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A Survey Comparing Aspects of Programs for the Able Student at Lochburn Junior High School in the Clover-Park School District to Selected Junior High Schools from Throughout the United States

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A SURVEY COMPARING ASPECTS OF PROGRAMS FOR THE ABLE STUDENT AT LOCHBURN JUNIOR HIGH SCHOOL IN THE CLOVER-PARK SCHOOL DISTRICT TO SELECTED JUNIOR HIGH SCHOOLS FROM THROUGHOUT THE UNITED STATES

A Thesis

Presented to

the Graduate Faculty

Central Washington State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

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by

Larry Allen Carlson

August 1968

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APPROVED FOR THE GRADUATE FACULTY

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Roy F. Ruebel, COMMITTEE CHAIRMAN

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This writer wishes to express his sincere appreciation to Dr. Roy F. Ruebel, committee chairman, for his time, supervision, and encouragement throughout the writer's principal internship and the preparation of the study.

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Finally, a special thanks is extended to those, too numerous to name, whose sanguine comments added the necessary incentive to "keep plugging".

DEDICATION

To my wife, Susan, who understood and accepted my late hours and variety of emotions during the course of this investigation.

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THE PROBLEM AND DEFINITIONS OF TERMS USED

INTRODUCTION

> Suppose that Abraham Lincoln, George Washington, Martin Luther, Oliver Cromwell, Nicholas Copernicus, Andrew Jackson, and Michael Faraday were all students in your local high school this year! If your high school is of average size . . . and your community of average intelligence, as far as native endowment is concerned, that probably is actually the case every year. (18:3)

For the last century, schools have steadily made provisions to more adequately meet the needs of most of our students in an ever changing complex society. This statement is given added validity when one examines improved teaching methods, smaller class loads, better supplies and educational media, flexible scheduling, and modern plant facilities that are present today.

Because sophistication and scientific research have become the cornerstones of the modern college campus, today's teacher is better equipped than ever before to understand and accept the psychological and sociological differences that are a part of every classroom.

Yet as educators become more sophisticated, one area of the total school program has been all too often overlooked. Specifically, the academically talented student, in this

writer's opinion, receives too little attention. It was with this in mind, that this study was undertaken.

I. THE PROBLEM

Statement of the problem. The education of the gifted or academically talented student is not a new subject of educational discussion. Concern can be traced in the literature for at least fifty years (12:2).

A casual reading of the literature will reveal that the same complaints--low standards for the bright, unimaginative teaching and planning, and inadequate stimulation of their mental potential--given such wide publicity today were being made in the 1920's and 1930's by educators and psychologists such as Hollingworth, Terman, and Pressy (12:2-3).

Even though programs for the talented have been expanding in this country for the last thirty years, the "knowledge explosion" currently being experienced in the United States suggests that even more must be done to fully develop the potential of the highly able student. Only two decades ago, areas of professional inquiry and work such as mathematical economics, atomic physics, biochemistry of genetics, servomechanisms, were either non-existant or but a gleam in the eyes of the more creative professionals in those fields (12:2-3).

Two decades of discussing areas of concern relating to the gifted student, coupled with the high degree of specialization required for the many complex and new areas of professional research suggest that new approaches and new programs, based on research, be quickly and systematically implemented for the able student.

Importance of the study. Recognizing and emphasizing a student's strengths, and minimizing his weaknesses has long been discussed in college education classes throughout the nation. Unfortunately, the intellectually gifted student's strengths, all too often, are stifled by an unimaginative teacher in a building with an outdated curriculum.

Consequently, this writer felt that a systematic study into various programs for the able student was necessary and essential because . . . (1) Fifty years of talking about what is needed for the academically talented has yielded far too little tangible results. (2) Since it is the gifted and able upon whom the United States relies most heavily for direction, leadership, and advancement, schools must make every effort to provide a flexible curriculum where the academically talented student's inventiveness and creativity can expand and widen. (3) Although effective programs for the gifted are becoming more and more prevalent at the elementary and high school levels, all too little is being done at the junior high level.

Purpose of the study. It was the purpose of this study to compare what Lochburn Junior High School is doing for the gifted to what other junior high schools throughout the nation are doing, relative to the following areas: (1) Specific identification of courses offered for the gifted throughout the nation. (2) Techniques used to determine giftedness. (3) Total number of courses offered. (4) Number of schools offering advanced placement programs. (5) Number of schools offering summer enrichment programs. (6) Number of schools offering honors courses. (7) Number of schools using pupil and/or subject acceleration practices. (8) Number of schools using flexible scheduling. (9) Number of schools having non-graded programs.

An equally important purpose of this investigation was the acquisition of additional background information so that the writer could more adequately suggest some recommendations of possible innovative and meritorious gifted student provisions that could strengthen Lochburn's total school program, and make it more responsive to the student's needs.

Limitations of the study. This study was limited to the twenty-one school districts out of thirty-seven asked, which sent curriculum guides and information regarding special programs for the able and gifted students at the junior high level. There may well be areas in which this investigation was incomplete or failed to provide an accurate

picture due to limitations of data received. It is quite probable that personal visits to the schools discussed in this survey would have revealed dimensions of their program which were not apparent from the information received. Interested readers may get more detailed information regarding the programs of particular schools used in this study by writing to those addresses listed in Appendix E.

II. DEFINITIONS OF TERMS USED

For the purpose of this study, the following definitions were established.

Academically talented. Throughout this paper, the terms "academically talented," "able," "highly able," "gifted," and "intellectually gifted" were used interchangably.

The highly able student was any student who demonstrated high learning ability and whose performance was consistently outstanding as measured by teacher observation, group tests, individual tests, and/or creativity tests.

Achievement. In this study the term "achievement" constituted the level of student accomplishment in a particular subject matter area.

Advanced placement programs. For this research project "advanced placement programs" referred to specific high school courses taken for credit while the student was still enrolled in the junior high school program.

Aptitude. A student's "aptitude" was an individual's ability to acquire with training, certain knowledge, skill, or set of responses.

Enrichment. For this investigation, the term "enrichment" referred to school experiences for the highly able students that were "richer" in terms of depth, breadth, and/or tempo.

Flexible scheduling. For this study, the term "flexible scheduling" referred to a school program that allowed periods of time to be altered in length or combined, to meet the varying demands of a particular activity.

Honors courses. This term referred to special advanced study courses offered to the academically talented student which allowed for creativity, experimentation, and independent research.

Pupil acceleration. Throughout this investigation, the term "pupil acceleration" meant the advancing of an individual from one level of instruction to another.

Subject acceleration. In this study, the term "subject acceleration" referred to special classes for the able student in such areas as foreign languages, mathematics, sciences, language arts, social studies, and fine arts.

Traditional scheduling. For this study, the term "traditional scheduling" referred to the typical secondary school program of a six or seven period day.

III. PROCEDURES USED IN THE STUDY

Chapter II. To determine what experts consider basic to effectively meeting the needs of the highly able student, a review of the literature was used.

Chapter III. Curricular offerings for the able and gifted student at Lochburn Junior High School were ascertained from a bulletin of subject offerings assembled by Lochburn's guidance department, and from the personal knowledge of the present writer.

