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Academic Performance and Social Participation of Gifted and Talented Humanities Program Students, Hyak Junior High School, Bellevue, Washington

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ACADEMIC PERFORMANCE AND SOCIAL PARTICIPATION OF GIFTED
AND TALENTED HUMANITIES PROGRAM STUDENTS,
HYAK JUNIOR HIGH SCHOOL,
BELLEVUE, WASHINGTON

A Thesis
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Eileen Casey Herling
November, 1980

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This investigation focused upon the academic and social achievement of identified gifted and talented students who participated in a special humanities program conducted within a traditional junior high school environment.

Eighty-two students, ranging from the seventh grade through their sophomore year in college, returned questionnaires lending credence to the hypothesis that these youngsters generally continue to sustain their achievement level as they progress through life. Students' attitudes regarding gifted identification, motivation, peer relationships, and program preparation were discussed.

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CHAPTER I

INTRODUCTION

Throughout history there has been continuing interest in individuals who have displayed superior ability; the essence and education of gifted children has been an ancient challenge. As early as 2200 B.C. the Chinese developed an elaborate system of competitive examinations to select outstanding persons for government positions, and according to Waddington (1977), Confucius was the first philosopher to believe that these "divine" children should be searched for and their abilities developed. Waddington (1977) further stated that these gifted children were sought because they were regarded as portents of national prosperity to be found and encouraged for the good of all.

Therefore, it is essential that gifted children understand their learning styles, accept their strengths, and learn to foster their strengths to augment their weaknesses. Gifted children need to develop the understanding of "Who am I?" and to appreciate their own special attributes and understand how these gifts and talents affect their relationships with others.

Background of Problem

Prevailing surveys indicate that school personnel have not always been cognizant of the existence of gifted and talented students and that which these youngsters can accomplish. Achievement expectations set for the average student do not fully meet the needs of gifted students. It is crucial that the gifted acquire the process skills of self-discipline, self-motivation, and self-teaching. Special attention needs to be given to the gifted during adolescence. The social insecurity which is normal in adolescence is often heightened in the gifted because of their perceptivity and sensitivity toward others. However the gifted child is too often erroneously seen as a completely self-starting, self-motivating, and self-assured individual. Among the greatest difficulties in helping gifted children to utilize their potential, according to Impellizzeri, Farrell, and Melville (1976), is the recognition of their individual difference.

There is a need for the gifted and talented adolescent to express opinions concerning educational opportunities, academic progress, and social adjustment. According to Hoback and Perry (1980), gifted persons must develop understanding of themselves, of the range of talents in others, and of how to relate to others. In addition to acquiring these understandings, they need to learn the social skills of letting others discover things for themselves, and of

not "hiding their light under a bushel." These students need to be projected into the public interest.

In a study conducted by Passow and Tannenbaum (1976), it was documented that in 1973 fewer than 4% of the nation's gifted children were receiving satisfactory attention at school. Current U.S. Department of Education information indicates that approximately 13% of gifted children are identified and receiving differentiated education.

Earlier this year, Dr. Harold C. Lyon, Director of the U.S. Office of Gifted and Talented in the Department of Education, stated that when the Office of Gifted and Talented was initiated in February 1972 after the Marland Report (Report of the U.S. Commissioner of Education to the U.S. Congress, 1972), there were no programs or projects in the federal government for gifted and talented children. Nothing of significance had been done since the programs initiated in response to the Russians' success with Sputnik. Lyon (cited in Gold, 1980) commented that we are a crisis oriented society; that it takes a crisis like Sputnik or the current crisis to generate the momentum to do something for gifted children.

These children, according to Lyon (cited in Gold, 1980), are the people who will be solving the problems 20 years from now. The ensuing decades will call for educated people of great vision and independence; people who can think creatively, yet critically and with reflection; people who will live in a changed society.

Statement of the Problem

Parents and educators of gifted and talented students have been concerned with the acquisition and application of social interaction skills as well as the continued academic achievement of these youngsters. This study was designed to determine the academic achievements and social involvements of gifted and talented students who participate in the Hyak Junior High School Humanities Program of Bellevue, Washington.

It is hypothesized that the academic and social progress of gifted and talented students generally continues and these students possess positive attitudes concerning self, peer relationships, and school experiences.

Statement of Importance

Gifted children, our nation's greatest natural resources, have been cited by many educators to be the most neglected children in the public school system. Berkeley Rice, senior editor of Psychology Today, in an article entitled "Going for the Gifted Gold," February 1980, stated that despite the current concern for the gifted, federal education officials estimate that fewer than 20% of the nation's gifted children are enrolled in special classes.

Educators believe in the intrinsic right of each child to an appropriate education. For gifted and talented children, this right means an educational program based on

the premise that gifted children should be regarded as total human beings with the full spectrum of human needs.

In order to satisfy these needs, it is advisable for most gifted and talented pupils to remain in the mainstream of the educational system. However, special grouping arrangements that meet the needs of the gifted should be encouraged. Gifted and talented youngsters should receive opportunities to enhance and implement their potential contributions to society. Society should not ignore nor neglect its gifted.

Statement of Purpose

The purpose of this study was to gather information which would permit the administration of Bellevue School District, Bellevue, Washington to examine the academic achievement, the social participation, both school and community, and the interests of students involved in a humanities program for gifted and talented youngsters at Hyak Junior High School. In addition, the intent was (a) to support the concept that gifted students need differentiating opportunities in school, (b) to provide input for the elementary schools which feed into a junior high school gifted program, (c) to provide input for the receiving high schools, and (d) to provide input for the program's base school.

These data would be of value in planning and structuring future gifted programs at the secondary level.

Assumptions and Limitations

The study was limited to those students who participated in the Hyak Junior High School Humanities Program for gifted and talented youngsters, grades 7-8-9, over a 6-year period commencing with its inception in September 1974 to June 1980. Of 100 students from seventh grade to college sophomore year, 82 responded. The statistical analysis was based upon input from these students via a questionnaire and the replies were assumed to be valid.

