A CREATION OF SETTINGS MODEL

FOR THE GIFTED

by

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The purpose of this study was to construct a conceptual model for the education of the gifted that would function both analytically and programmatically and also serve as an alternative to technical-instrumental models for the gifted.

The process of model-building was divided into three component parts: assumptions, concepts, and relationships. Three basic assumptions were made about education for the gifted: 1) Hostility towards giftedness is often exercised by administrators, teachers, and peers. 2) The gifted need special programs that are implemented by special teachers. 3) The gifted need a sense of community to help them achieve fully.

The assumptions are accommodated in the three conceptual areas of the model which are based on the Sarasonian stages of the before-the-beginning, the beginning, and the setting. These stages are key elements of the creation of settings model for the gifted. Each stage flows into the next stage and influences the development of that stage. The setting and its goals are surrounded by the influences of the before-the-beginning and beginning stages and all three stages relate together to form a setting for the gifted. The relationship of the conceptual stages form the creation of settings model for the gifted.

In order to evaluate its usefulness, the model was used to examine existing programs for the gifted in Virginia and to make recommendations for creating a new program in secondary social studies. As a result of the examination, the investigator concluded that the model does possess some usefulness in analyzing and developing settings for the gifted. Using the model to periodically analyze an existing program builds in a renewal factor for the program since programmatic recommendations can result from evaluating the findings of the analysis.

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TABLE OF CONTENTS

CHAPTER Page

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Programs for the gifted have been proposed for decades, but only in recent times, primarily since the Sputnik era, has there been systematic research into construction of models for program development for the gifted. Early researchers developed programs based on acceleration or enrichment of the standard curriculum to suit the higher ability levels of the gifted. The challenge was to identify those students who could profit most from an accelerated or enriched curriculum. As the definition of giftedness was expanded to include all areas of creativity[1] some interest began to center on the emotional needs of the gifted as well as their academic needs. Program directors sensed that all the needs of the gifted were not served by acceleration or enrichment alone and researchers such as Virgil S. Ward

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[1]A broadened view of giftedness in children is often described as: Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance or possess potential ability in 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. Education of the Gifted and Talented, Report to the Congress of the United States by the United States Commissioner of Education (S. P. Marland, Jr.), Volumes I and II, (Washington, D.C.: United States Government Printing Office, March 1972), Vol. I, p. 10, hereafter cited as the Marland report.

called for the development of a differential approach to curriculum for the gifted.[2]

As with earlier researchers, Ward began to point out that the gifted were often handicapped by attitudes of educators and society that prevented the development of a fully differential education to suit their needs.[3] While the attitudes were identified to some extent, little attention was given to their effect on program development for the gifted. This dissertation is therefore directed toward a study of basic assumptions about the gifted and their needs that have bearing on program development. A conceptual model for program development that accommodates the investigator's basic assumptions will be constructed and explained.

The Statement of the Problem

Although analytic and planning models are essential for those involved in developing programs for the gifted, too little attention has been given to this need. Specifically, what are the elements of such a model? What basic assumptions form the superstructure for the model? How do we arrive at these assumptions? This, therefore, is the problem--HOW CAN WE CONSTRUCT A PROGRAM DEVELOPMENT MODEL FOR THE GIFTED? As a corollary to the problem, can such a model for development be applied to other programs?

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[2]Virgil S. Ward, Educating the Gifted, An Axiomatic Approach, (Columbus, Ohio: C. E. Merril Books, 1961).

[3]Ibid., p. 79-86.

As a basis for analysis of the problem, certain assumptions about the gifted will be tendered and discussed within the context of a review of relevant literature.

Although academic talent makes up only one portion of the student population that is termed "gifted," for the purpose of this study a gifted child will be defined as one who is judged to be "gifted" by a person or persons with positional authority in a school. The group of gifted children will be construed as that segment of the student population which the majority of teachers feel is so highly endowed mentally as to need special help in filling those needs.[4]

Methodology

The conceptual model building methodology used in this study is appropriate to the goals of the study. Related literature will be reviewed throughout the dissertation.

Conceptual Model Building

Any model builder working within the context of a school setting projects his own conception of schooling. Even if the model builder is concerned with only one segment of the school population, as in this study, he still must deal first with his own conception of what a school is. For

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[4]These definitions are an outgrowth of a conversation about such definitions between the investigator and Dr. Donald W. Russell, January 18, 1977.

the purpose of this investigation, schooling consists of proposed goals and purposes, which are the school's justification for existence; a pattern of organization for achieving those goals and purposes; relationships between persons and things within the school; and some form of evaluation to assess the status of the school's activities.[5] The model builder constructs his model as he thinks best to achieve the most desirable goals and purposes, patterns of organization, relationships, and evaluations. Obviously, his own value structure influences what is "most desirable" and makes his model unique. Some of the tools he works with to build his model are assumptions, concepts and their relationship to each other, and evaluation. Therefore, the methodology of this study focuses on these tools.

When a model builder proposes that a new model for program development for the gifted be considered, the supposition is that existent models fail to adequately meet his conception of desirable schooling; otherwise, there would be no need for a new model. This supposition is the main bias of the investigator and leads to the formation of assumptions about the gifted as the beginning step in constructing a conceptual model for program development for them.

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[5]James B. Macdonald, Bernice J. Wolfson, and Esther Zaret, Reschooling Society: A Conceptual Model, (Washington, D.C.: Association for Supervision and Curriculum Development, 1973), p. 1.

Familiarity with the characteristics and needs of the study population--the gifted--is the basis for forming assumptions and conceptions necessary for model building. This familiarity is a result of the information-gathering aspect of the methodology.

Sources of Information

Information for this study was gathered both informally and formally. Informal methods consisted primarily of correspondence, conversations and interviews with persons directly and responsibly involved with programs for the gifted or persons involved in research about the gifted. Anonymity was assured for these persons to elicit honesty and openness of dialogue; therefore, no direct credit can be given for their contributions to the study.[6]

Information was gathered formally through a questionnaire. The investigator concedes that pencil and paper tests may be biased but the use of a questionnaire is a

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[6]These persons include eight directors of programs for the gifted, several school principals, several teachers of classes for the gifted, one district superintendent of schools and two assistant superintendents. Correspondence with the History, Government and Geography Service of the Virginia State Department of Education and with Dr. Virgil S. Ward, Professor of Education, Curry Memorial School of Education, University of Virginia, was not confidential and provided background information for the study. Also, the investigator served for two years on the Task Force for Gifted and Talented Students in a local school system and attended "A Day for the Gifted," a day-long, state-wide conference on the gifted at the University of Virginia, March 7, 1975, participating informally in conversations with many of those persons who later became correspondents and were interviewed for this study.

legitimate method for obtaining information from a geographically scattered population.[7] In order to make the present investigation manageable, the research instrument was designed to gather information about programs for the gifted in secondary schools in Virginia with an emphasis on offerings in the field of social studies. The research population was the 131 separate public school divisions in Virginia.[8] Eighty-four school divisions responded for a 64 percent participation.

The questionnaire[9] was composed of three parts: the first section consisted of questions concerning levels (tracks) of classes offered in the school system, percentage of student population enrolled in the highest academic level, and options for the gifted in different subject areas; the second section consisted of two judgmental questions concerning the gifted; the third section rated goals for designing social studies programs[10] in relation to designing

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[7]For thinking on the use of specialized forms of research methods to suit particular circumstances, see Herbert H. Hyman, Charles R. Wright, and Terence K. Hopkins, Application of Methods of Evaluation, (Berkeley, Calif.: University of California Press, 1962), p. 4.

[8]There are 132 city, county, or combined school districts; however, Fairfax City students attend Fairfax County schools under a contract arrangement.

[9]See Appendix A.