Chapter IV. A three step plan was carried out to determine meritorious programs for gifted junior high students presently in operation throughout the United States. First a letter was sent to Louis G. Bloom, Director of Gifted Child Education in the State of Washington. (Appendix A) The letter asked for the names and addresses of other directors of gifted child programs from throughout the nation. (Appendix B)

Secondly, from the above received information, letters were sent to the supervisors of gifted child education from thirty-four states. These letters asked for specific names and addresses of two or three junior high schools within the state where particularly unique and/or meritorious programs for the able student do exist. (Appendix C)

Based on information received from the above letter, a third letter was sent to the various schools from the previously mentioned states. This letter asked for specific study guides and/or syllabi relative to programs for the academically talented student. (Appendix D)

It was from these study guides that curricular offerings for the able and gifted throughout the United States today, were taken.

Chapter V. The final chapter contains a short summary, some conclusions, and the following recommendations: (1) Areas of experimentation that could improve Lochburn's able student programs. (2) Areas in need of further research.

CHAPTER II

REVIEW OF THE LITERATURE

The number of books, articles, and research available on the intellectually gifted is somewhat limited when compared with other areas of educational concern. Nevertheless, that which is available appears thoroughly documented and should offer the interested administrator or teacher some guidelines and background information to more effectively meet the needs of the highly able student. For purposes of this investigation, the review of the literature concerned itself with the following areas. (1) Identification and definition of the gifted. (2) Characteristics of programs that have proven to be effective for the able secondary student. (3) Enrichment provisions for the able secondary student. (4) Acceleration practices for the able secondary student. (5) The principal's role, relative to programs for the highly able secondary student.

I. IDENTIFICATION AND DEFINITION OF THE GIFTED

Identification: In an unpublished master's thesis, Charles Chapmen (7:9) stated that:

> Giftedness appears in every cultural group and at all levels of society. It is the primary source of power which has contributed most to the progress of civilization. Yet, like any other of the world's resources, it must be discovered and developed if the world is to be benefited by its power.

Relative to discovering and identifying the able student, Gallagher (11:2) stated that one criterion upon which schools identify the gifted is through performance.

Regarding other characteristics relating to the identification of the gifted, Gallagher (11:14) further stated that:

> The one factor that youngsters labeled gifted have in common is the ability to absorb abstract concepts, to organize them more effectively and apply them more appropriately than does the average youngster. Apart from that, however, the range of other variables such as social abilities and personalities is almost as great as one would find in almost any random selection of youngsters of a given age.

Despite some problems, however, there are some specific methods by which the academically talented student can be identified. Five methods and corresponding limitations for the identification of the able student are summarized by Gallagher (11:21) in the table on the following page.

Gallagher (11:21) further suggested that a combination of methods is needed for the accurate and systematic identification of the gifted student.

TABLE I

SUMMARY OF METHODS OF IDENTIFYING GIFTED CHILDREN

Method	Limitations
Teacher observation	May miss underachievers, culturally deprived, motivational problems, emotional problems, and children with belligerent or apathetic attitude toward the school program. Definitely needs supplementing with standardized tests of intelligence and achievement.
Individual intelligence test	The best method, but expensive in use of professional time and services. Not practical as general screening tool in schools with limited psychological services.
Group intelligence tests	Generally good for screening. May not identify those with reading difficulties, emotional or motivational problems, or cultural impoverishment.
Achievement test batteries	Will not identify underachieving gifted children. In addition, same limitations as group intelligence tests.
"Creativity" tests	New and of uncertain validity. Show promise of identifying the divergent thinker who may be overlooked on IQ tests. May be too narrow in scope to be used without being supplemented by other measures.

Definition. Numerically speaking, there are almost as many definitions of giftedness as there are authorities in the field. Testimony to this observation is offered in the following quote.

> Abraham said: Define the gifted child almost as you wish and you will find some authority to support your point of view. If you want to restrict your definition to I.Q. and set the bottom figure at 120, 130, 140 or above, you will have plenty of support . . . or suppose you want to leave I.Q. out entirely, you would be on safe ground. A bulletin of the National Education Association defines giftedness as a high order of ability to handle ideas, to produce creatively, and to demonstrate social leadership. Abraham also cites another expert who agrees with the NEA publication when he states: Paul Witty also steers clear of I.Q. involvement with his reference to one whose performance in a potentially valuable line of human activity is consistently remarkable. Abraham notes that there are 113-plus attempts to define the gifted child. (6:18-19)

Abraham (1:30) further suggested that any definition of the highly able student must come, from among others, a systematic carrying out of the following procedures:

> Group and individual mental or intelligence tests.
>
> Scholastic achievement, preferably on the basis of standardized achievement tests; use of aptitude tests; school accomplishment lagging behind achievement test scores.
>
> Judgement of teachers who, through their experience, have had the opportunity to observe and compare objectively and also the judgements of other professional workers, such as the pediatrician, social worker, and Boy Scout leader.
>
> Use of talent hunts in science, art, music, writing, and oral expression, based on both astute observation and the best achievement tests available in these areas.
>
> School cumulative records, anecdotal materials, and grades, but only if the schools have had in-service or other preparation of their teachers for preparing such materials with objectivity.

Self-evaluations absorbed into a framework that includes other kinds of information. Parent evaluation, even though they form the least objective source of all!

As suggested by both Gallagher and Abraham, one single, all inclusive definition of the gifted student was virtually impossible to neatly nail down and categorize.

II. CHARACTERISTICS OF EFFECTIVE PROGRAMS FOR THE ABLE STUDENT AT THE SECONDARY LEVEL

According to Bestor, (4:12-16) educators should be aware of the following:

> What we need is not "enrichment," but a genuine program of education for the able child, constructed from the ground up, based upon the accumulated experience of all great schools of all great countries.
>
> We know from experience that the able student can master mathematics . . . so as to be ready to study the calculus at least by the age of 18 . . . can acquire real mastery of two or three languages besides his own language . . . can have read and understood a substantial number of books of considerable difficulty . . . can obtain an effective grasp upon the main features of world history and the history of his own country . . . can acquire a substantial foundation of knowledge in . . . basic areas of science . . . and not at the expense of social or personal adjustment.

Assuming that Bestor's remarks concerning the gifted have some validity, what then are some definitive characteristics of programs and course offerings that will allow the highly able student to eagerly gain an understanding of subject matter areas at a rate comparable to his ability?

Thomas and Crescimbeni (23:19-20) indicated that if three intrinsic factors were met, the probability of student success in classes specifically designed for the able student

would be greatly improved. The listed intrinsic factors were: (1) the need to know or curiosity drive (2) self-actualization (3) the need for a feeling of success or accomplishment.

The aforementioned authors further noted that the "need to know" was particularily prevalent in gifted students whose "need for love" and "esteem" requirements had been satisfied. It was also mentioned that in the absence of love and esteem satisfaction, the highly able student's "need to know" drive was still strong. However, in the above case, fulfilling the "need to know" drive was an indirect route used by gifted students to satisfy their more urgent needs of love and self-esteem.

To effectively meet the "self-actualization" needs of gifted students, the above authors indicated that abilities, interest areas, and vocational plans should be thoroughly and sincerely discussed with the student. Thomas and Crescimbeni also noted that tests which measure strengths and weaknesses of the student's stated interest areas should be administered, after which the results should be discussed with the students.

The previously noted authors concluded that the need to achieve among gifted students ranged from somewhat interested to intense, and that a satisfying home and school environment was the primary factor in the gifted student's desire for high achievement.