Definition of Terms

The term "gifted and talented" as used in this paper was based on the United States Office of Education's definition which reads:

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Individuals considered gifted or talented are those with either demonstrated achievement and/or potential ability in one of the following areas: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual and performing arts, and (6) psychomotor ability.

Identification of Gifted Bellevue Public Schools

Utilizing the definition as set forth by the United States Office of Education, the Bellevue Public School District identified the gifted and talented junior high

students based upon the following criteria: (a) teacher recommendations, (b) current and previous grade reports, (c) individual test results from Lorge-Thorndike Intelligence Test--Verbal and Non-Verbal, and Stanford Achievement Tests in vocabulary, reading, comprehension, and word study skills, (d) review of total permanent record including test scores and teacher comments, and (e) prior participation in a gifted program.

Junior High Gifted Program
Bellevue Public School District

As the academically gifted population of Bellevue Public School District, Bellevue, Washington, was identified, the district implemented programs for these students at the elementary level. However, as these students entered junior and senior high school, they were generally being served in the regular classroom. In the fall of 1974 the district was awarded a federal grant to initiate a junior high school program designed to meet the needs of the gifted and talented students. The differentiated program supplanted the traditional language arts/social studies requirements with experiences that cultivate problem solving skills and increase the opportunities to develop talents in creative, reflective, and critical thinking.

Humanities Program, Hyak Junior High
School, Bellevue, Washington

The Humanities Program for seventh, eighth, and ninth grade gifted students is administered within a traditional junior high school environment with seven 46-minute periods daily. It is an academic program, servicing 45 students, ages ranging from 11 to 15. The district curriculum goals and objectives are used as a fundamental baseline for the program. They are achieved sooner and in greater depth thus allowing time for students to pursue areas of special interests under contract or other arrangements.

The program's basic intent is to provide opportunities for students to participate in an interdisciplinary approach to the content while primarily utilizing the thinking skills of analysis, synthesis, and evaluation. The program employs the methods and procedures which are most appropriate for these youngsters and offers experience which motivates them toward increased knowledge, improved strategies of independent study, and improved social interaction skills.

The students spend a minimum of two periods, and may elect a third period for independent study, with the teacher/facilitator. Students receive credit and grades; however, the focus is on quality not quantity. In general, the students exhibit such characteristics as high intellect, self-motivation, unusual curiosity, creative and original thinking, steady productivity, and commitment to a task.

The term "academic performance" was used with reference to the grade point average (GPA) and recognitions cited for academic progress. The "social participation" term was used as it referred to volunteer involvement in both school and community activities and recognitions received in these areas.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Three times in this century educators of the United States focused their attention on the gifted child. The first major view was in 1921 when Lewis B. Terman, a Stanford University psychologist, challenged the then existing opinions that precocious children were prone to insanity, physically weak, one-sided in their abilities, and socially inferior. According to Coleman (1980), within a few years Terman had proved that such children were neither physically nor socially inferior, and that, as they grew older, they surpassed their peers in accomplishments. The second era of interest was prompted by the post-Sputnik fears of the late 50s and early 60s. The goal was to surpass the Russians in scientific endeavors. The current and third movement began in the mid 70s and the aim appeared to broaden to include areas of need for creative thinking, problem solving, and leadership.

Proof of this resurgence of interest can be found in the number of recent studies conducted as well as the books, reports, magazines, and research devoted to various aspects of educating the gifted and talented. For the purpose of this investigation, the review of the literature was

concerned with the following areas? (a) the academic performance of secondary level gifted and talented students to include junior and senior high and college; (b) the school and community social participation of these students which included a review of attitudes concerning self and peers.

The fundamental concept expressed in a 1958 report entitled The Pursuit of Excellence: Education and the Future of America, compiled by the Rockefeller Brother Fund, Inc. was that although all men are equally worthy of the best efforts of educators, individuals differ widely in both their motivation and capacity; it follows, then that they must also differ in their potential for achievement and in their actual attainments. Bryan (1963) stated that much of mankind's greatness stems from the individual's aspirations and abilities and ultimately from his freedom to excel and that freedom must include the freedom to develop fully one's own individual gifts.

Hence the conditions favorable for fostering superior ability became most important. Strang (1960) listed among her conditions for success a respect for all kinds of excellence--athletic, social, moral, and intellectual as well as opportunities to work, play, and discuss with persons of similar ability, for instruction that made achievement on a higher level possible, and for recognition of real progress and achievement. Strang (1957) stated that the

intellectual ability and interests of the truly gifted emerged when opportunities and encouragement were provided in the environment. However the establishment of this positive environment precluded an acceptance of the gifted child in society. Guilford (1959) stated that whether out of envy on the part of the general populace for their intellectual superiors or whether out of fear of the incomprehensible and the unknown, modern man, at least before the space age, retained the concept that the gifted were rather intellectually odd. As if to reinforce that viewpoint, the term "egghead" was applied to the intellectual in America. Guilford commented that such views were hardly calculated to inspire the intellectual to exert himself to the fullest extent in behalf of a society that held him more in scorn than in admiration. Burdened with such a stereotype, of which he was well aware, the egghead was often discouraged from realizing his true worth in the proper exercises of his talents.

To nourish these proper exercises DeHaan and Havighurst (1957) indicated that among the reasons that gifted children succeed there existed a need for achievement supported by intrinsic and social motivation. These researchers encouraged the use of motivators, such as specific prizes or awards, honor rolls, honor societies, honor assemblies, and contests. They suggested that motivation could be increased by providing the students opportunities to

achieve through a wide program of electives, clubs, and activities such as chorus, orchestra, and dramatics.