[10]Goals for such programs are listed in "The Social Studies Curriculum in the Secondary Schools of Virginia," History, Government and Geography Service, Division of Secondary Education, State Department of Education, Richmond, Virginia, February 1976, (mimeographed), pp. 2-3.

social studies programs for the gifted. The information gathered through the use of this questionnaire was used for model building experimentation.

Eight respondents to the original questionnaire indicated interest in participating further in the study.[11] Those respondents completed opinion surveys pertaining to concepts of a new model for the gifted.[12]

Organization of the Remainder of the Study

The second chapter of this study reviews three program development models for the gifted that represent the chronological progress of model building for gifted programs during the past twenty-five years. Two alternative models, one for the creation of new settings, the other for the creation of social studies settings, are reviewed as having applications for the gifted. The review of these models related to the present study expands the problem presented in this first chapter and presents concepts that are further explored in following chapters.

A new model for program development for the gifted is constructed in Chapter III. This chapter reviews literature related to the basic assumptions of the model and fully develops the concepts that form the superstructure of the

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[11]This interest was shown by the inclusion of supplementary letters and materials when the questionnaire was returned.

[12]See Appendix B.

model. The relatedness of the concepts is shown by a schematic representation of the model that functions analytically and programmatically.

The fourth chapter of this investigation is an application of the model to a study of programming for the gifted in Virginia. The model serves as a tool for examining program development for the gifted in Virginia and the results of that examination lead to the summary, conclusions, and recommendations made in the final chapter.

CHAPTER II

MODELS RELEVANT TO THE PRESENT STUDY

While there are as many program development models for the gifted as there are school districts that have developed programs for the gifted, for the purposes of this study, three models will be reviewed. These models were designed specifically for the development of programs for the gifted and are representative of recent practices in the field.

The Williams Model

This model is based on the following assumptions:

1. The program should be based on the acceptance of a philosophy of education based on recognition of individual differences.

2. There should be a clearly defined set of objectives for the development of talented youth.

3. The program should be concerned with the development of a wide variety of talents with different levels of potential.

4. There should be a systematic program for the discovery (identification) of gifted children and youth.

5. The program should use the most appropriate and effective methods for developing unusual ability.

6. A wide variety of school and community resources should be used.

7. A periodic study of how to increase achievement and motivation of gifted and talented youth should be made.

8. There should be provisions made for continuous training for teachers in improved methods.

9. There should be development of desirable attitudes toward gifted children through greater understanding.

10. There should be concern for developing a balanced program of intellectual, emotional, social, cultural and physical growth for the gifted youngster.

11. There should be continuity in a program for gifted children.

12. The responsibility for the program should be fixed on one or more persons and specific funds should be budgeted for personnel and supplies.

13. There should be continuous evaluation of the effects and effectiveness of the program.[1]

The Williams model was published in 1958 as a prescriptive design to be used in developing a program for the gifted. It spoke to the issues of the time, many of which still exist today: identification of the gifted, agreement of philosophy and objectives, varied and continuous programs

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[1]Clifford W. Williams, "Characteristics and Objectives of a Program for the Gifted," Education for the Gifted, Fifty-seventh Yearbook of the National Society for the Study of Education, Part II, Nelson B. Henry, editor, (Chicago: University of Chicago Press, 1958), pp. 147-165.

and program responsibility. The model showed some awareness of such potential problem areas as the need for desirable attitudes toward giftedness and the need to increase motivation and achievement for the gifted. Yet even with the several strong points that show perception and insight into problems in gifted education, the model is incomplete and shows lack of organizational focus. Because the Williams model was inadequate for program development for the gifted, other models were proposed.

The Leese-Fliegler Model

This model is based on the following assumptions:

1. Over-all direction for the program should come from educators.

2. The program should be outlined by the administrative staff and teachers who should also develop areas of common viewpoint. Unified viewpoint is necessary for success.

3. The programs should be presented to the board of education for dissemination of ideas and consultation.

4. After any issues between the board of education and the educators have been resolved, they should jointly present the plan for the program for the gifted to the community.

5. For cohesiveness, an orientation and study period at the local school level should be allowed for and

planned. Subgroups should be permitted to ask for, receive, and exchange information. The community should also have the opportunity to modify some parts of the program. Upper grade students should receive information about the program.

6. The distributive communication agencies should be informed of current developments in the program.[2]

The Leese-Fliegler model, developed in 1961, responded to the need to sell programs for the gifted to the public. It was evident that community involvement in the planning stage was necessary to offset negative attitudes toward gifted programs and this became the primary focus of model-building for the gifted. Even with community involvement, responsibility for program development was still placed squarely on professional educators, community involvement was the window-dressing necessary to insure the adoption of a program for the gifted. This model presented a pragmatic approach to resolving the dilemma of the need to provide programs for the gifted and community hostility toward such programs. Although this model provided a solution for an imperative need, its failure to treat other areas of need makes it inadequate also to serve as a complete model for program development for the gifted.

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[2]Louis A. Fliegler, Curriculum Planning for the Gifted, (Englewood Cliffs, New Jersey: Prentice-Hall, 1961), p. 14.

The Lanza-Vassar Model

This model is based on the following assumptions:

1. The principal should be the key individual in designing and developing the program for the gifted in his school.

2. Everyone involved in the program should thoroughly understand the broadened concept of giftedness.

3. An analysis of existing student and staff needs should be made for each individual school.

4. The philosophy and objectives of the program must be established.

5. Identification procedures for the target group should be developed.

6. An organizational design for pupil placement should be developed.

7. A differential curriculum for gifted and talented children should be developed by the principal and his staff.

8. Differential teaching strategies should be developed.

9. An appropriate instructional and supportive staff should be selected.

10. The role of the community should be considered to promote public understanding of the program.[3]

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[3] L. G. Lanza and W. G. Vassar, "Designing and Implementing a Program for the Gifted and Talented," National Elementary Principal, 51:50-55, February 1972.

The Lanza-Vassar model is a much more comprehensive model than the two previous models. It takes into account the issues treated in the Williams model and the Leese-Fliegler model. It is better organized and more complete than the other two models and seems adequate for its purpose as a programmatic model. However, on closer examination, the Lanza-Vassar model omits non-adademic needs of the gifted student and fails to treat such potential problem areas as motivation and achievement. It becomes evident that models which are purely programmatic and prescriptive are not adequate as complete models for program development for the gifted.

As alternatives to the three previous models, each of which was developed specifically for gifted education, two more models will be reviewed. The first of these models, the Sarason model for the creation of new settings,[4] was proposed for creating any new setting. Although it is easily applied to school settings, it was not developed for that purpose. The second model, the Brubaker model,[5] applies Sarason's creation of settings model to an

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[4]Seymour B. Sarason, The Creation of Settings and the Future Societies, (San Francisco, California: Jossey-Bass Publishers, 1972).

[5]Dale L. Brubaker, "Social Studies and the Creation of Settings," Publication #7 of the University of North Carolina at Greensboro, Humanistic Education Project, directed by Dale L. Brubaker and James B. Macdonald, December 1, 1976.

educational setting. Both models offer concepts that have applicability to education for the gifted.

The Sarason Model

Sarason defines a setting as "any instance in which two or more people come together in new relationships over a sustained period of time in order to achieve certain goals."[6] The term setting can be used in the same sense as the term program and will be used with that connotation in this study. Sarason says, in studying the creation of a new setting:

> To assume from the analysis of a chronologically mature setting that one can derive a valid and comprehensive picture of how the setting was created and developed is to make the same mistake about which Freud long ago warned in relation to the psychoanalysis of adults: do not assume that the picture of early childhood one gains from treating troubled adults is identical, or even highly similar, to that one would gain from studying childhood.[7]

It is not enough to study a fully developed and functioning program for the gifted in order to develop a new program. Sarason offers three concepts for studying a setting that offer a better perspective for analyzing a functioning program and this analysis is helpful in anticipating, preventing, and resolving the problems within the setting:

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[6]Sarason, p. 1.