Thomas and Crescimbeni's remarks were related to factors, that if met, would add to the gifted student's probability of high achievement. However, concerning programs for the gifted student, what are some characteristics of successful programs for the able student that a building principal should be cognizant of?

When characteristics of successful programs for the gifted student are examined, it should be remembered that these classes are a continuum or an extension of education for all students (13:136).

To support the above premise, Gold (13:137-40) listed ten guidelines on which sound programs for the highly able student were based. He stated that successful gifted student programs had: (1) Specific goals and objectives that were consistent with community, state and national aspirations. (2) The organization and design which complimented, rather than competed, with the total school program. (3) Goals, objectives, philosophy, and course offerings that were systematically conceived, effectively implemented, and thoroughly evaluated on the basis of the latest available research, (4) Systematic identification procedures which included individual tests, group tests, teacher recommendations, and/or school performance. (5) Course offerings so designed that movement of teachers and/or students in and out of the gifted programs, when necessary, was comfortable and uncomplicated.

(6) Primary emphasis placed on instruction and curriculum, and secondary emphasis placed on administrative grouping and acceleration. (7) Qualified personnel readily available to handle such guidance problems as motivation and under-achievement. (8) Successful school-community relationships. (9) Continuity and communication about programs offered at the elementary level, junior high level, and senior high level. (10) A school and a community that was willing to invest the money needed to implement successful programs.

III. ENRICHMENT PROVISIONS

Though it was probably unknown at the time, the concept of enrichment can be traced back to the late 1800's. Anatole France (3:134), who lived from 1844 to 1924, stated the essence of enrichment when she said:

> The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying them afterwards.

Advantages of enrichment. Kough (17:7) stated that enrichment is a very necessary and fundamental technique for helping gifted students in schools where lack of numbers made it virtually impossible to set up separate classes for the able.

Other advantages of enrichment suggested by Kough (17:7) were: (1) Besides giving added stimulation to the regular classroom, enrichment could allow the able student to assist in the teaching process. (2) Enrichment meets the

needs of the bright child, while still keeping him with classmates of his own age and size. (3) Enrichment forces the individual to grow and mature in a real life situation, among individuals of differing abilities. (4) Classroom enrichment, when properly handled, combines all the good points of administrative grouping and acceleration. (5) Enrichment is basically classroom oriented, and administratively speaking, the easiest to implement.

Disadvantages of enrichment. In theory, classroom enrichment would appear to be exempt from criticism. In actual practice however, classroom enrichment fails in direct proportion to the teacher's ability or inability to meet the varying needs of his class. Affirmation of this statement was indicated by Kough (17:7-8) in the following manner: (1) Effective enrichment places an extremely heavy burden on the classroom teacher, and since most classes have students with such varying degrees of ability, it is unrealistic to expect the classroom teacher to "do it all". (2) The keeping together in one class of both bright and average students tended to lower the performance of the able and add frustration to the child with average intelligence. (3) Some evidence suggested that the able student within the regular classroom developed an air of superiority because of the ease with which he could grasp the subject being taught.

Classroom procedures falsely labeled enrichment. An article written by Stanley (22:170-71) stated that enrichment called for more finesse than finance. He further stated that the following activities are all too often falsely categorized under the heading "enrichment". (1) Giving the mathematically bright student experiences, though worthwhile in general, which are totally unrelated to his interest area. (2) Assigning more problems of the same type and at the same level of complexity--commonly called "busy work". (3) Allowing gifted students to busy themselves with such tasks as errand running, chalk erasure cleaning, and paper correcting.

Stanley (22:171) concluded that since the gifted students think faster, and at a higher level of abstraction, complexity, and difficulty, enrichment provisions must carefully take into consideration the needs and interest areas of the students towards which the activity is directed.

Specific enrichment activities. Oliver and Horgan as quoted by Crow (9:67-69) came up with the following suggested list of enrichment activities for their own Niagara Falls School District.

1. Use of reference books and independent research as they are being taught research techniques.
2. Publish a quarterly magazine.
3. Parliamentary procedures for conducting a meeting.
4. Develop individual hobbies and interests.
5. Intensive study of language and literature.
6. Creative writing - prose and poetry.
7. Writing and producing plays.
8. Stimulated to do critical thinking.

9. Typewriting.
10. Trips to concerts, plays, museums, etc.
11. Become acquainted and discuss world affairs.
12. Begin study of a foreign language.
13. Book Reviews - oral and written
14. Speeches - planned, extemporaneous, etc.
15. Advanced study in any subject area of interest to the student.

IV. ACCELERATION PRACTICES

Acceleration is much talked about, and educators generally agree that it has value. Yet Ward, as quoted by Barbe (2:386) stated:

> Despite the fact that research evidence supporting acceleration is unquestionably greater than that supporting ability grouping, systematic acceleration appears to be less often a formal feature of present programs for the gifted.

Advantages of acceleration. Witty as quoted by Barbe (2:403) stated that Moeser, in a very sophisticated study relating to acceleration, found a significant difference in scholastic achievement between a group of accelerated students and non-accelerated students. After careful selection of fifty high achieving eighth and ninth graders to be included in an accelerated group, and fifty equally high achieving eighth and ninth graders to be kept in a non-accelerated program, Moeser found the difference in student achievement and student grades at the end of one semester to be statistically significant. The average grade for the accelerates was 86.37 and the average grade for the non-accelerates was 82.23.

Moeser concluded that:

> Acceleration, therefore, appears to maintain these junior high school children on a relatively high level of scholastic achievement, to result in satisfactory social adjustments, and to be favorable to many social activities. It appears to have no injurious effect upon the child physically. Accelerated pupils are likely to be superior pupils in their school.

Regarding other advantages of acceleration, Passow (20:212) stated, among other reasons, that:

1. Acceleration provides the gifted with opportunities to grow at a rate commensurate with his abilities.
2. Holding back students who are ready for acceleration can cause emotional maladjustment and low academic achievement.
3. Acceleration can save up to one year or more of time in the total education process. This has two distinct advantages:
   a. It allows the individual to complete college and graduate work at an earlier age.
   b. Lessening the time spent in public schools will result in a decrease in school costs.

Regarding this last point Sidney Pressey (21:18) stated that:

> ...every year there remain in the secondary schools around 300,000 students whom a reasonable program of acceleration would have graduated. Such a reduction in enrollment would involve substantial savings, which might more than provide for the suggested special counselors for the gifted.

Disadvantages of acceleration. Although most evidence suggested that acceleration was advantageous, it, like other educational concerns, is not totally free from criticism. Passow (20:214) stated, among other reasons, that acceleration could have the following shortcomings:

1. Shortening the time spent in school doesn't necessarily result in improved student achievement.
2. Enrichment in terms of breadth and depth could contribute more to the learner than acceleration.

3. Maturation level of the student doesn't always allow for acceleration.
4. Intellectual maturity and social and emotional maturity do not necessarily go hand in hand.

However it should be noted that when acceleration practices failed, such factors as social, emotional, physical, and intellectual maturity were inadequately assessed. A casual perusal of the literature (2:410; 5:68; 17:17) will corroborate the preceeding statement.

Acceleration practices currently in use. Although acceleration practices are employed at all levels of instruction, the review of the literature for this section dealt with acceleration practices that had application for students at the junior high level.