Likewise the question of identifying student behavior which might reflect the need for achievement among the gifted was posed by Simono (1967). Four times during the high school years between fall 1958 and summer 1962, 183 gifted students participated in activities at the Research and Guidance Laboratory for Superior Students at the University of Wisconsin. Data were extracted from written materials, counselor reports, questionnaires, and essays. Among items reported was that the majority of the students in one group carried 5-6 academic subjects and generally elected honors courses when offered. These students also displayed a desire for post-high school education and were actively pursuing their goals. Therefore it was not startling when Rice (1970) discovered that gifted students expressed a desire to be more involved in the decision making process concerning course selection as well as responsible for setting goals and objectives for course work. Students interviewed by Rice also asked for more flexible programming at all grade levels and qualitative content changes in the subjects offered.

As gifted students progressed to the college level, achievement continued as revealed by Alexakos and Rothney (1967) in a study of 214 high school students who had participated in a special program for gifted. Two and 3

years after high school, these students were shown to be more persistent in higher education, receiving more scholarship aid for college, and involved in more honorary and leadership positions than gifted students who had not participated in the program. Supporting these findings, Alexakos, Stankowski, and Sanborn (1967) analyzed essays written by 73 students in grade 12 to determine, among other items, the sense of need for higher education, humanistic ideals, and leadership intentions. Results were correlated with college scholastic performances. Superior students' college performances appeared to be related to expressed ideals, concerns, and attitudes investigated.

Research generally supported the concept that more was being done in recent years to monitor and assist academically gifted students especially at the secondary level, than in the late 50s. The 1959 comprehensive study of United States secondary schools conducted under the leadership of James B. Conant, Chairman of the National Education Association, reflected that the majority of able students were not working hard enough. They were not taking as many academic courses as they should and they were often not being challenged enough to take more demanding courses in mathematics, science, and foreign languages.

Simultaneously with Conant's (1959) research, a study was being conducted by Leslie J. Nason, University of Southern California. Nason (1958) surveyed 237 high school

gifted students of the Long Beach Unified School District, California, and determined that the entire group with few exceptions liked school and felt that at least some of their courses were good preparation for their future. Addressing future academic plans, 90% of the girls and 94% of the boys planned to attend college. For out-of-school interests and activities, these high achievement students indicated art, music, hobbies, athletics, church, and club involvements as among their most frequent involvements. For the purpose of Nason's investigation, academic achievement was based upon the grade point averages in academic subjects with the mean GPA for the girls at 3.351, the boys at 3.118, and a total population mean of 3.216.

Researchers Colangelo and Pflieger (1978) have implied that gifted high school students generally possessed high self concepts of academic ability. Hymes and Bullock (1975) supported this position and their findings affirmed that gifted senior high students possessed a more positive attitude toward school and toward their achievements. These researchers noted that no significant change in attitude toward school or self was exhibited for the junior high school students. Ringness (1967) documented that scholarship was shown to have little relationship to peer popularity.

Similarly Rothman (1961) conducted a study to test the hypotheses that attitudes of gifted high school students

contacts did not alter the pattern whereby both acceptance and rejection were stronger within an ability group than across the lines separating such groups. According to Mann, the gifted clearly demonstrated a preference for youngsters like themselves. Other authorities have also observed that children with high abilities seek out friendships either among their intellectual peers or among older children whose interests and achievements were more likely to correspond with their own. Mann also attempted to address the question of the gifted child's necessity to have companions at or close to his mental age in order to experience close personal relationships and he concluded that gifted children do not easily make friends with those of average mentality.

Some gifted students expressed disappointment with classmates because they did not share their interests and activities. However, according to Spencer (1956), intellectual snobbery was a rare problem with bright teenagers. Most of them seemed able to work out good human relationships without undue difficulty. Some constructive suggestions for gifted teenagers to improve relationships with peers made by Spencer were (a) to participate in clubs and class activities, (b) to join in a sport activity, (c) to discover ways to be of service both at school and/or in the community.

To determine the types of activities and interests of gifted students, the Junior High School Association of Illinois conducted a study in 1959. Research found that 72% of 330 junior high potentially high achievers spent 5 hours or less in outside activities per week and that among these activities were church choir and youth groups, Scouts, and amateur music groups. The investigation further revealed that a greater percentage of the students belonged to more school-sponsored organizations than to non-school organizations. These activities included school newspaper, Pep Club, Band, Orchestra, and Student Council. However, in regards to the Student Council, approximately 13% of the 330 students had held an office.

The researchers reported that the school honor roll was most often mentioned when assessing academic recognition; athletic awards were frequently listed for nonacademic recognition. Almost 50% of the students felt that they were not challenged enough in junior high school and 286 students expressed that they would receive a better education if grouped according to ability.

The study also determined that a little over half of the students listed their close friends as high achievers; they did not appear to be concerned with the mental capacity of their friends, but sharing common interests was emphasized.

A study conducted by Wood (1966) evaluated the peer acceptance of the gifted in comparison to the nongifted in

junior high school. Results indicated that, although gifted did not receive greater acceptance as a group, the gifted student individually was well accepted by own peers within the group. However the gifted student did not choose primarily from within the group but selected those with above average ability as friends.

Reviewing peer acceptance and social traits, DeHaan and Havighurst (1957) suggested that many gifted individuals refused to run for public office because they disliked publicity, while others who did run failed to be elected due to lack of popularity. The researchers commented that for some time in education the great emphasis had been placed on intellectual growth and development with little attention being given to the development of nonintellectual traits. The assumption seemed to be that if society ensured the intellectual growth and development of the individual there would be a corresponding development of desirable nonintellectual traits.

However, the researchers stated that without wise guidance, gifted high school youths could devote a disproportionate amount of time to the development of their intellectual interest to the neglect of social, recreational, and civic interests. All types of organizations, athletic, dramatic, social, civic, and musical, which have become part of the high school life, have an important role to

play in the development of leaders and provide the gifted with a better understanding of peers and self.

An earlier concept expressed by Fontain (1941) was that the segregation of these students would more likely develop social misfits than leaders. Conversely, Justman (1953) studied 95 matched pairs of gifted children in the New York Junior High Schools. One group was in special progress classes and the other in regular classes. In general, Justman found that the specially grouped students made faster progress without sacrifice of achievement or social relationships. This thesis was supported by Severson (1956) in his statement that grouping was desirable both academically and in terms of social adjustment for junior high school adolescents.