[7]Ibid., p. 26-27.

1. The before-the-beginning stage:
   "what is in the air"
   basic assumptions
   views of resources
   concept of alternatives
2. The beginning stage:
   choosing the leader
   choosing the core group
3. The setting:
   implementation of goals

A setting usually reflects the social context from which it has emerged as well as the thinking of those who are involved in creating the setting. It reflects what seems "natural" in its society. It may be the result of a single, dominant personality who pushes forward with a new idea or it may simply mirror "what is in the air," the zeitgeist. Often the new setting is a result of a combination of personality and fairly obvious need.[8]

The before-the-beginning stage, the germinal period for the new setting, is made up of the organizational dynamics that often work against the success of the new setting. The decision to create a new setting often implies that the old settings are inadequate so that conflict between the old and new settings is almost assured. Resources--money, personnel, space--must be shared which also may lead to conflict.

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[8]Ibid., p. 24-26.

The new setting often assumes a superiority-of-mission attitude in that it expects to perform better than the old setting and, naturally, the old setting resents that assumption.[9] It is almost imperative that this area of before-the-beginning stage be thoroughly understood if these built-in conflicts are to be anticipated and amicably resolved before they become obstacles that might lead to failure of the new setting before it has a chance to prove itself.

Another problem in the before-the-beginning period of creating a new setting is that certain basic assumptions characterizing the creation of settings are often false. An assumption that agreement on values (goals) for the new setting is a necessary and sufficient condition for success in terms of attaining objectives may be false. While value agreement is usually necessary, it is rarely a sufficient condition for success. For example, many utopian schemes fail even though general agreement on values was the basis for the venture.[10] Another false assumption is that achievement of power is sufficient for implementation of goals. Having the power to implement goals does not insure a sufficient resource base. Castro's Cuba is an example of agreement on values with the attendant power to implement goals, yet success still has not been achieved.[11] Other false

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[9]Ibid., p. 29-31. [10]Ibid., p. 6. [11]Ibid., p. 10.

assumptions refer to strong motivation as assurance that success can be attained. While strong motivation is desirable and usually necessary, it does not always hold true that "where there's a will, there's a way." Nor does it hold true that all problems can be solved if one tries hard enough, or that all goals can be achieved through patience and perseverance, or that the future can be conflict-free if problems can be anticipated and rules, either implicit or explicit, can govern all individuals within the setting.[12] All of these assumptions have some basis in fact and are important to some extent in creating a new setting but relying on them as facts builds in problems for the new setting.

A study of the before-the-beginning period of a setting should lead to the concept of the universe of alternatives. Problems that confront settings do not logically lead to only one solution. Awareness of that fact makes accommodation and compromise more likely. The concept of the universe of alternatives contains the difference between presight and hindsight which makes it more likely that a new setting can be created successfully.[13]

As the study of the before-the-beginning period leads to presight in preventing or resolving problems or conflicts, a study of the beginning period in the creation of a new setting can also be helpful. The beginning period

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[12]Ibid., p. 12-18. [13]Ibid., p. 18.

involves the choosing of a leader and core group who will operate within the new setting to attempt to achieve its stated goals. There is often a morale problem in choosing a leader from within the emerging setting or outside its boundaries. Leaders usually choose leaders and they are always future-oriented. They set up timetables and the future overwhelms the past.[14] Before the point of deciding to create the new setting, several of those who will be part of it will have had various types of relationships. The person who becomes the leader may or may not have played that role in the informal group which may lead to some resentment on the part of group members who felt they might have been better leaders than the one chosen. The new leader often foresees a problem-free future for the setting and the relationships within the setting even though a morale problem might be incipient at the time of the appointment of the leader.[15] Another predictable problem involves the order of choosing core persons who will assume the role of the leader's family in the new setting. Order of choosing personnel and whether or not the chosen core member was in the before-the-beginning group can lead to resentment and hidden morale problems. The leader believes the chosen person will fit into the core group and the new member assumes that his job performance is not determined by how other members do their jobs. This second assumption is rarely true

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[14] Ibid., p. 49-66. [15] Ibid., p. 72-74.

because sufficient resources for each member to perform his job as he deems best do not often exist. This leads to competition for resources.[16]

Application of Sarason's beliefs to the analysis of the creation of new settings should preclude some of the inherent problems that usually beset the starting of a new educational program within an existing school system. Awareness of misleading assumptions in the before-the-beginning period in creating the actual program should lead to the omission of some of the conflicts often found in competing for resources within the school budget and acceptance of the universe of alternatives should lead to a greater flexibility in planning for the means of achieving the stated goals of the new program. While Sarason does not actually speak to the setting itself since his model is not designed for educational settings specifically, his model does offer important concepts that are applicable to educational settings. The following model performs that function by applying and expanding Sarason's conceptual approach to the creation of educational settings.

The Brubaker Model

Brubaker amplifies Sarason by adding his own concepts to form the process part of an analytic and programmatic model. He also points out that the most common

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[16]Ibid., p. 78-79.

general goals in the creation of settings are the achievement of a psychological sense of community and a sense of personal worth.[17]

Processes (Means):
1. becoming aware of the influence of tradition and the culture of the setting
2. covenant formation (role definitions and building a core group)
3. value identification and priority setting
4. change strategies

Goals (Ends):
1. psychological sense of community
2. sense of personal worth[18]

Brubaker describes his model as constant interaction between goals and processes (ends and means), within a setting whose nature is everchanging. He does not separate the processes sequentially into Sarasonian stages but visualizes them as flowing together into the adoption of change strategies, all of which lead toward goal attainment. The first process, the influence of tradition and the culture of the

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[17]A psychological sense of community and the sense of personal worth will be defined and further expanded in Chapter III.

[18]Brubaker, p. 1.

setting, are similar to Sarason's before-the-beginning stage. The processes of covenant formation, value identification and priority setting are similar to Sarason's beginning stage. Brubaker analyzes the leader and core group relationships through the covenant formation process[19] and value identification and priority setting. While all of these processes have value for any program development model, the most important segment of the model applicable to the education of the gifted is the adoption of change strategies. The differentiation between first order and second order changes is particularly significant. First order change is defined as working within the system to make surface changes without a change in the basic structure. Second order change is change that results from an implosion within the system through the development of different ways of viewing teaching and learning.[20]

Education for the gifted is often of the first order of change strategies: "more" of the same, that is, the gifted child is assigned more work than the average child, but it is the same work as the average child's, only the amount differs since "more" is expected of the gifted child.

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[19]For more information concerning the covenant formation process, see Dale L. Brubaker, "Social Studies and the Human Covenant," Social Education, May 1976, pp. 305-306 and Dale L. Brubaker, Creative Leadership in Elementary Schools, (Dubuque, Iowa: Kendall/Hunt Publishers, 1976), pp. 43-46.

[20]Brubaker, "Social Studies and the Creation of Settings," p. 5.

Some educators and scholars, not only in the area of giftedness, have argued that first order change strategies are insignificant and that it is true that the "more things change the more they remain the same."[21]

Brubaker states that first order change can sometimes lead to second order changes when an educator reconceptualizes learning experiences as a result of a first order change.[22] Whether or not the change is accidental or intentional, the change can occur. But without intentionality the change will not be maintained and the educator will return to the use of first order change strategies. Just as any child perceives the difference between what the teacher says and what the teacher does, the gifted child quickly perceives that some "gifted programs" continue to be based on first order change strategies. Application of Brubaker's thinking on change strategies should be included in any model for program development for the gifted.

