.,
October, 1958. Parents' Magazine Press, Inc. Bergenfield, N.J.

Our Project

1. Marrow, J.J., AMERICAN NEGROES--A WASTED RESOURCE. Reprinted from
Harvard Business Review.
Analyzes facts about employment, purchasing power and training
of Negroes. Suggests solutions. 11 pp. 15. Community Relations
Service, 386 Fourth Avenue, New York 16, N.Y.
2. Wolfe, Dael, AMERICA'S RESOURCES OF SPECIALIZED TALENT. Harper & Brothers,
New York, 1954.
3. Hollinshead, Byron S., WHO SHOULD GO TO COLLEGE. Columbia University
Press, 1954
4. American Association for Gifted Children. THE GIFTED CHILD. Edited by
Paul Witty. D.C. Heath & Company, Boston, 1951

Chapters 8 and 14 have particular significance for us. In Chapter
8, Nicholas Hobbs discusses the need for cooperative planning by
schools and community organizations for the child with high academic
potential. Eight community projects for recognition of the gifted are
described.

Paul Witty summarizes the studies presented in the book with the follow-
ing statement: " To cope adequately with the problem of talent waste
in American life, we need not only the constructive endeavor of school
people, but the cooperation of informed citizens in the effort to con-
serve ability and talent."

5. Jenkins, Martin D., THE UPPER LIMIT OF ABILITY AMONG AMERICAN NEGROES.
Scientific Monthly, 66:399-401, May, 1948.

NAMES OF CHAPTER PROJECT CHAIRMEN (continued)

Jean Washington, Project
Fannie Wilson, Program
Gary, Indiana

Mrs. Samuel Shepard, Program
Mrs. Allen Killings, Project
Akron, Ohio

Edith M. Work
Nashville, Tennessee

La Dosca Batchlor
Oklahoma City Chapter

Dr. Helen Edmunds
Durham, North Carolina

Beatrice Butler
Baltimore, Maryland

PLEASE HELP BOOST THE MERCURY IN
OUR PROJECT THERMOMETER BY LETTING US KNOW THE
NAME/S OF YOUR PROJECT PROGRAM CHAIRMEN