The majority of the research indicated that the gifted child does not have a great many frustrations or dissatisfactions. The gifted teenager seems a resourceful person, usually in tune with the environment, adjusted to school, and involved with social relationships and co-curricular activities.

CHAPTER III

RESEARCH DESIGN AND PROCEDURE

The instrument developed for this study was a questionnaire employing the descriptive research techniques using a combination of the restricted and unrestricted formats while supplemented with historical information. The questionnaire was designed by the researcher to elicit certain experiences and attitudes of the students who have been in Bellevue School District's gifted programs and participated in Hyak Junior High School's Humanities Program. The survey sections were organized into background information, academic performance, school and community social involvement, and attitudes regarding being identified gifted, motivation, peer relationships, and program effectiveness. The questionnaire was field tested and modifications were implemented. (See Appendix A.)

Current addresses were located for 100 of the 122 former and present students who have participated in the program. One hundred questionnaires were distributed during July 1980. An explanatory letter (Appendix B) accompanied the survey insuring student's anonymity as names were not germane to the study which was analytical in nature.

A computer program was developed in accordance with the techniques set forth in the Statistical Package for the Social Sciences' Manual. Information extracted was analyzed and several variables were crosstabulated in an effort to elicit the most important results of the research.

CHAPTER IV

ANALYSIS OF DATA

The following discussion contains the results of information gathered from the questionnaires received from 82 participants of the Hyak Junior High School Humanities Program. The method of descriptive statistical analysis was used with no conclusions extended beyond the group studied.

The data were organized into five categories: background information, academic performance, social involvement, future plans, and attitudes.

Background Information

The population overview is presented in Table 1 with a detailed breakdown by grade, age, and sex. Of the 82 students involved, 37 were males and 45 were females. The age ranged from 12 to 20 with a mean of 15.537. Grades 7 through 14 were represented with 50% of the students from the junior high level (grades 7, 8, and 9). The mean for years of education was 9.878.

The subjects in this study were asked to specify their participation in gifted and talented programs prior to entering the Hyak Humanities Program. The categories of choice were (a) years in a program within the Bellevue

Table 1
Population Distribution

Grade	Age	Sex		Total
		Male	Female	
<u>Junior High School</u>				
7	12	2	3	4
	13	4	5	9
8	13	1	3	4
	14	5	4	9
9	14	0	3	3
	15	7	4	11
Total		19	22	41
<u>Senior High School</u>				
10	15	4	0	4
	16	3	1	4
11	16	2	3	5
	17	5	2	7
12	17	1	1	2
	18	0	7	7
Total		15	14	29
<u>College</u>				
13	18	0	0	0
	19	1	5	6
14	19	1	3	4
	20	1	1	2
Total		3	9	12
Grand Total		37	45	82

School District, (b) years in the elementary summer program, Operation Exploration, Bellevue, Washington, (c) years in a program within Washington State other than Bellevue School District, and (d) years in a program outside of the State of Washington.

For the entire population of 82 cases, the prior participation mean score was 1.756 years. However, the 46 students who had previous experiences indicated a mean score of 3.1304 years. It should be noted that the summer school program was 4 weeks in duration.

The average number of years a student attended the Hyak Humanities Program was 2.098 years. The subdivision revealed 32% were involved for 1 year; 27% were involved for 2 years, 41% attended for 3 years. For students with prior program participation plus the Hyak Humanities Program, the average time spent in special programs preceding senior high school was 5 years. It was noted that only six of the cases studied had ever skipped a grade; five cases involved kindergarten or first grade and one involved a placement from fifth grade to seventh grade.

Academic Performance

Information pertaining to the courses selected in addition to the required curriculum was solicited from the students. Table 2 shows the priorities of the four most frequently elected areas of study.

Table 2
Priorities of Course Selections
First Four Choices

Courses	Junior High					Senior High					College				
	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T
Science	12	13	8	2	35	6	9	7	4	26	2	1	2	0	5
History	1	1	7	3	12	4	3	4	4	15	1	4	1	1	7
Mathematics	7	10	11	5	33	11	7	6	6	30	1	1	1	2	5
Art	5	7	4	1	17	0	1	1	2	4	0	0	0	1	1
Music	21	4	9	4	38	5	4	1	5	15	0	0	2	1	3
English	6	5	10	6	27	6	8	7	5	26	1	4	2	2	9
Foreign Language	35	16	4	9	64	8	6	10	4	28	3	1	0	2	6
Drama	4	7	6	2	19	1	0	3	1	5	1	0	1	1	3
Other	10	13	5	1	29	2	5	4	1	12	4	0	1	2	7

Junior High School - 1-Foreign Language; 2-Music; 3-Science; 4-Mathematics
 Senior High School - 1-Mathematics; 2-Foreign Language; 3-Science/English
 College - 1-English; 2-History/Other; 4-Foreign Language

It should be noted that a seven-period day existed for the junior high school and a six-period day existed for the senior high school.

There was a significant decrease in the number of music and foreign language electives in senior high school. Information gathered from counselors indicated that this decline could be attributed to the completion of the foreign language requirement necessary for college entrance, the increase of required curriculum in senior high school, and/or one less period per day to accommodate all desired courses.

Students appeared to confuse the terms "Advanced Placement" (referring to college placement classes offered in high school) with advanced courses within the high school curriculum. Data were ambiguous and therefore considered invalid.

Academic achievement was determined by the accumulative grade point average (GPA). The mean score for the junior high level GPA included all surveyed respondents and yielded a 3.717 score. For the senior high gifted students which included the college students' responses, the mean GPA was 3.755. For comparison purposes, the mean GPA for Hyak Junior High School with 560 population for the semester ending June 1980 was 2.89 and the Sammamish Senior High with 1,649 population was 2.80. The last accumulative GPA for college gifted students in this study indicated

a mean score of 3.491, but no relative norm data were obtainable for comparison.