Grade skipping. Probably the oldest form of acceleration and the one that receives the least favorable publicity is grade skipping. Verification of this statement is offered by Durr (10:180) when he stated:

> Of all accelerating procedures, skipping a grade seems to meet with the most violent opposition. The main arguments against it are that it leads to personal and social adjustment problems and that accelerated students miss needed fundamentals.

Bish (5:55) further stated that grade skipping is, administratively speaking, probably the easiest form of acceleration to handle. Several years ago it enjoyed a temporary vogue, but soon fell into disfavor for a variety of reasons similar to those previously mentioned by Durr.

Non-graded programs. A promising approach to meeting the needs of gifted students, as well as all students, is through the individualization that non-graded instruction can offer. Kough (17:18) substantiated the preceding when he stated that:

> A bright child may move through the three year program in two years; an average child will finish in three years; and a slow child may need four years. . . this system tends to group youngsters automatically and makes the subsequent grades more homogeneous.

Kough (17:18) further stated that although the ungraded approach is mainly found in the primary grades, evidence suggests that it can be very workable for grades four through nine. Specific verification of Kough's preceding statement can be found in Hermiston, Oregon. John Cermak, principal of Hermiston Junior High School, stated that their non-graded program is an efficient, workable plan that appears to adequately meet the needs of their students.

Three years' work in two. One method of meeting the needs of the academically talented student that circumvents the shortcomings of grade skipping, is via a speeding up process called "three years' work in two." Bish (5:56-57) stated that the intellectually gifted student:

> ...should have the opportunity of going on to more advanced work when he is ready for it. By the end of a two-year period then, he is ready to take on the work normally offered after the three-year sequence. The disadvantages of missed learnings so often stressed in connection with grade skipping, do not pertain, since the student has not skipped any material, but rather covered it at a faster rate.

As far as implementing the "three years' work in two" programs, Pressey, as quoted by Barbe, (2:415-416) stated that such could be accomplished by the student carrying a "heavier load" during the regular school year, or by student attendance at summer school.

Advanced placement courses. As stated by Gold (13:348) advanced placement courses were originally conceived for high school students. Gold stated that advanced placement programs were initiated in 1952 and that:

> ...the program provides for the acceleration of "learnings" in high school without offering earlier admission to college. Selected students follow syllabi developed by . . . high school teachers and college instructors.

The concept of advanced placement (i.e.) the taking of high school subjects for credit while still enrolled in junior high school is, under special circumstances, currently being done at several junior high schools throughout the nation. Verification of this can be found in Chapter IV.

V. THE PRINCIPAL'S ROLE

Regarding a successful total school program, Conant (8:38) succinctly stated that:

> There are three requisites for the successful operation of a . . . school: first, a school board composed of intelligent, honest, devoted citizens who understand that their function is policy making, and not administration; second, a first-rate superintendent; third, a good principal.

Kinkaid, as quoted by Gowan and Demos (14:361-62) in an unpublished doctoral thesis found that:

> ...administrators were behind parents, teachers, counselors, and other educational personnel in their views on the necessity and extent of education for the able.

Because of what Conant suggested as being essential for a good total school program, and the rather disturbing results of Kinkaid's study, the principal's role, relative to implementation of programs for the highly able student, was included in this investigation.

McWilliams, (19:7-9) stated seven areas of concern that a building principal should be aware of when initiating programs for the academically talented student. Listed areas of concern were:

1. School Climate: An essential condition for worthwhile educational experimentation and progress is an environment characterized by democracy...sincere effort on the part of all concerned to build together the best possible program...
2. Cooperative Planning: The school...cannot turn to any ready-made program or even to use a synthesis of "best programs". Each school must study its own needs and develop a program...
3. Personnel Selection: Principals everywhere state that the key to success of a program for gifted pupils is the wise selection of outstanding teachers...
4. Public Relations: In the handling of public relations can rest the success or failure of any educational program. ...inclusion of lay represenatives on all planning committees has proved to be of inestimable value...
5. Guidance: ...it is absolutely essential that gifted students have available at every level of their educational experience adequate guidance services.
6. In-Service Training: ...the primary duty of the principal is supervision. He must maintain continuous in-service training for his staff, or program failure is the inevitable result.

7. Continuous Evaluation: ...those schools which are most effective in their educational programs... constantly examine and re-evaluate their on-going activities.

CHAPTER III

DESCRIPTION OF GIFTED STUDENT PROGRAMS AT LOCHBURN

I. INTRODUCTION

Located on the southern outskirts of Tacoma, Washington is a newly incorporated area called Lakewood Center. Serving the educational needs of some 16,000 school aged children in and around the Lakewood area, plus youngsters from Fort Lewis and McChord Air Force Base, is the Clover-Park School District. This district consists of two high schools, four junior high schools, and seventeen elementary schools. This chapter's main concern was focused on Clover Park's newest addition--Lochburn Junior High School.

Officially dedicated in November of 1967, Lochburn's rambling style of architecture, consisting of eight separate, brick buildings, linked by covered-walkways, offers teachers and administrators ample opportunity for flexibility and productivity in pastoral surroundings.

First observation of Lochburn with it's separate buildings scattered throughout a beautifully landscaped campus, gives one the impression that he is visiting a community college. Closer inspection of the separate buildings housing art and industrial arts, social studies, sciences, language arts, and so on, serve to solidify that first impression.

Approximately forty teachers, two administrators, one activities coordinator, two counselors, one nurse, three full time secretaries, five custodians, and five cooks round out a total school staff that must, in one way or another, meet the needs of some 900 students that the building is designed to adequately handle.

II. GIFTED STUDENT PROVISIONS AT LOCHBURN JUNIOR HIGH SCHOOL

Listed on page three of this study are nine purposes which served as partial basis for undertaking this investigation. Accordingly, this section of chapter three specifically identified what Lochburn is doing for the gifted, relative to those concerns previously listed.

Specific Course Offerings for the Gifted

Seventh grade. An incoming seventh grader's schedule at Lochburn is generally filled with required subject offerings. A notable exception is science. Based on past school performance, teacher recommendation, and student interest, a seventh grader may enroll in a science class usually reserved for eighth graders (26:1)

Eighth grade. Two specific courses are offered the able eighth grader. Typing may be taken if the student in question has performed exceptionally well in his seventh grade reading class, and that same student has the endorsement and

recommendation of his reading teacher. Able eighth graders may also become teacher assistants in curricular areas of particular interest to them. As well as assisting the teacher, this program offers opportunities for individualization and in depth study (26:2).

Ninth grade. Nine specific courses are available for the interested, intellectually eligible ninth grader. Algebra: Acceptance into this course is based on teacher recommendation and scores achieved on the Algebra Prognosis Test.

Acceptance into the following class offerings is based on: (1) Past student performance and achievement (2) Student interest (3) Teacher recommendation (4) Group and individual test scores as recorded in the cumulative record.

1. Advanced Art
2. Advanced Band
3. French
4. Spanish
5. Journalism
6. Advanced Physical Science
7. Teacher Assistants
8. Advanced Drawing

Other classes such as advanced woodshop, advanced foods, and advanced clothing were not mentioned, because acceptance into these classes required only completion of their pre-requisite beginning courses (26:3).