Need for a New Model

Through this review of representative program development and creation of settings models it is apparent that each model has some value for education for the gifted. It is also apparent that each model is inadequate to stand alone as an analytic and programmatic model for program development for the gifted. The Williams, Leese-Fliegler,

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[21] Ibid. [22] Ibid.

and Lanza-Vassar models are incomplete. The Sarason and Brubaker models, although not designed for the gifted, both offer a new perspective on program creation that relates to the needs of the gifted.

There is a need for a model for program development for the gifted which can serve for both analysis and program planning. The model should accommodate assumptions about the needs of the gifted and should include a knowledge of change theory as a basis for designing specific programs. The goals of such a model should be consistent with assumptions about the needs of the gifted and the total model should be coherent and realistic. A model designed to fit these criteria is proposed in the next chapter.

CHAPTER III

A NEW MODEL FOR THE GIFTED

Every model builder works with some components that are common to all models. He usually begins the model building process by asking himself questions about his population and its problems. Those questions may lead to the formation of assumptions, the development of concepts, and a relationship among the concepts that often becomes the structure of the model. These three areas--assumptions, concepts, relationships--are common to most models although the descriptive terminology might vary.[1] Our model for program development for the gifted begins with assumptions about the characteristics and needs of the gifted that should be accommodated in the model design. In the process of identifying and discussing these assumptions, relevant literature and research will be reviewed.

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[1]For example, see Bruce R. Joyce, Alternative Models of Elementary Education, (Waltham, Mass.: Blaisdell Publishing Co., A division of Ginn and Co., 1969), particularly the first chapter. Joyce speaks of his assumptions about schools and their needs, his biases, (pp. 2-3), his frame of reference based on his conceptions of curriculum systems (pp. 5-6), and the relatedness of the concepts as they are subjected to social forces (pp. 9-10). Concept-learning models often use three stages: assumptions or theories about ability, learning experiences to develop concepts, and analysis or relatedness of concept principles. For examples, see Peter H. Martorella, Concept Learning in the Social Studies, Models for Structuring Curriculum, (Scranton, Penn.: Intext Education Publishers, College Division, 1971), pp. 77-85.

Assumptions

Programs for the gifted have a high mortality rate. A recent study showed that 50 percent of the programs for the gifted instituted in the early 1960's were no longer in existence ten years later. Various reasons for the discontinuance of the programs included the lack of funding for a specific population of exceptionality and the feeling that such programs were unnecessary.[2] Some of these programs could have survived if they had anticipated certain built-in problems for programs for the gifted that accompany three assumptions about giftedness.

The First Assumption

HOSTILITY AGAINST GIFTEDNESS IS OFTEN EXERCISED BY ADMINISTRATOR, TEACHERS, AND PEERS. This hostility can easily cause a program to fail or prevent a program from being developed. Awareness of the existence of this hostility should lead to an effort to combat, or at least lessen, hostility. This recognition should occur in the very earliest planning stage for any program for the gifted. There is a better chance of acceptance and success of such a program if there are early efforts to minimize and alleviate

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[2]Ralph Jerry Williams and E. Eugene Oliver, "A Perspective on Programs for Academically Talented Students," NASSP Bulletin, 60:77-82. The study consisted of those schools that make up the North Central Association of Schools and Colleges. See also, M. J. Gold, "Death of a School for the Gifted," Gifted Child Quarterly, 14:174-179, Autumn, 1970.

negative attitudes towards the gifted. Deep hostility towards giftedness has its roots in our culture and nation. Ray Bradbury, in his classic satire on anti-intellectual societies, Fahrenheit 451 (1953), reminds us that:

> ...the word "intellectual," of course, became the swear word it deserved to be. You always dread the unfamiliar. Surely you remember the boy in your own school class who was exceptionally "bright," did most of the reciting and answering while the others sat like so many leaden idols, hating him. And wasn't it this bright boy you selected for beatings and tortures after hours? Of course it was. We must all be alike. Not everyone born free and equal, as the Constitution says, but everyone made equal. Each man the image of every other; then all are happy, for there are no mountains to make them cower, to judge themselves against.[3]

More scholarly writers would concur. Lewis M. Terman, in his seminal longitudal study of giftedness, Genetic Studies of Genius, did much to dispel the myth of the "precocious" child who is abnormal, neurotic, sickly, one-sided, and prone to intellectual deterioration or early death.[4] Leta S. Hollingworth also worked to disprove some of the same misconceptions with as little success. Many of the same negative attitudes persist today.[5]

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[3]Ray Bradbury, Fahrenheit 451, (New York: Ballantine Books, Inc., 1953), p. 53.

[4]Lewis M. Terman, et. al., Genetic Studies of Genius: Vol. 1, Mental and Physical Traits of a Thousand Gifted Children, (Stanford University, California: Stanford University Press, 1925) and Lewis M. Terman and Melita H. Oden, Genetic Studies of Genius: Vol. 4, The Gifted Child Grows Up, (Stanford, California: Stanford University Press, 1947).

[5]Leta S. Hollingworth, Children Above 180 IQ, edited by Harry L. Hollingworth, (Yonkers-on-Hudson, New York: World Book Company, 1942).

Writing at a later time, Terman called hostility toward giftedness one of the major issues of education for the gifted.[6] Two main charges are made against education for the gifted: The most widespread charge is that it is undemocratic for the gifted to receive education that is different from that of any other student population group; secondly, education for the gifted as a special group tends to create an elitist society. Both of these charges are supported by the writings of Virgil S. Ward[7] and E. Paul Torrance.[8]

Robert F. DeHaan and Robert J. Havighurst, in Educating Gifted Children (1961), elaborate on hostility toward giftedness. Besides the "undemocratic" connotation of giftedness, critics also charge that gifted students may lose touch with the common people if they receive special attention. Although critics object to spending money on the "few" at the expense of the "many," they do not seem to feel the same way about spending money on special programs for the handicapped or the athletically talented. Critics also expand the elitist charge to say that special educational programs for the gifted create advantages for an already

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[6]Lewis M. Terman and Melita H. Oden, "Major Issues in the Education of Gifted Students," in Educating the Gifted, A Book of Readings, edited by Joseph L. French, (New York: Holt, Rinehart and Winston, 1959), p. 149.

[7]Ward, pp. 45, 111.

[8]E. Paul Torrance, Gifted Children in the Classroom, (New York: Macmillan, 1965), pp. 19-20.

advantaged class--urban, white, middle-class children.[9] Studies as early as Terman's refute this charge by citing evidence that giftedness can be found in all economic and ethnic groups in the school population and programs for the gifted can tap this talent.[10] Elitism is particularly feared by educators. For example, Louis A. Fliegler says:

> Many educators still maintain that all students ought to have exactly the same experiences and the same opportunities. Although they recognize that different levels of abilities exist, they do not see this as a reason for different provisions for bright students.
>
> ....special provisions will tend in time to develop an educated elite, who will engender a kind of closed caste system. In proposals for separating the talented most of the time from the rest of the school population, apprehensive educators feel that the free and open channels now presumed to exist in the American system may be closed off.[11]

In 1972, the United States Commissioner of Education, S. P. Marland, Jr., and the United States Office of Education presented a report to the Congress concerning the status of education for the gifted in the United States. This report was a comprehensive overview of the thinking about gifted children and provisions for them in education. More than thirty outstanding scholars and educators of the gifted and talented contributed to the Marland report. The existence of hostility toward the gifted was well documented

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[9]Robert Frank DeHaan and Robert J. Havighurst, Educating Gifted Children, (Chicago: University of Chicago Press, 1961), pp. 7-9.

[10]Marland report, Vol. I, pp. 17-19.

