

THE EDUCATION OF THE GIFTED CHILD  
in  
THE PRIMARY GRADES

A THESIS  
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## INTRODUCTION

In a democratic society we are pledged to provide equal opportunity to every individual to develop to the maximum whatever abilities he may have. It appears only reasonable that special attention should be given to the education of gifted children who will constitute our future leaders in science, politics, and the arts. It is important not only that their abilities be utilized, but also that they may be directed toward the betterment of society. Perhaps never before has there been greater need of able, broad visioned, constructive leadership. Equality of opportunity demands that each child be given the type of education which is suitable to his needs and capacities. The objectives in the education of the gifted are the same as for other children except that emphasis is placed on creative effort, intellectual initiative, social responsibility, and social adjustment. The first step is to discover gifted children through a combination of standardized tests, teachers' judgments, and classroom performance. An enriched educational program must be established by means of special schools, special classes, or individual instruction in the regular classroom, to allow the superior child to develop his potentialities to the ultimate advancement of civilization.