Identification Techniques Used to Determine Giftedness

To determine giftedness in students at Lochburn, the following methods, as indicated by Marion Holte (16:1),

director of testing services for the Clover-Park School District, are used:

TABLE II

TESTS USED AT LOCHBURN JUNIOR HIGH SCHOOL TO DETERMINE ELIGIBILITY FOR GIFTED CLASSES

Type of Test	Specific Test Used
Aptitude Tests	Differential Aptitude Test
I. Q. Tests	California Test of Mental Maturity
Achievement Tests	Iowa Test of Basic Skills
	Iowa Test of Educational Development

Finally, teacher recommendation and student performance are assessed in conjunction with the information garnered from the above mentioned tests, before a student is finally judged eligible for gifted classes (26:1-5).

Total Number of Gifted Courses Offered

At Lochburn, for all grades, seventh, eighth, and ninth there are a total of eleven specific courses offered for the academically talented student (26:1-6).

Advanced Placement Programs at Lochburn

Directly within Lochburn's jurisdiction, there are no

advanced placement courses. However, able junior high students within the Clover-Park District can, under special circumstances, enroll in classes for high school credit, either during summer school or in evening adult education programs.

Summer School Enrichment Programs at Clover-Park

Clover-Park provides for a six week summer school program that usually offers enrichment classes related to the following subject matter areas (25:3):

1. Arts and Crafts
2. Speed Reading Techniques
3. Life Science
4. Mathematics
5. Typing

Honors Courses at Lochburn

Presently, there are no honors courses available at Lochburn Junior High (26:1-6).

Acceleration Practices at Lochburn

Within Lochburn's curriculum, provisions are made for pupil and subject acceleration practices (26:1-6).

Flexible Scheduling at Lochburn

Since Lochburn does not have flexible scheduling, teachers and administrators strive for some flexibility within the confines of the traditional seven period day (26:1-3).

Non-Graded Programs at Lochburn

Presently, there are no non-graded programs at Lochburn for the able and gifted student (26:1-6).

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this chapter was to specifically identify and compare various aspects of junior high programs for the gifted throughout the nation to comparable aspects of programs for the gifted at Lochburn Junior High School. In the comparisons forthcoming, the reader should note that some of the respondents were specific schools, while others were district replies. Accordingly, the reader is asked not to assume that the comparisons of individual school programs for the gifted necessarily reflect all aspects of the district policy toward gifted programs, nor will each district guideline for gifted programs necessarily have direct application to every school within said district.

To systematize and clarify the comparisons, and keep them related to the nine concerns listed on page three, the following format was used: (1) Introduction of what is to be compared. (2) Chart or diagram showing the comparison. (3) Summary and explanation of the information found in the chart.

I. FINDINGS OF THE STUDY

A first comparison to be ascertained from this investigation was: (1) Does Lochburn have approximately

the same class offerings for their gifted students as do other selected junior highs throughout the nation? In order to add some validity to the assumption that Lochburn is moving in the right direction, regarding classes for the gifted, this writer felt that a comparison as mentioned above was necessary. Secondly, ideas for new and/or unique classes for the gifted could possibly be gained from this kind of a comparison.

The table on the following page compared the specific courses offered selected able students at Lochburn to various classes offered the gifted at twenty-one schools or school districts from which information was received. Subject offerings are listed on the left, with the respondents listed on the upper right hand portion of the chart. The "x's" are used to indicate the particular class offerings and the school or school district where the subject is offered. Capital "X's" on the chart indicate, for easier identification, gifted class offerings for the able student at Lochburn. For example, twenty of the twenty of the twenty-one respondents, including Lochburn, offered courses in advanced drawing, advanced art, advanced band, algebra, and seventh grade science.

The frequency with which Lochburn's courses agreed with those from the twenty-one respondents is listed on Page 35, Table IV. Only two of the schools offered typing

TABLE III

TYPES OF CLASS OFFERINGS FOR THE ABLE JUNIOR HIGH STUDENT AS COMPARED TO OFFERINGS AT LOCHBURN JUNIOR HIGH SCHOOL

	Osborn School Dist.	Madison S. Dist.	Los Angeles Schools	Palo Alto S. Dist.	Brooklyn Schools	Middlesex Jr. High	Dade County Schools	Quincy Schools	Governor's Program	Wayne Cty. Schools	West St. Paul School	William Orr Jr. High	N.Y.City Jr. Highs	Major Work Program	Hermiston Jr. High	Lake Oswego Jr.High	Cheltenham Schools	Corpus-Christi Sch.	Salt Lake City Sch.	Shelburn Public sch.	Madison Jr. High	LOCHBURN JR. HIGH
	Arizona	Arizona	Calif.	Calif.	Conn.	Conn.	Florida	Illinois	Louisiana	Michigan	Minnesota	Nevada	New York	Ohio	Oregon	Oregon	Penn.	Texas	Utah	Vermont	Wisconsin	WASH.
Advanced Art	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	X
Advanced Band	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	X
Advanced Drawing			x	x		x	x	x	x	x	x	x	x	x	x	x	x		x		x	X
Advanced Phys.Science			x	x	x	x			x	x	x	x		x					x			X
Algebra	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	X
French			x	x			x	x	x			x	x	x	x	x	x	x		x	x	X
Journalism			x	x		x	x		x	x	x	x	x	x	x	x	x	x	x		x	X
Science (7th only)	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	X
Spanish	x	x	x	x			x			x	x	x	x	x	x			x				X
Teacher Assistant																						X
Typing (8th only)			x											x								X
Advanced Algebra							x								x							
Ancient History						x																
Biology																x						
Earth-Space Science Cur.																x						
Geometry			x	x		x	x	x	x	x	x	x	x	x			x	x	x		x	
German														x				x			x	
Honors English						x	x							x								
Humanities			x	x					x													
Linguistics						x																
Individual Study												x									x	
Latin			x			x							x				x	x	x		x	
Living Arts																				x		
Oriental Culture															x							
Russian			x															x			x	
Speech & Drama								x														

TABLE IV

COMPARISON SHOWING THE FREQUENCY WITH WHICH LOCHBURN'S OFFERINGS AGREE WITH THE TWENTY-ONE RESPONDENTS

Gifted classes at Lochburn	Number of schools with the same courses
Advanced Art	21
Advanced Band	21
Advanced Drawing	16
Advanced Physical Science	14
Algebra	22
French	14
Journalism	16
Science (7th only)	20
Spanish	13
Teacher Assistant	0
Typing (8th only)	2

to eighth graders, and no schools had a teacher assistant program. Eighth grade typing at Lochburn serves as a substitute course for eighth grade reading for those students who demonstrated superior reading ability in their seventh grade reading class. Teacher assistants is a new program to be offered for the first time during the 1968-69 school year, and any observations as to its worth will have to come at a later date.

Regarding classes for the gifted not offered at Lochburn, the following table indicated what the classes were and their frequency of occurrence.

TABLE V

GIFTED CLASSES NOT OFFERED AT LOCHBURN AND THEIR FREQUENCY OF OCCURRENCE

Gifted classes not offered at Lochburn	Number of schools having such classes
Advanced Algebra	2
Ancient History	1
Biology	1
Earth-Space Sci. Curr.	1
Geometry	15
German	3
Honors English	3
Humanities	3
Linguistics	1
Individual Study	2
Latin	7
Living Arts	1
Oriental Culture	1
Russian	3
Speech & Drama	1

With the exception of geometry and possibly Latin, the frequency of occurrence of classes other than those offered at Lochburn appears minimal. For example there are seven instances in which a particular course offering appears in one school only, and two instances only in which schools offered advanced algebra and an opportunity for individual study.