[11]Fleigler, pp. 6-7.

and followed the usual line of criticisms--undemocratic and elitist treatment for a special group. Administrators and teachers were again singled out as hostile toward gifted students within their own school systems.[12]

The United States Office of Education hoped that the publicity given to the Marland report would help to dispel at least some of the hostility manifested by educators toward their own gifted students. The Director of Education for the Gifted and Talented in the U.S. Office of Education said, in 1976, that such hostility still exists.[13] Robert L. Trezise, director of programs for the gifted in the Michigan Department of Education, now suggests that we should not use the term "gifted" because it creates more hostility. Instead, he suggests that we use the term "academically talented" since it does not so obviously carry the same connotation as gifted and might be less likely to create hostility.[14]

In sum, the review of related literature indicates that the first assumption in this study is valid. Hostility, often on the part of educators, does exist toward giftedness.

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[12]Marland Report, pp. 29, 35, 68.

[13]Harold C. Lyon, Jr., "Realizing the Potential Through Federal Support," NASSP Bulletin, 60:13-19, March 1976, p. 16.

[14]Robert L. Trezise, "The Gifted Child: Back in the Limelight," Phi Delta Kappan, 58:241-243, November 1976, p. 243.

A model for program development for the gifted must accommodate an awareness of the assumption.

The Second Assumption

THE GIFTED NEED SPECIAL PROGRAMS THAT ARE IMPLEMENTED BY SPECIAL TEACHERS. Special programs, in this study, refer to those programs that are designed to engage the student on a higher level of mental activity than the majority of his classmates could or would choose to handle. This assumption is not concerned with the programs but with the premise that a teacher with special qualifications is necessary to successfully implement a program for the gifted.[15] Some programs have failed because the teaching

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[15]This study will not evaluate or discuss particular programs for the gifted but examples of specific programs can be found in the following references and should be reviewed by the reader. Frank Olin Copley, The American High School and the Talented Student, foreword by Richard Pearson, (Ann Arbor: University of Michigan Press, 1961) discusses programs for advanced placement; Joseph W. Cohan, editor, The Superior Student in American Higher Education, (New York: McGraw-Hill, Inc., 1966), discusses Honors programs; Harold H. Bixler, editor, The Cullowhee Story, A Program for Superior and Gifted Students, (Cullowhee, North Carolina: Western Carolina College, 1962), discusses a comprehensive approach; Merle B. Sumption, Three Hundred Gifted Children, (Yonkers-on-Hudson, New York: World Book Company, 1941), discusses the Cleveland Major Work classes.

General surveys of programs for the gifted can be found in Robert J. Havighurst, Eugene Stivers, and Robert F. DeHaan, A Survey of Education of Gifted Children, (Chicago: University of Chicago Press, 1955); Lavonne B. Axford, A Directory of Educational Programs for the Gifted, (Metuchen, New Jersey: The Scarecrow Press, Inc., 1971); Samuel Everett, editor, Programs for the Gifted, A Case Book in Secondary Education, (New York: Harper, 1961), 15th Yearbook of the John Dewey Society; Jack Kough, Practical Programs for the Gifted, (Chicago: Science Research Associates, 1960).

For examples of programs developed by specific states, see: J. S. Renzulli and W. G. Vassar, "Connecticut

personnel was not really qualified to implement the program. Joseph S. Renzulli identified the teacher as the most essential key in programs for the gifted by saying "the relatively greater demands made upon teachers by vigorous and imaginative young minds require that special attention be given to the selection and training of teachers for gifted and talented students."[16]

The importance of the teacher to the success of a gifted and talented program is emphasized repeatedly in a review of the literature related to the subject. Ward described a teacher of the gifted as one who shows general excellence, is tolerant of being beaten intellectually by a child, and is expert in knowledge content.[17] He developed four corollaries to the principle that a specially qualified teacher is needed for the gifted:

Programs for the Gifted," Today's Education, 57:74-76, December 1968; P. D. Plowman, "California Curriculum Project for the Gifted," Gifted Child Quarterly, 13:113-5, Summer 1969; The California Program for Mentally Gifted Minors (MGM), The Connecticut Comprehensive Model for Gifted and Talented, The Georgia Program for the Intellectually Gifted, and the Illinois Special Program for the Gifted are described in the Marland Report, chapter VI, "Four Case Studies," pp. 51-59.

[16]Joseph S. Renzulli, "Identifying Key Features in Programs for the Gifted," in Psychology and Education of the Gifted, second edition, edited by Walter B. Barbe and Joseph S. Renzulli, (New York: Irvington Publishers, Inc., 1975), p. 324.

[17]Ward, p. 109. It is interesting to note the use of the term "beaten" as if learning were a contest to be won or lost by the teacher. The choice of terminology used in the classroom often shows an underlying element of hostility that the teacher might not be aware of.

1. The teacher must be deviant with respect to those qualities common to the gifted.

2. The teacher must have a personality able to adapt to stress and strain.

3. The teacher must have insight leading toward a philosophical perspective upon life and human issues to the end that the student may profitably study the teacher.

4. Besides general knowledge, the teacher must know psychology of the personality.[18]

John C. Gowan, in The Education and Guidance of the Ablest (1964), says a teacher of the gifted needs a strong intellect, a strong cultural background, rigor in demands for learning, competency in subject knowledge, a mental age greater than the student, and an intelligence quotient in at least the top 25 percent of the population. The teacher should be able to maintain emotional balance in order to accept and work with pupils brighter than himself.[19] William K. Durr and Paul Witty agree with Renzulli, Ward and Gowan that the teacher is the key to the success of a program for the gifted.[20]

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[18]Ibid., p. 115.

[19]John C. Gowan and George D. Demos, The Education and Guidance of the Ablest, with a preface by Charles Bish and a foreword by E. Paul Torrance, (Springfield, Illinois: Charles C. Thomas, Publisher, 1964), pp. 382-395.

[20]William K. Durr, The Gifted Student, (New York: Oxford University Press, 1964), pp. 252-259 and Paul Witty, editor, The Gifted Child, (Boston: D. C. Heath and Company, 1951), pp. 106-130.

The logic behind the emphasis on the role of the teacher in a program for the gifted stems from the failure, or even damage, inherent in using poorly qualified personnel. E. Paul Torrance states that many teachers often give evidence of being more concerned about having "good children" in the sense of their being easy to manage, well-behaved, and adjusted to social norms.[21] An extreme reaction to giftedness by a teacher regarding the attitude of a gifted boy toward a regular curriculum approach was "I'll make him work if I have to break his spirit to do it--and ridiculing and shaming him is the only way with children like him."[22] According to Joan B. Nelson and Donald L. Cleland, an authoritarian teacher is irritated by questioning and inquisitiveness and may destroy incipient curiosity.[23]

James J. Gallagher argues that teacher hostility towards gifted children is a result of what the teacher construes as a threat and the teacher retaliates by assigning more work to the child. Gallagher calls this reaction the "that will show Mr. Smartypants" syndrome.[24] A recent study surveyed attitudes of teachers toward special programs

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[21]Torrance, p. 14. [22]Ibid., p. 31.

[23]Barbe and Renzulli, pp. 440-441.

[24]James J. Gallagher, Teaching the Gifted Child, second edition, (Boston: Allyn and Bacon, Inc., 1975), p. 314. See also, J. C. Jacobs, "Teacher Attitudes Toward Gifted Children," Gifted Child Quarterly, 16:23-26.

for the gifted. The results showed that teachers who actually worked with gifted classes have more favorable attitudes towards gifted children than those teachers who have not and that teachers with over twenty years experience in teaching have less favorable attitudes than younger teachers.[25]

The Marland report concluded that 85 percent of the respondents to its survey on giftedness saw the need for special qualifications for teachers of the gifted. General qualifications cited were similar to those proposed by Ward and Gowan. The report also stated its belief that even limited special preparation of teachers reduces hostility toward giftedness somewhat and that inservice training could help teachers develop the characteristics necessary for teaching the gifted.[26]

Again, from the review of related literature, it seems evident that the second assumption of this study is valid. Specially qualified teachers for the gifted are essential for a successful program to meet the needs of the gifted. Therefore, it is imperative that planning for the development of a program for the gifted must give serious attention to teacher selection to insure that the program is the best possible for the gifted child.