To determine recognition received for academic achievement the students responded to the categories of honor roll, specific curriculum awards, faculty commendations, and other appropriate distinctions.

The honor roll was the most frequently used method of recognition. Of all surveyed students, 76.8% were members of the honor roll while in junior high school; of the 29 senior high students, 86.2% were members of the senior high school honor roll; and of the 12 college students, 50% were members of the Dean's List.

With regards to specific curriculum awards, 3.7% received recognition while in junior high school. It should be noted that only the Music Department designates awards at the junior high level. Of the senior high students, 41.3% had received recognition in specific areas, however no recognition had taken place for the college freshman or sophomore students. Commendations from faculty yielded an 18.3% for junior high level, 31.0% for senior high level, and an 8.3% for college level.

Among these recognitions for junior high school were Outstanding Student Award, Humanitarian Award, Regional Spelling Finalists, Library Service Award, selection for CENTRUM Workshops for the gifted, Fort Worden, Port

Townsend, Washington, and National Future Problem Solving Bowl Winners, University of Nebraska.

In senior high school among the recognitions received were the Principal's Scholar Award, Outstanding Senior Award, National Merit Scholar Finalists, Phi Beta Kappa Book Award, National Council of Teachers of English Writing Awards, Journalistic Awards, and Who's Who in High School.

Honors-at-Entrance was listed among the college students' academic recognitions.

Social Involvement

To determine the extent of social involvement, the surveyed students were requested to indicate the degree of their school and community participation in various activities by checking the appropriate space on a five-point scale ranging from "None" to "Considerable." For the purpose of programming the information, "None" was assigned the value of 1, "Considerable" was assigned the value of 5, and the middle space was assigned the value of 3, meaning "Moderate" participation.

Results for involvement in school activities are reported in Table 3 and community activities are reported in Table 4. Numbers listed under the column titled "Code" refer to the five-point scale, with higher numbers indicating more reported involvement. Percentages recorded are based

Table 3

Percentage of Involvement--School Activities

Code	Percent of Involvement		
	Junior High N = 82	Senior High N = 29	College N = 12
<u>Athletics - Individual Sports</u>			
1	34.1	14.6	4.9
2	20.7	8.5	3.7
3	14.6	7.3	6.1
4	15.9	7.3	0
5	14.6	11.0	0
<u>Athletics - Team Sports</u>			
1	45.1	17.1	9.8
2	14.6	18.5	0
3	17.1	18.5	0
4	9.8	1.2	2.4
5	13.4	11.0	0
<u>Pep Club-Drill Team-Cheerleaders</u>			
1	69.5	35.4	12.2
2	18.3	6.1	1.2
3	4.9	1.2	0
4	2.4	1.2	0
5	3.7	4.9	1.2
<u>Social Clubs</u>			
1	72.0	24.4	9.8
2	11.0	4.9	1.2
3	7.3	8.5	1.2
4	3.7	6.1	1.2
5	2.4	3.7	1.2
<u>Service Organizations</u>			
1	26.8	18.3	7.3
2	25.6	11.0	1.2
3	15.9	7.3	3.7
4	8.5	7.3	1.2
5	20.7	3.7	1.2

Table 3 (continued)

Code	Percent of Involvement		
	Junior High N = 82	Senior High N = 29	College N = 12
<u>Student Government</u>			
1	61.0	23.2	6.1
2	7.3	7.3	3.7
3	7.3	3.7	1.2
4	13.4	4.9	2.2
5	8.5	8.5	1.2
<u>Drama</u>			
1	79.3	31.7	11.0
2	6.1	7.3	1.2
3	6.1	4.9	0
4	1.2	2.4	0
5	3.7	2.4	2.4
<u>Music</u>			
1	35.4	22.0	9.8
2	13.4	8.5	3.7
3	17.1	4.9	1.2
4	12.2	4.9	0
5	22.0	8.5	0

Note: 1 = None
 3 = Moderate
 5 = Considerable

Table 4

Percentage of Involvement--Community Activities

Code	Percent of Involvement		
	Junior High N = 82	Senior High N = 29	College N = 12
<u>Athletics - Individual Sports</u>			
1	35.4	19.5	4.9
2	11.0	4.9	4.9
3	12.2	6.1	4.9
4	14.6	7.3	0
5	25.6	11.0	0
<u>Athletics - Team Sports</u>			
1	32.9	23.2	9.8
2	7.3	6.1	1.2
3	14.6	7.3	3.7
4	14.6	3.7	0
5	29.3	8.5	0
<u>Church Groups</u>			
1	45.1	24.4	9.8
2	4.9	3.7	2.4
3	13.4	6.1	0
4	9.8	6.1	1.2
5	26.6	8.5	1.2
<u>Service Groups</u>			
1	48.8	20.7	6.1
2	20.7	12.2	4.9
3	12.2	2.4	1.2
4	7.3	6.1	2.4
5	8.5	7.3	0

Table 4 (continued)

Code	Percent of Involvement		
	Junior High N = 82	Senior High N = 29	College N = 12
<u>Instructional Lessons</u>			
1	18.3	18.3	6.1
2	14.6	4.9	2.4
3	22.0	12.2	3.7
4	17.1	9.8	0
5	28.0	3.7	2.4
<u>Scouting Groups</u>			
1	57.3	34.1	13.4
2	8.5	4.9	1.2
3	4.9	1.2	0
4	9.8	1.2	0
5	15.9	4.9	0

Note: 1 = None
 3 = Moderate
 5 = Considerable

on input information of 82 cases for junior high school, 29 cases for senior high school, and 12 cases for college.

A comparison of data on team sports (Tables 3 and 4) reflect a tendency toward more participation in the community environment. This may be a result of a wider variety of community activities such as soccer and swim teams which are not part of the junior high school athletic program.

It should be noted that participants in Pep Club, Drill Team, and Cheerleaders are predominantly female (Table 3).