A second purpose of this investigation was to compare identification techniques used to determine the eligibility of able students for special classes. The following table lists the twenty-one respondents and identification techniques they used.

TABLE VI

COMPARISON OF IDENTIFICATION TECHNIQUES USED TO DETERMINE GIFTEDNESS

		Group Tests	Individual Tests	Achievement Tests	Aptitude Tests	Student Performance	Teacher Recommendation	Minimum I.Q. Test Score	Top 2-5% of School Population	Creativity Tests	Talent Hunts	Principal Recommendation
Arizona	Osborn School Dist.	x		x		x	x					
Arizona	Madison School Dist.	x		x	x	x	x					
California	Los Angeles City School	x	x	x		x	x	x	x			
California	Palo Alto School Dist.	x	x	x		x	x					
Connecticut	Brooklyn Public School	x	x	x	x		x	x				
Connecticut	Middlesex Jr. High	x	x	x	x		x	x				
Florida	Dade County Schools	x	x	x		x	x					
Illinois	Quincy Public Schools	x	x	x		x	x					
Louisiana	Governor's Program	x	x			x			x			x
Michigan	Wayne County Schools	x	x	x	x	x	x					
Minnesota	West St. Paul School	x		x	x	x	x					
Nevada	William Orr Jr. High	x	x	x		x	x	x				
New York	N.Y. City Jr. High School	x	x	x		x	x	x				
Ohio	Major Work Program	x	x	x		x	x	x				x
Oregon	Hermiston Jr. High	x	x	x		x	x					
Oregon	Lake Oswego Jr. High	x	x	x		x	x					
Penn.	Cheltenham Township	x	x	x	x	x	x					
Texas	Corpus-Christi School	x	x	x			x	x				
Utah	Salt Lake City School	x	x	x			x	x				
Vermont	Shelburn Public School	x	x	x		x	x	x				
Wisconsin	Madison Junior High	x	x	x	x	x	x					
WASHINGTON	LOCHBURN JUNIOR HIGH	X	X	X	X	X	X					

The preceding table indicated that all of the respondents used at least four identification techniques to determine giftedness. However, the Los Angeles City Schools and the Major Work Program in Ohio used up to seven criteria to determine eligibility requirements for entrance into their programs.

Five most often used identification techniques in their order of occurrence were: (1) Group tests (e.g.) California Test of Mental Maturity and/or The Otis--twenty-two schools. (2) Achievement Tests (e.g.) Iowa Test of Basic Skills and/or Metropolitan Achievement Test--twenty-one schools. (3) Teacher recommendation--twenty-one schools. (4) Individual Tests (e.g.) Wechsler Intelligence Scale for Children and/or the Stanford-Binet--nineteen schools. (5) Student Performance--eighteen schools.

For identification purposes, Lochburn Junior High uses all five of the previously noted identification techniques. In addition to the above, however, aptitude tests are also used as a guide in helping to place students into classes for which they have measured ability.

There are eight remaining purposes for which this study was undertaken. The following chart will compare seven of those purposes which center around the following areas: (1) Total number of courses offered. (2) Advanced Placement Programs. (3) Honors courses. (4) Pupil

TABLE VII

LOCHBURN COMPARED TO THE TWENTY-ONE RESPONDENTS ON EIGHT ASPECTS OF GIFTED PROGRAMS

State	School District	TOTAL NUMBER OF COURSES OFFERED	ADVANCED PLACEMENT COURSES OFFERED	SUMMER ENRICHMENT PROGRAMS	HONORS COURSES OFFERED	PUPIL ACCELERATION PRACTICES	SUBJECT ACCELERATION PRACTICES	FLEXIBLE SCHEDULING USED	NON-GRADED PROGRAMS OFFERED
Ariz.	Osborn Sch. Dist.	5	No	Yes	No	Yes	Yes	No	No
Ariz.	Madison Sch.Dist.	5	No	Yes	No	Yes	Yes	No	No
Calif.	Los Angeles City Sch.	14	USC	Yes	Yes	Yes	Yes	No	No
Calif.	Palo Alto Sch.Dist.	11	USC	Yes	No	Yes	Yes	No	No
Conn.	Brooklyn Public Sch.	4	No	Yes	No	Yes	Yes	No	No
Conn.	Middlesex Jr. High	11		Yes	Yes	Yes	Yes	No	No
Florida	Dade County Sch.	11	USC	Yes	Yes	Yes	Yes	No	Yes
Ill.	Quincy Public Sch.	8		Yes	No	Yes	Yes	No	No
Louis.	Governor's Program	10	Yes	Yes	Yes	Yes	Yes	No	No
Mich.	Wayne County Sch.	9		Yes	No	Yes	Yes	No	No
Minn.	West St.Paul Sch.	9		Yes	No	Yes	Yes	No	No
Nevada	William Orr Jr.Hi.	12	USC	Yes	No	Yes	Yes	Yes	Yes
New York	N.Y.City Jr.HiSchs.	11	USC	Yes	Yes	Yes	Yes	Yes	Yes
Ohio	Major Work Program	12		Yes	Yes	Yes	Yes	No	No
Oregon	Hermiston Jr. High	10	USC	Yes	Yes	Yes	Yes	No	Yes
Oregon	Lake Oswego Jr. Hi	9	USC	Yes	No	Yes	Yes	No	No
Penn.	Cheltenham Township	9		Yes	Yes	Yes	Yes	No	No
Texas	Corpus-Christi Schs.	11	USC	Yes	Yes	Yes	Yes	No	No
Utah	Salt Lake City Schs.	8		Yes	No	Yes	Yes	No	No
Vermont	Shelburn Public Sch.	4	No	Yes	No	Yes	Yes	No	Yes
Wisc.	Madison Jr. High	12	USC	Yes	Yes	Yes	Yes	Yes	No
WASH.	LOCHBURN JUNIOR HI	11	USC	Yes	No	Yes	Yes	No	No

KEY: USC - Under Special Circumstances
No - None
Yes - Yes
Blank - No information given

Acceleration. (5) Subject Acceleration. (6) Flexible Scheduling. (7) Non-Graded Programs.

Aspects to be compared are listed on the upper right hand portion of the chart, with the respondents listed below and to the left. Lochburn Junior High is written in capital letters, and is located at the bottom of the chart for easy identification and comparison.

Totally, Lochburn Junior High was in agreement with the twenty-one respondents in most of the areas compared in Table VII. A possible exception was the availability of honors courses at Lochburn. Regarding the total number of courses offered the able junior high student, four was the fewest and fourteen was the greatest. The mean number of gifted classes offered was 9.28. Lochburn's eleven classes for the gifted was not only higher than the average, it also equalled the mode.

All of the respondents indicated they had summer enrichment programs, and pupil and/or subject acceleration practices within their district. Clover Park and Lochburn Junior High coincided with the respondents in these areas also. Subject acceleration practices were indicated by the respondents as being most frequently used. Math, foreign languages, fine arts, sciences, and language arts were the curricular areas most often accelerated. The data received indicated other acceleration practices, as mentioned in the

review of the literature, were used. However, the frequency of occurrence and the specific types of other acceleration practices used were unclear to the degree that further comment would be premature and unwise.