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[25]Joseph Justman and J. W. Wrightstone, "The Expressed Attitudes of Teacher Toward Special Classes for Intellectually Gifted Children," in French, p. 456.

[26]Marland report, p. 33.

The Third Assumption

A CRITICAL ASPECT OF A MODEL FOR PROGRAM DEVELOPMENT FOR THE GIFTED IS THE ASSUMPTION THAT THE GIFTED NEED A "SENSE OF COMMUNITY" TO HELP THEM ACHIEVE FULLY. In this study, a sense of community is defined as the feeling that one is part of a readily available, mutually supportive network of relationships upon which one can depend and which leads to a life style that does not mask anxiety or lead to later anguish.[27] More practically, a sense of community means that the child who is supported in his classroom environment by teachers and peers who accept him for his own worth is more likely to achieve fully than if he were in a less supportive environment that considered him far different from his peers. A classroom environment that develops a sense of community within each of its members will both support and push the student toward the achievement of the goals he sets for himself.

Imbedded within this concept of a sense of community is the gifted child's own perception of his personal worth--his self-concept. The teacher must implement a program that promotes the child's special "gifts" at the same time that the program promotes a vibrant sense of community. There might be tension between the self-concept and the concept of community. Care must be taken that the sense of community

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[27] Seymour B. Sarason, The Psychological Sense of Community, (San Francisco: Jossey-Bass, Inc., 1974), p. 1.

does not overpower individuality or that the self-concept does not alienate the student from the community of the classroom. The tension between the two concepts is one that the gifted student will probably face periodically through his life and the classroom can give him the opportunity to develop both concepts according to his needs. Therefore, the assumption is that the child who feels he belongs within the "community" can also develop a better self-concept, both of which work together to help him reach his potential. Without this supportive network of the community he might not build the self-concept that is necessary for success in achieving his own goals.

Every student, regardless of his ability, needs this sense of community and self-concept to achieve. The assumption that these concepts are an integral part of a program for the gifted belies the myth held by many educators who feel the gifted do not need special help in building these concepts--they can "make it" on their own and achieve without a sense of community or a good self-concept.

> The tendency to associate low self-esteem with academic failure may be well founded, but to assume that academically gifted children have high self-esteem is an error. My own experience in a class for the gifted was at times a painful one. Although I was in the top 5% of a class of 900 students, my perception was that I was fairly stupid, since my grades were frequently in the lower third of that group. I had no way of knowing that I was among some of the most brilliant students in the city of New York; in my subjective experience <u>they were my world</u>, and in that world I was not very bright. A quiet and non-assertive child, I never expressed

> this feeling and none of my teachers perceived it. Although I did well academically, my academic self-esteem was low until my junior year, when I entered other classes and realized that I was relatively intelligent. At no time in that program for the gifted was any attention given to my becoming more aware of myself; only limited attention was given to the development of personal responsibility, and no time was spent on the area of interpersonal relationships. I think my personal development would have been significantly affected through attention to those areas. I know that I am not alone in feeling that way. The problem is still with us and needs to be considered in relation to all of our variously gifted children.[28]

The experiences described by Mark Phillips in the above quote serve as proof that having developed a program for the gifted is not sufficient to serve their needs unless the program also includes the development of a sense of community.

Support for this argument and the refutation of the myth that gifted children can develop these concepts on their own was borne out in the research of Ruth Strang. In her study of gifted children, she found that they often feel inferior and inadequate. When a teacher creates a classroom atmosphere of friendly acceptance, they adjust better and achieve more.[29] Gifted girls, in particular, often need

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[28]Mark Phillips, "Confluent Education, the Hidden Curriculum, and the Gifted Child," Phi Delta Kappan, 58:238-240, November 1976, p. 239.

[29]Ruth Strang, "Mental Hygiene of Gifted Children," in Witty, p. 45; Torrance corroborates this contention, see Torrance, pp. 45-48; Gallagher is also in agreement, Barbe and Renzulli, p. 144.

help with their giftedness and especially need help in developing a sense of belonging to a community to achieve.[30]

A. Harry Passow states that although some gifted students succeed without special efforts in their behalf, at least 50 percent fail to develop anywhere near their capacity.[31] The president of the American Association for Gifted Children, Anne E. Impellizzeri, echoes Passow's findings.[32] Any student's ability to achieve seems tied into his self-concept[33] and it is gravely erroneous to believe that gifted children are any different in this respect.[34]

The three assumptions previously described should be a basic part of the planning of a program for the gifted. The assumptions relate to the structure of concepts in model building and are an integral part of the model.

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[30]Joan Joesting, "Future Problems of Gifted Girls," Gifted Child Quarterly, 14:89-90, Summer 1970.

[31]A. Harry Passow, "Are We Shortchanging the Gifted?," in French, p. 29.

[32]Anne E. Impellizzeri, Marjory J. Farrell, William G. Melville, "Psychological and Emotional Needs of Gifted Youngsters," NASSP Bulletin, 60:43-48.

[33]Wilbur B. Brookover and David Gottlieb, Sociology of Education, second edition, (New York: American Book Company, 1964), pp. 74-75.

[34]For a summary of research on the student's self evaluation and his ability to achieve, see William W. Purkey, Self Concept and School Achievement, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970).

Key Concepts

There are three key concepts in our model of program development for the gifted. These concepts are based on the work of Sarason as it has been applied to educational settings by Brubaker. Our model is an adaption of Sarason and Brubaker applied to the education of the gifted. The concepts are divided into (1) before-the-beginning, (2) the beginning, and (3) the setting and goals.

Before-the-beginning

In both planning a program for the gifted and analyzing an existing program, there is a stage of thinking that comes before the formal beginning or creation of the setting. Sarason refers to this stage as zeitgeist or "what is in the air." Brubaker speaks of the influences of tradition and culture. In either case, this before-the-beginning stage reflects the way society views the creation of a new setting.

Society, as defined in a model for educating the gifted, includes both professional educators and the general public. A series of questions can be raised: Who are the gifted? Who do educators identify as gifted? Who does the public identify as gifted? Other questions proposed by the model builder in this earliest stage mirror society's view of the needs of the gifted. What are those needs? Do those needs differ significantly from the needs of the average child? Answers to both sets of questions reflect societal

views of giftedness--the zeitgeist--and lead to a basic assumption about education for the gifted: there is some hostility toward giftedness.

This before-the-beginning stage also finds goals emerging for a program for the gifted. The goals are not well defined at this point. There is only a general awareness that present programs or provisions are inadequate to meet the needs or that new needs arise that cannot be served satisfactorily by existing settings, otherwise there would be no need to create a new setting. The before-the-beginning stage, as in Figure 1, can then be depicted as a nebulous figure representing the zeitgeist, the influences of tradition and culture toward giftedness.