With regards to Student Government involvement at the junior high level (Table 3), of the 24 students who indicated moderate to considerable participation, 13 stated they had been elected to a position while the remainder contributed in a nonelective position. For the senior high level, of the 14 students with moderate to considerable participation, 8 had been elected to a position. For the 4 students participating in college, 2 had been elected.

The significant decline in music related activities which is reflected in Table 3 under Music, is further supported by data set forth in Table 2--Priorities of Course Selections--and Table 4 under Instructional Lessons which reflect comparable decrease.

Included among the list of other areas of school involvement were Debate Team, Cultural Activities Committee,

Baccalaureate Committee, Managers for various sport teams, intramural sports, and entertainment for Senior Citizens.

Other areas of student involvement in community activities were as volunteers for the hospital, parks department, League of Women Voters, Lions Club, YMCA as well as participation in organizations such as the Seattle and Bellevue Youth Symphonies, Civil Air Patrol, Junior Achievement, and the Chinese Committee Drill Team.

Some students performed tutoring services in reading, served as piano instructors, and worked as teacher assistants for the elementary gifted summer school program.

Three of the 37 boys in this study had achieved the status of Eagle Scout.

Recognition in school other than academics appeared in the form of varsity letters for a variety of athletic involvements as well as being elected team captain and receiving Inspirational and Good Sportsmanship Awards. Also listed were poster and yearbook cover winners.

Community recognition for services performed included Inspirational and Religious Awards for church youth groups, Bellevue Art Fair and Samuel E. Goldfarb Music winners, Junior Achievement Junior Executive Award as well as various sports' trophies, All-Star team members for basketball, and state champion in gymnastics.

Although no fixed pattern could be determined through crosstabulations, it appeared that when students were low in

school involvement they tended to be low in community participation. Conversely, if the students were highly involved in one area with activities, they tended to be highly involved in the other. The tendency seemed to be as the students progressed through the grades, they became more moderate in their participation with less representation at the extremes.

Future Plans

Students were requested to indicate their most immediate plans for the future by checking as many of the choices as were appropriate. The choices and results were:

To attend a 4-year college	93.0%
To enter the work force	16.0%
To enter the military	11.0%
Other plans not listed	11.0%
To attend 2-year community college	3.7%
To volunteer for Peace Corps, Vista, like organizations	2.4%
To attend a vocational school	1.2%

There were some students who indicated that they planned to enter the work force as well as attend a 4-year college.

Attitudes

The attitudinal section of the questionnaire was composed of four statements dealing with being identified gifted, motivation, peer relationships, and Hyak Humanities Program effectiveness. The students were requested to indicate their level of agreement or disagreement by circling one of the following: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree. The presentation of the data was subdivided into the statement, entire population response, junior high school response, Hyak Humanities Program participation, and comments. The rationale for the junior high school analysis was that this level represented 50% of the responding group; the rationale for the Hyak Humanities Program participation analysis was to elicit information which could be incorporated with the ongoing assessment of the program. This participation was done by the number of years of program exposure. Students do not necessarily enter the program at the seventh grade level.

Statement (a): Being identified as a gifted and talented student has been a benefit to me.

Entire population response: Seventy-four percent of the students agreed or strongly agreed with the statement; 22% expressed neutrality and 4% disagreed. No one strongly disagreed with the statement.

Junior high school response: Seventy-one percent of the students agreed or strongly agreed; 22% remained neutral; 7% disagreed. The three students who represented the disagreement were seventh graders.

Hyak Humanities Program participation: Sixty-nine percent of the students with 1-year participation in the program agreed or strongly agreed. This figure decreased by 1% point after 2 years, but increased to 81% after 3 years' participation.

Comments: No significant difference was found between male and female responses.

Statement (c): Being identified as a gifted and talented student has served to motivate me to work harder in my studies.

Entire population response: Fifty-nine percent agreed or strongly agreed; 24% remained neutral; 16% disagreed; 1% strongly disagreed.

Junior high school response: Fifty-four percent agreed or strongly agreed; 36% remained neutral; 10% disagreed.

Hyak Humanities Program participation: With 1-year participation 55% agreed or strongly agreed; after 2 years participation increased to 60%, and 62% after 3 years.

Comments: College students' narrative remarks to this statement indicated that perhaps being identified gifted indirectly caused motivation as it enabled the selection of honors classes which required more work; also

related were comments concerning high self-expectations which could give rise to desired perfectionism. Some students indicated that striving for perfection might not always be a positive goal if in lieu of everything else.

The most frequent reply of high school students was they worked because they chose to do so.

Various comments solicited from junior high students agreed with the statements made by the older students as well as indicating they worked hard because it was expected of them and to achieve good grades.

No significant difference was found between male and female responses.

Statement (d): Being identified with the gifted and talented students has caused problems for me in relating to students who are not so identified.

Note - For the purpose of data analysis, the essence of the statement was programmed to read: no problems relating to others not so identified.

Entire population response: Sixty-seven percent agreed or strongly agreed; 18% were neutral; 12% disagreed; 3% strongly disagreed.

Junior high school response: Sixty-six percent agreed or strongly agreed; 20% were neutral; 12% disagreed; 2% strongly disagreed.

Hyak Humanities Program participation: Ninety-two percent of the students with 1-year participation agreed or

strongly agreed; 50% agreed or strongly agreed after 2 years; 59% agreed or strongly agreed after 3 years.

Comments: Narrative comments supported the concept that while in junior high school some students experienced difficulty relating to others not so identified. College and senior high school age students in general replied that they were experiencing no unusual problems at their present ages, but did feel it was difficult while in junior high school. The restrictions of the master schedule of classes at the junior high level tends to group the gifted students into the same classes together which reduces the opportunities for additional friendships of students who are not so identified.

No significant difference was found between male and female response.

Statement (b): The experience in the Hyak Humanities Program and related experiences has prepared me for future endeavors.