A prime concern of the present writer was the frequency of occurrence of non-graded programs and flexible scheduling in junior high schools where meritorious programs for the highly able student do exist. Some of the literature (15:50-52; 24:119-121) indicated the above mentioned were very workable and had application at the junior high level. Yet in actual practice, only four of the respondents had any non-graded provisions and only three junior highs were using flexible scheduling. Granted, it should not be assumed that the seven above mentioned schools are the only ones that have non-graded programs or flexible scheduling. But it is interesting to note, however, the scarcity of non-graded programs and flexible scheduling in schools where supposedly meritorious programs for the gifted do exist.

Another concern of the present writer was the availability of advanced placement courses for junior high students. Of the twenty-one respondents, four schools stated "no such program available," seven schools said nothing either way, and eleven schools, including Lochburn, said advanced placement courses were offered "under special circumstances." Even though Gold (13:348) stated that advanced placement

programs were initiated primarily for the gifted high school student, half of the respondents indicated, that in special cases, able junior high students could take some high school courses for credit during summer school or via night school programs, thereby giving said students more opportunity in high school to pursue curricular areas of special interest to them.

As indicated by the chart, honors classes were available at ten of the responding schools, and not available at the other eleven. Lochburn falls into the latter category. The types of honors courses most frequently offered were in the: (1) English-Language Arts area, (2) Mathematics area or (3) Humanities.

The final concern of this study, and perhaps the most important one, is related to the absence of truly unique and/or outstanding programs for the gifted from the twenty-one responding schools.

Even though Lochburn's teachers and administrators, by in large, are interested and concerned, it appears to the present writer that more could and should be done for the able junior high student. This feeling became strengthened when the data reported in this survey revealed that many of the schools where supposedly meritorious programs exist were not providing educational experiences significantly different from those offered gifted students at

Lochburn. Consequently, included in the recommendations of this study are some possible suggestions that could change Lochburn's curriculum from a position of adequacy to a position of leadership and innovation in the area of junior high gifted student programs.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

This survey compared what Lochburn Junior High is doing for the able junior high student to what twenty-one selected junior highs throughout the nation are doing, relative to nine major concerns listed on page four.

Lochburn compared favorably to the twenty-one respondents in nine out of eleven courses offered the able student. However, Lochburn had a curricular offering entitled "teacher assistant" which none of the respondents had, and an eighth grade typing course which able students could substitute for an eighth grade reading class. Only two of the respondents had a similar offering.

This survey further indicated that the five most used identification techniques and their frequency of occurrence were: (1) Group tests (2) Achievement tests (3) Teacher recommendation (4) Individual tests (5) Student performance. Lochburn uses the aforesaid five identification techniques, plus aptitude tests to determine those eligible for gifted classes.

Also garnered from this survey was the total number of specific course offerings for the gifted. From the

twenty-one respondents, the fewest number of gifted classes offered was four, and the greatest number was fourteen. The mean number of classes for the highly able was 9.28, and the mode was 11 (eleven). Lochburn equalled the mode.

All of the respondents, including Lochburn, indicated the presence of pupil and/or subject acceleration practices.

Ten of the respondents, including Lochburn, indicated they had advanced placement courses offered "under special circumstances".

Only seven of the respondents indicated the presence of either non-graded programs or flexible scheduling. These same provisions were also unavailable at Lochburn.

II. CONCLUSIONS

From the results of this survey it may be concluded that in terms of curricular offerings, identification procedures, advanced placement programs, summer enrichment provisions, pupil and subject acceleration practices, flexible scheduling and non-graded programs, Lochburn compared favorably to the specially selected respondents.

It may also be concluded that there was a lack of new, exciting, and innovative programs for the able junior high student at some of the schools studied.

Finally, it should not be concluded that, favorable though the comparisons were, a zenith has been reached

regarding curricular offerings for the gifted learner at Lochburn Junior High. Curricular innovations and improvements have long been a part of the educational scene, and so must they continue.

III. RECOMMENDATIONS FOR CURRICULAR MODIFICATION OF PROVISIONS FOR THE ABLE STUDENT AT LOCHBURN

On the basis of data received, and knowledge gained via a review of the literature, the writer suggests that systematic implementation of the following recommendations, combined with subsequent evaluations, could add distinction, and prestige to Lochburn Junior High School.

General Recommendation.

Administrative grouping of seventh, eighth, and ninth graders could be done on the basis of the following criteria, which has been patterned after a junior high school program currently in operation at Corpus-Christi, Texas.

Sequence 1.

- Grade of A in the previous course
- 90th percentile or above on the Iowa Test of Basic Skills or the Iowa Test of Educational Development appropriate to subject area.
- 120 I.Q. or above--California Test of Mental Maturity.
- Teacher recommendation
- Must maintain a "solid" B to remain in Sequence 1.

Sequence 2.

- Grade of B to high C in previous course
- 60th to 85th percentile on the above noted achievement tests
- 100-115 I.Q. on California Test of Mental Maturity
- Teacher recommendation
- Maintain a "solid" C to remain in Sequence 2.

Sequence 3.

- Grade of low C to high D in previous course.
- Rank below requirements for Sequence 1 and 2 courses in subject areas.
- Maintain a D average to remain in Sequence 3.

Sequence 4.

- Less able
- Consider student interest and evidence of progress

Sequence 5.

- Special education, emotional handicapped students, etc.

In addition to the regular handbook given to all students, those seventh, eighth, and ninth graders eligible for Sequence 1 grouping should be given a special brochure explaining specific programs such as "three years work in two", elective and required offerings, and requirements necessary to enroll in advanced placement courses.

Specific Recommendations

Ninth Grade. The investigator recommends experimentation in the following curricular areas: (1) A pilot study in a non-graded algebra class. (2) Elective class in creative writing. (3) Elective class in speech and drama. (4) Specific time set aside for independent study. (5) Other foreign languages to coincide with the high school program. (6) Evaluation of the teacher assistant program. (7) Addition of an advanced biological science. (8) Continuation of the journalism program. (9) Even though geometry was offered at fifteen of the responding schools, that subject was not included in the recommendations because a curriculum committee from the Clover-Park School District recommended its exclusion from the junior high school program.

Eighth Grade. (1) Continuation of typing as an elective course. (2) Elective class in creative writing. (3) Elective class in speech and drama.

Seventh Grade. (1) Continuation of the advanced science program for seventh graders. (2) Elective class in speech and drama.

Further Recommendations

1. Experimentation with team teaching.
2. Acceleration and enrichment wherever possible.
3. Systematic public relations program at the local and state level.

IV. RECOMMENDATIONS FOR FURTHER RESEARCH

Further investigation and research related to programs for the able student at the junior high level could be enacted in the following areas:

(1) A survey to determine whether the principal and the counselors' opinions regarding the effectiveness of programs for the gifted in a particular building coincide with the teachers' opinions regarding the effectiveness of the same programs.

(2) A comparison of achievement scores of a selected group of able students in a non-graded algebra class to the achievement of a similar group of able students in a traditionally graded algebra class.

(3) A survey of gifted students opinions about being segregated into honors or accelerated classes.

(4) An opinion survey regarding the effectiveness of honors courses offered at the ten junior high schools listed in this survey as having such programs.

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APPENDIX

APPENDIX A

11815 Interlaaken Dr.
Tacoma, Wash. #98498
January 5, 1968

Mr. Louis G. Bloom
Director of Gifted Child Education
State Department of Public Instruction
Old Capital Building
Olympia, Washington

Dear Mr. Bloom:

I am working for a Master's Degree in Education from Central Washington State College in Ellensburg, Washington.