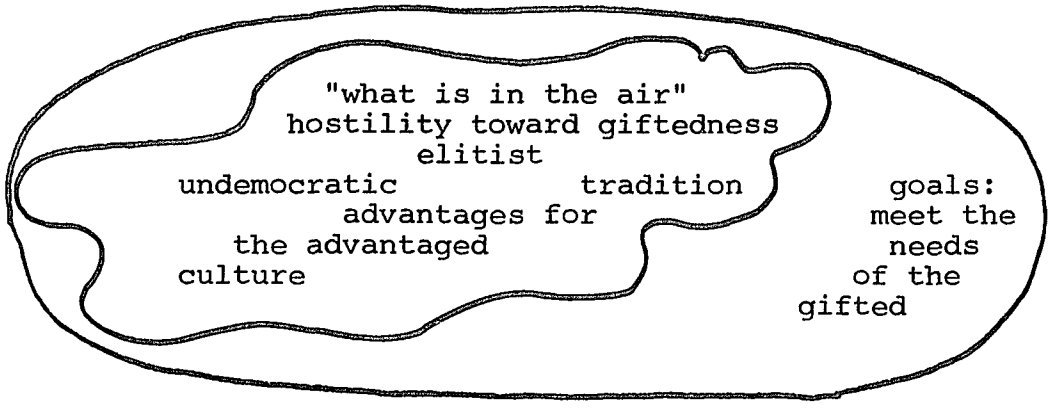

Fig. 1. Before-the-beginning

The Beginning

The beginning stage flows outward from the before-the-beginning and is never completely free from the influences of the before-the-beginning. There is no clear

cut line of demarcation where the questioning of the first stage becomes the action of the beginning stage. Somewhere in the before-the beginning a decision is made, either deliberately or through natural evolvement, that a new setting will be created. That decision leads into the two divisions of the beginning stage, both divisions relate somewhat to the basic assumption about the role of teachers of the gifted who are part of the core group.

The process of forming covenants involves choosing a leader and core group and the forming of relationships (covenants) between the leader and the group as well as among the group members. Obviously, the covenants must be based on open and honest communication if the setting that will be created is to be successful. Questions to be answered during the covenant formation process cover such topics as: Who chooses the leader? Who are the members of the core group? How were they chosen and in what order? How do they view their relationships and resources? How do they view giftedness? As these questions are answered through the covenant formation process, the group members naturally move toward a clarification of the roles they play and how their roles relate to the roles of other members of the core group.

The second part of the beginning stage is not separate from the covenant formation process but emerges from that process into value clarification and priority setting.

Brubaker describes the interaction of the two parts by saying:

> Covenants between persons vary as to intensity and duration which is to say that the degree of commitment to a relationship depends on one's values and to act on such values is to involve one in priority setting.[35]

The process of valuing and priority setting forces the group to answer specific questions about goals for a program for the gifted. These questions center around such topics as priority ranking of needs of the gifted and methods of satisfying those needs. In Figure 2, goals are stated more definitely and the beginning stage moves gradually into the creation of the setting.

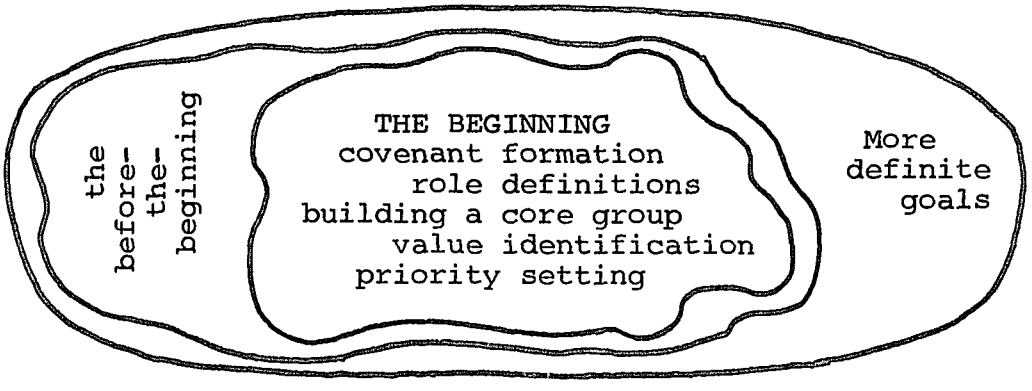

Fig. 2. The Beginning

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[35]Brubaker, "Social Studies and the Creation of Settings," p. 4.

The Setting and Goals

The setting that is finally created is composed of several elements: covenants between the teacher and students, students and students, and the school and students, all of which are expressed in the zeitgeist of the classroom; the change strategies that are designed for goal attainment; and the goals of the programs.

The influences of the before-the-beginning and the beginning come to fruition in the setting through the processes that lead to the choice of change strategies. Yet the setting is not static. Covenants are constantly changing, roles and priorities shift as new needs appear or old needs are satisfied. The setting does not operate independently of its societal environment. Change strategies vary according to individual or group needs that progress calendrically. The change strategies are the learning experiences chosen by the teacher and students as being most likely to bring about goal attainment.[36] Second order changes evolve through conscientious endeavor by both teacher and students.

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[36]This investigator contends that any learning experience results in change of some form. This study does not judge the value of the change but construes change to be the inevitable result of learning experiences, that is, no learning takes place without change. The role of the teacher is to direct the change toward the directions that have been deemed desirable, usually toward the achievement of previously stated goals and objectives. The beginning stage, having defined its goals and objectives, points the educational setting in a predetermined direction for change. The direction may digress slightly but continues toward the goals of the setting.

The setting is dynamic. It never escapes the influence of tradition or the culture of the setting but operates within those contexts which are also in a state of flux. For that reason, the setting strives to interact satisfactorily with its environment, through its adoption of change strategies, to achieve its goals, as shown in Figure 3.

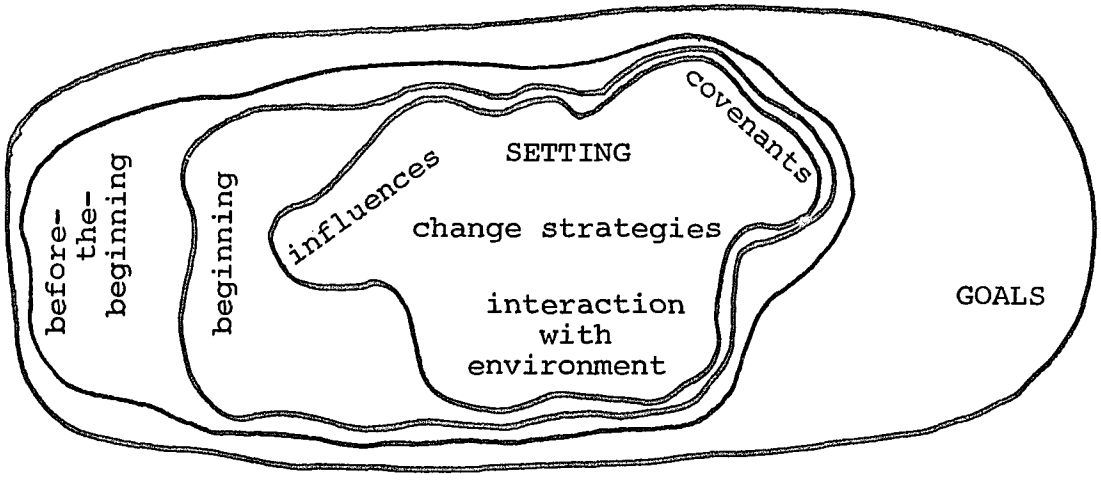

Fig. 3. The Setting

The goals of the setting are the achievement of a sense of community and personal worth. The individual gifted child has his own expectations of achievement that he develops into a set of personal goals, presumably with the help of the teacher. A primary assumption of this model is that a sense of community and personal worth is necessary for the gifted child to achieve his own goals. This view of goals first began to emerge in the before-the-beginning stage. It became more defined in the beginning stage and forms the basis of the choice of change strategies adopted in the actual setting.

Relatedness of Concepts

The way in which the previously presented concepts relate to each other and to the assumptions that underlie the concepts forms the structure of a model for program development for the gifted that is shown in Figure 4. The new model is an alternative to those models reviewed in Chapter II.