Entire population response: Eighty-seven percent of the students agreed or strongly agreed with the statement. Thirteen percent remained neutral. No one disagreed or strongly disagreed.

Junior high school response: Ninety percent agreed or strongly agreed with 10% neutral.

Hyak Humanities Program participation: With 1-year exposure to program 73% agreed or strongly agreed; 91% after 2 years; 94% after 3 years.

Comments: No significant difference was found between male and female responses.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

This investigation was conducted under favorable circumstances. The Hyak Junior High School Humanities Program had been under way long enough to provide a group of students from seventh grade through sophomore year of college for the background of this study.

The problem under consideration was to determine the academic achievements and school involvements of gifted and talented students who participate in the Hyak Humanities Program of Bellevue, Washington. It had been hypothesized that the academic and social progress of gifted and talented students generally continues and these students possess positive attitudes concerning self, peer relationships, and school experiences.

The questionnaire was developed from which the basic information was obtained. This device provided data regarding background information, prior participation in gifted programs, curriculum courses most frequently selected, grade point averages, types of academic recognitions received, involvement in school extracurricular activities as well as community participation, future plans, and

attitudes concerning being identified as gifted, motivation, peer relationships, and program preparation effectiveness. During July 1980 the questionnaires were distributed to 100 of the 122 students with current addresses available. Eighty-two surveys were returned. A Statistical Package for the Social Sciences computer program was developed with a variable for each item of the questionnaire designated.

The following conclusions were based on the results of this study.

1. Of the 82 students, 56% had some prior gifted program experiences.
2. The students generally continued to select as elective courses academic type classes.
3. The accumulative grade point average indicated a continued academic progress.
4. Recognitions received demonstrated continued academic progress.
5. Although no fixed pattern could be determined, the students who were nonparticipants in school extra-curricular activities tended to be low in community involvements.
6. Conversely, but with no fixed pattern, students who were participants in school extracurricular activities tended to be high in community involvements.
7. Concerning future plans, 93% of the students indicated they plan to attend a 4-year college.

8. Students generally agreed that being identified as a gifted student had been beneficial to them.

9. Over 50% of the students indicated that being identified gifted served to motivate them to work harder in their studies.

10. Over 60% of the students indicated that they experienced no problems relating to other students not identified as gifted.

11. Eighty-seven percent of the students indicated that the Hyak Junior High School Humanities Program served as a good preparation for future endeavors.

12. No significant difference was determined between male and female responses in any of the survey categories.

Recommendations

Further investigation and research related to programs for the gifted and talented could be conducted in the following areas:

1. A survey of a control group of gifted students who are not involved in a special program to determine their academic and social progress.

2. A study of other junior high gifted programs to ascertain academic and social development with focus placed on the gifted students' reactions toward their own group and students' reactions of those not so identified to the members of a special program.

3. A follow-up study of these same gifted students to review the percentage of college completions and career selections.

4. A comparison study of gifted students involved in a rural special program with those involved in an urban special program.

5. A study of reactions from families which have more than one sibling participating in a special program versus families which have only one sibling involved.

According to Kirk (1972), the interest in the education of gifted children can be traced throughout the centuries. Concern for the gifted, like that for many other exceptional children, arises from the needs and social and political philosophy of the society and the times.

Historically our nation has called upon its gifted and talented only in times of great need. Their education has occurred during intervals of crises. The focus is once again upon these vital natural resources and this attention needs to be maintained.

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APPENDIX A
STUDENT SURVEY INSTRUMENT

Hyak Junior High School
Bellevue, Washington
Humanities Program
Student Survey

1. Indicate your sex by placing an "x" in the appropriate space.
 _____ Male
 _____ Female
2. Indicate present age by circling appropriate number.
 11 12 13 14 15 16 17 18 19 20 21 22
3. Indicate your present grade or the highest completed level of education by circling the appropriate number.
 7 8 9 10 11 12 13 14 15 16
4. Did you participate in a program for gifted and talented students prior to admission to the Hyak Junior High School's Humanities Program?
 _____ Yes
 _____ No
 If yes, indicate the number of years in the appropriate spaces.
 _____ years in a program within the Bellevue School District
 _____ years in the elementary summer program, Operation Exploration, Bellevue School District
 _____ years in a program within Washington State other than Bellevue School District
 _____ years in a program outside of the state of Washington
5. Indicate the number of years that you participated in the Hyak Junior High School's Humanities Program by circling the appropriate number.
 1 2 3
6. Indicate, where appropriate, the accumulative Grade Point Average (GPA) you earned for each of the following levels.
 _____ junior high school
 _____ senior high school
 _____ college
7. Have you ever skipped a grade?
 _____ yes Specify _____
 _____ No
8. Indicate your participation in the following courses, if appropriate.
 _____ college credit courses while in high school. Specify _____
 _____ Advanced Placement Courses while in high school. Specify _____
 _____ Advanced Placement tests for which you earned college credit.
 Specify _____
 _____ None of the above-mentioned programs available in high school attended.

9. Rank order from among the courses listed those which you most often selected as elective course (other than basic required courses). Mark "1" for those courses most often selected, "2" for the next most often selected, "3" for the next, and so on.

Junior High School

_____ Science	_____ Music
_____ History	_____ English
_____ Math	_____ Foreign language
_____ Art	_____ Drama
_____ Other _____	

Senior High School

_____ Science	_____ Music
_____ History	_____ English
_____ Math	_____ Foreign language
_____ Art	_____ Drama
_____ Other _____	

College

_____ Science	_____ Music
_____ History	_____ English
_____ Math	_____ Foreign language
_____ Art	_____ Drama
_____ Other _____	

10. Indicate recognition received for academic achievements, where appropriate.

Junior High School

_____ Honor roll

_____ Awards in particular curriculum area. Specify _____

_____ Faculty recognition. Specify _____

_____ Other. Specify _____

Senior High School

_____ Honor roll

_____ Awards in particular curriculum area. Specify _____

_____ Faculty recognition. Specify _____

_____ Other. Specify _____

College

_____ Honor roll

_____ Awards in particular curriculum area. Specify _____

_____ Faculty recognition. Specify _____

_____ Other. Specify _____

- II. Indicate the extent of your involvement in the following school activities (outside school day or school courses) by placing an "x" in the space which best reflects the degree of your participation.