For my thesis I would like to compare what Lochburn Junior High School in the Clover-Park School District is doing for gifted students to what other schools with meritorious and/or exemplary programs are doing.

Accordingly, if you could send me the names and addresses of the directors of gifted child education from other states throughout the nation, it would be greatly appreciated.

I will then send a letter to the aforesaid directors, asking for the names and addresses of specific junior high schools within their state where particularily good programs for the highly able student exist.

Your cooperation in sending me the asked for information is greatly appreciated.

Sincerely yours,

Larry A. Carlson

APPENDIX B

STATE DIRECTORS OF PROGRAMS FOR THE GIFTED--1966-67

Alaska	Dr. William R. Marsh
Arizona	Dr. Ernest R. Rowe
California	Dr. Paul Plowman
Colorado	Irving Sato
Connecticut	William G. Vasser
Florida	Landis M. Statlar
Georgia	W. Donald Crump
Hawaii	Dr. Irwin Tanaka
Illinois	Herbert Baker
Iowa	Drexel D. Lang
Kansas	Gary Adamson
Louisiana	James L. McDuffie
Maryland	Dr. Geneva E. Flickinger
Massachussetts	Walter J. Sweeny
Michigan	Esther L. Belcher
Minnesota	Mary Pilch
Montana	Paul Babbit
Nevada	Thomas S. Murdoch
New York	W. R. Kelley, Jr.
North Carolina	Dr. Gene Burnette
North Dakota	James M. Smaltz
Ohio	Arthur Gibson
Oregon	Lee G. Wells
Pennsylvania	Waldo G. Weaver
South Dakota	Robert L. Huckins
Tennessee	Vernon L. Johnson
Texas	Jack Gilliam
Utah	Afton Forsgren
Vermont	Leon Bruno
Virginia	Grace M. Smith
Washington	Louis G. Bloom
West Virginia	Dr. Roger Elser
Wisconsin	Robert Van Roslte
Wyoming	Clinton Wells

*Alabama, Arkansas, Kentucky, Missouri, Mississippi, Nebraska, New Mexico, New Hampshire, and Rhode Island indicated they had no one assigned to gifted responsibilities. No correspondence was received from all the other states.

APPENDIX C

Larry A. Carlson
11815 Interlaaken Dr. S.W.
Tacoma, Washington 98499

Dear Sir:

I am working toward a master's degree in junior high school administration, from Central Washington State College in Ellensburg, Washington.

I teach 9th grade English and journalism at a new junior high school, Lochburn Junior High, Clover Park School District #400, and located on the southern outskirts of Tacoma, Washington. Clover Park School District has eighteen schools and approximately 16,000 students.

For my thesis, I would like to compare what we are doing for the academically talented student at Lochburn, to exemplory programs for the academically talented student at the junior high level within your state.

I would appreciate it very much if you could send me the names and addresses of one or two junior high schools within your state where particularly unique and/or meritorious programs for the academically talented exist.

If you have any pamphlets, curriculums, etc., that could be applicable to this project, I would be most grateful if you would forward these to me.

Your assistance in getting me information for this thesis project is greatly appreciated.

Sincerely yours,

Larry A. Carlson

APPENDIX D

11815 Interlaaken Dr. S.W.
Tacoma, Washington 98498

Dear Sir:

I am a junior high English and journalism teacher at Lochburn Junior High School, located in the Clover Park school district. The Clover Park school district, consisting of approximately 16,000 students, is located near the southern outskirts of Tacoma, Washington.

I am working towards a Masters Degree in junior high school administration from Central Washington State College in Ellensburg.

For my thesis, I would like to compare what we are doing for the academically talented student at Lochburn, with especially good programs for the able student in selected districts throughout the nation.

I have written to the state department of education in your state, and your district was mentioned as one in which fine programs for the academically talented do exist.

To assist me in this project I would appreciate any information you could send, regarding actual class offerings, scheduling, grouping, and so on, relative to the academically talented student at the seventh, eighth, or ninth grade level.

Any information, syllabi, and/or district guidelines that you could send me will be greatly appreciated.

Thank you for your cooperation.

Sincerely yours,

Larry A. Carlson

APPENDIX E

Arizona

Mr. M.E. Hatter, Supt.
Madison School District
5601 North 16th St.
Phoenix, Arizona 85016

Mr. Arden Staples, Supt.
Osborn School District
1226 West Osborn Rd.
Phoenix, Arizona 85013

California

Miss Mary P. Broderick
Los Angeles City Schools
Division of Instructional
Services
Central Office
Room G-252
450 North Grand Avenue
Los Angeles, Calif. 90012

Mr. Roderic V. Moore,
Superintendent
Palo Alto Unified School
District
2160 Euclid Avenue
Palo Alto, Calif. 94303

Connecticut

Mr. Aaron DeMoranville,
Superintendent
Brooklyn Public Schools
Brooklyn, Conn. 06234

Dr. Harry A. Jaroslaw,
Principal
Middlesex Junior High School
204 Hollow Tree Ridge Rd.
Darien, Conn. 06820

Florida

Angeline S. Welty, Supv.
Language Arts
Dade County Public Schools
Lindsay Hopkins Bldg.
1410 N.E. 2nd Avenue
Miami, Florida 33132

Louisiana

Governor's Program
Dr. George Middleton, Dir.
McNeese State College
Lake Charles, Louisiana 70601

Michigan

Wayne County Intermediate
School District
301 County-City Bldg.
Two Woodward Ave.
Detroit, Michigan 48226

Minnesota

Mr. Paul J. Steffenson,
Superintendent
West St. Paul Public Schools
1037 Bidwell St.
West St. Paul, Minn. 55118

New York

Sigmund Abeles
Director of Education
for the Gifted
Albany, New York 12224

Dr. Joseph O. Lorenten
Associate Superintendent
New York City Jr. High Schools
New York, New York 10021

Nevada

William E. Orr Jr. High School
1562 East Katie Dr.
Las Vegas, Nevada 89109

Ohio

Charles N. Jordon, Supv.
Major Work Classes
Cleveland Public Schools
1380 E. 6th St.
Cleveland, Ohio 44114

Illinois

Mr. Donald P. McKinley
Administrative Coordinator
Quincy Public Schools
1200 Main St.
Quincy, Illinois 62301

Pennsylvania

Mr. Ross M. Gill,
Superintendent
Cheltenham Township
School District
High School Road
Elkins Park, Penn. 19117

Utah

Mr. Reho Thorum
Director of Educational
Services
Granite School District
Salt Lake City, Utah 84106

Washington

Miss Doris Wurfel,
Counselor
Lochburn Junior High
5431 Steilacoom Blvd.S.W.
Lakewood Center, Wash. 98499

Oregon

Mr. John Cermak
Hermiston Jr. High School
119 E. Ridgeway Avenue
Hermiston, Oregon 97838

Lake Oswego Jr. High School
2500 S. W. Country Club Rd.
Lake Oswego, Oregon 97034

Texas

Mr. Raymond D. Falk
Guidance Consultant
Corpus-Christi Public Schools
P. O. Box 110
Corpus-Christi, Texas 78403

Vermont

Mr. John Winton, Principal
Shelburne Middle School
Sheleburne, Vermont 05482

Wisconsin

James Madison Jr. High School
201 South Gammon Rd.
Madison, Wisconsin 53705