Athletics - Individual Sports

Junior High School	None	:	:	:	:	:	Considerable
Senior High School	None	:	:	:	:	:	Considerable
College	None	:	:	:	:	:	Considerable

Athletics - Team Sports

Junior High School	None	:	:	:	:	:	Considerable
Senior High School	None	:	:	:	:	:	Considerable
College	None	:	:	:	:	:	Considerable

Drama

Junior High School	None	:	:	:	:	:	Considerable
Senior High School	None	:	:	:	:	:	Considerable
College	None	:	:	:	:	:	Considerable

Music

Junior High School	None	:	:	:	:	:	Considerable
Senior High School	None	:	:	:	:	:	Considerable
College	None	:	:	:	:	:	Considerable

Pep Club/Drill Team/Cheerleader (related activities)

Junior High School	None	:	:	:	:	:	Considerable
Senior High School	None	:	:	:	:	:	Considerable
College	None	:	:	:	:	:	Considerable

Service Organizations (student store, volunteer for school functions)

Junior High School	None	:	:	:	:	:	Considerable
Senior High School	None	:	:	:	:	:	Considerable
College	None	:	:	:	:	:	Considerable

Social Clubs (Photography, chess, etc.)

Junior High School	None	:	:	:	:	:	Considerable
Senior High School	None	:	:	:	:	:	Considerable
College	None	:	:	:	:	:	Considerable

Student Government

Junior High School	None	:	:	:	:	:	Considerable
	Elected to a position		Yes			No	
Senior High School	None	:	:	:	:	:	Considerable
	Elected to a position		Yes			No	
College	None	:	:	:	:	:	Considerable
	Elected to a position		Yes			No	

List any other areas of your school participation.

List school recognition received in areas other than academics.

12. Indicate the extent of your involvement in the following community (non-school sponsored) activities by placing an "x" in the space which best reflects the degree of your participation.

Athletics - Individual Sports

Junior High School	None ____ : ____ : ____ : ____ : ____ Considerable
Senior High School	None ____ : ____ : ____ : ____ : ____ Considerable
College	None ____ : ____ : ____ : ____ : ____ Considerable

Athletics - Team Sports

Junior High School	None ____ : ____ : ____ : ____ : ____ Considerable
Senior High School	None ____ : ____ : ____ : ____ : ____ Considerable
College	None ____ : ____ : ____ : ____ : ____ Considerable

Church Groups

Junior High School	None ____ : ____ : ____ : ____ : ____ Considerable
Senior High School	None ____ : ____ : ____ : ____ : ____ Considerable
College	None ____ : ____ : ____ : ____ : ____ Considerable

Instructional Lessons (dance, music, drama, golf, tennis, speed reading, etc.)

Junior High School	None ____ : ____ : ____ : ____ : ____ Considerable
Senior High School	None ____ : ____ : ____ : ____ : ____ Considerable
College	None ____ : ____ : ____ : ____ : ____ Considerable

Service Groups (community volunteer work, coaching, etc.)

Junior High School	None ____ : ____ : ____ : ____ : ____ Considerable
Senior High School	None ____ : ____ : ____ : ____ : ____ Considerable
College	None ____ : ____ : ____ : ____ : ____ Considerable

Scouting/Campfire Groups

Junior High School	None ____ : ____ : ____ : ____ : ____ Considerable
Senior High School	None ____ : ____ : ____ : ____ : ____ Considerable
College	None ____ : ____ : ____ : ____ : ____ Considerable

List any other areas of your community participation.

List recognition received in areas other than academics and school-related activities.

13. Indicate your most immediate plans for the future by checking as many of the choices as are appropriate.

☐ to enter the work force after high school
☐ to attend a vocational school
☐ to attend a community two-year college
☐ to attend a four-year college
☐ to enter military service
☐ to volunteer for Peace Corps, Vista, like organization
☐ other. Specify _____

14. Indicate your level of agreement or disagreement with each of the following statements by circling one in each category.

(SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree)

(a) Being identified as a gifted and talented student has been a benefit to me. SA A N D SD

If you "Disagree" or "Strongly Disagree" with the statement, please indicate your reasons.

(b) The experience in the Hyak Humanities Program and related experiences has prepared me for future endeavors. SA A N D SD

If you "Disagree" or "Strongly Disagree" with the statement, please indicate your reasons.

(c) Being identified as a gifted and talented student has served to motivate me to work harder in my studies. SA A N D SD

If you "Disagree" or "Strongly Disagree" with the statement, please indicate your reasons.

(d) Being identified with the gifted and talented students has caused problems for me in relating to students who are not so identified. SA A N D SD

If you "Agree" or "Strongly Agree" with the statement, please indicate your reasons.

APPENDIX B
COVER LETTER

APPENDIX B
COVER LETTER

July __, 1980

Dear _____,

I am presently enrolled in a Graduate level, independent course of study at Central Washington University, Ellensburg, Washington, which focuses on the education of gifted and talented students at the secondary level. Research has revealed that there is limited documented information available relative to the academic performance and social participation of students who have been or are presently involved in special programs for gifted and talented youngsters, such as the Hyak Junior High School's Humanities Program.

With the approval of the Bellevue School District, the enclosed survey has been developed in an effort to obtain statistical data which may be of benefit as plans for future programs are developed and implemented at the secondary level.

Please note the survey return is anonymous as names are not germane to the study which is analytical in nature. However, your input is of the utmost importance and I would appreciate your participation. Please complete the form and return to me in the envelope provided for your convenience.

Sincerely,

Mrs. Casey Herling
Teacher
Humanities Program
Hyak Junior High School
Bellevue, Washington