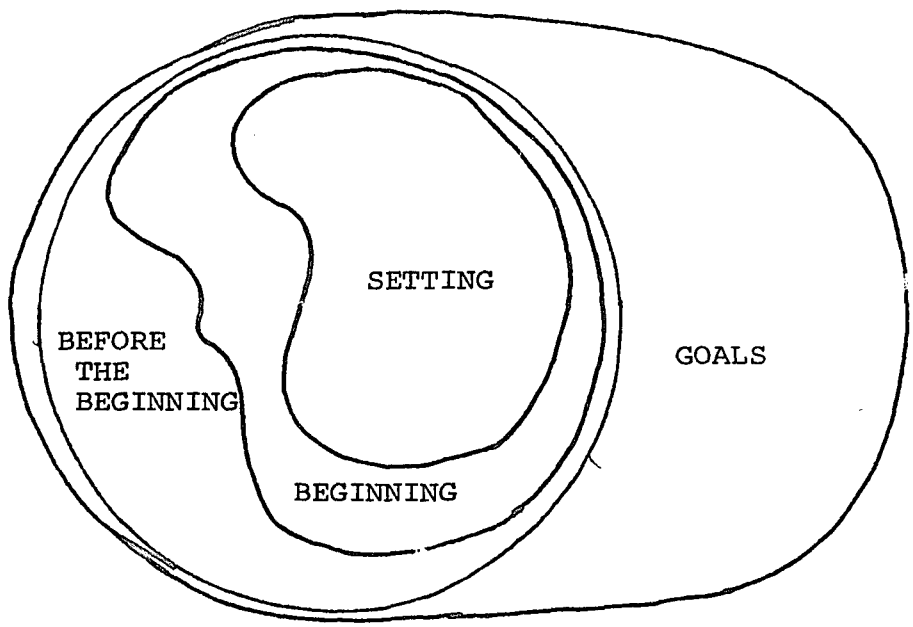

Fig. 4. An Alternative Model

The before-the-beginning is a "becoming" stage: becoming aware of the need for a new setting, and becoming aware of the influence of tradition and the culture surrounding a proposed new setting. An assumption based on societal views of giftedness underlies this stage and goals

vaguely emerge as satisfaction of the needs of the gifted. This stage flows into the beginning stage and surrounds it.

The beginning stage is a "people" stage: people are chosen by people to serve as leaders and core persons, people interact with people to form covenants, identify values and set priorities. A basic assumption concerning the qualifications of core persons (teachers) is an integral part of this stage. Goals emerge in more definite form and relate to the needs of people--gifted students.

The setting is surrounded by both the beginning and the before-the-beginning stages. It is imbedded within those stages and their influences, yet it is a "change" stage. Learning is planned as a result of change strategies. The strategies are the experiences designed to reach what have become clearly stated goals. The setting itself reacts to change and is dynamic. It penetrates the surrounding stages and is penetrated by them. This interaction is constant and keeps the setting from becoming static (stagnant?).

The goals that have emerged during the creation of the setting have colored all the stages and substages of the creation. The goals, in some implicit or explicit manifestation, have been existent since the before-the-beginning but take on greater importance and clarity as the setting develops until the final stage--the setting--is focused on

goal attainment. The basic assumption underlying this stage concerns the nature of goals for the gifted.

This model can be used to develop a new program or analyze a functioning program for the gifted. Its analytical and programmatical design offers opportunities for research in programs (settings) for the gifted as the following chapter will demonstrate.

CHAPTER IV

APPLICATION OF THE MODEL

The purpose of this chapter is to evaluate the usefulness of the creation of settings model described in the previous chapter with respect to program development for the gifted. A particular question is asked in order to give focus to this investigation: What is the best way to develop a secondary social studies program for the gifted in Virginia? In order to deal with this question it is first necessary to describe specific dimensions of Virginia's educational system as they relate to gifted and talented children.

In August, 1971, the State Board of Education of the Commonwealth of Virginia, as required by the Virginia Constitution, adopted a set of standards of quality and objectives for public schools in Virginia. These standards were revised and enacted by the General Assembly for the biennium beginning July 1, 1972. Standard 4 stated:

> Each school division shall identify exceptional children, including the gifted, by diagnostic procedures and shall develop a plan acceptable to the Board of Education to provide appropriate educational opportunities for them. Such opportunities may be provided through local programs, regional cooperative programs, or tuition assistance for

> handicapped children where no public school program is available.[1]

This standard was revised and enacted in 1976 by the General Assembly of Virginia to read:

> 4a. Each school division shall provide differentiated instruction to increase educational challenges and to enrich the experiences and opportunities available to gifted and talented students.
> 4b. High school students who begin advanced education, whether academic or vocational, before graduation from high school, shall be awarded a high school diploma upon satisfactory completion of their first year of advanced education, in accordance with regulations prescribed by the Board of Education.[2]

In a four year period, the state of Virginia went from a legislative mandate to identify and plan for the gifted and talented to a legislative mandate to provide a program for gifted education. The 1972 legislation for standards of quality and objectives for the public schools, with the fourth standard applying to gifted and talented education, climaxes a long interest in giftedness in Virginia. Thomas Jefferson, in his Notes on Virginia, proposed a system for sifting out gifted students from among the general student population and educating them at public

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[1]State Department of Education, "Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia, 1972-74," (Richmond, Virginia: State Department of Education, September 1972), mimeographed, p. 16.

[2]State Department of Education, "Standards of Quality and Objectives for Public Schools in Virginia, 1976-78," (Richmond, Virginia: State Department of Education, 1976), p. 3.

expense.[3] While Jefferson's ideas on education were not often put into practice below the university level, the interest he showed in the subject of giftedness is shared by present day educators in Virginia, thereby making this study a most propitious one at the present time.

The four major subject areas offered in most secondary schools in Virginia--English, mathematics, science, and social studies--each offer unique opportunities for gifted students. This investigator's choice of the social studies area for this research study is based on the personal bias that the social studies are a logical area to concentrate the development of a sense of community since the area of social relationships is an essential but often lesser developed area for gifted high school students.[4]

Because this part of the study is focused on developing social studies programs for the gifted in secondary schools in Virginia in order to evaluate the usefulness of the creation of settings model, research tools were

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[3]Thomas Jefferson, Notes on the State of Virginia edited with an introduction and notes by William Peden. Published for the Institute of Early American History and Culture, Williamsburg, Va. (Chapel Hill, N.C.: University of North Carolina Press, 1955), p. 146.

[4]This bias should have no bearing on the use of the model as an instrument for program development for the gifted since most educators make the choice of subject areas on their personal likes and dislikes (biases) of fields of knowledge.

designed to gather information necessary to answer questions posed in the conceptual areas of the model.[5]

Conceptual Areas of the Model

To reiterate from the previous chapter, the model builder works with three conceptual areas in the creation of settings model for the gifted. The three areas--the before-the-beginning, the beginning, and the setting--follow a chronological order and certain questions are inherent in each area. The answers to these questions provide the structure for creating the setting that is visualized in the before-the-beginning stage and proposed in the beginning stage.

The Before-the-Beginning

In the before-the-beginning stage, the model builder asks himself specific questions about the influences of tradition and culture on program development for the gifted: What curriculum alternatives are presently provided for the

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[5]A questionnaire and opinion survey were used to gather information about the three conceptual areas of the creation of settings model. The questionnaire was sent to 131 school divisions in Virginia. Eighty-four schools responded for a 64 percent participation. This response was composed of 62 out of 95 county divisions (65 percent participation) and 22 out of 35 city divisions (63 percent participation). The respondents provided information applicable to the before-the-beginning stage and the goals of the setting. See Appendix A.

The opinion survey was sent to ten respondents to the questionnaire who were specifically involved in programs for the gifted. There were eight responses for an 80 percent rate of participation. Information gathered from the opinion survey pertained to questions raised in the beginning stage of the creation of a setting. See Appendix B.

student population? Which of the alternatives are designed for the gifted? What instructional options are offered for the gifted in different subject areas? How do educators feel about special programs for the gifted? The answers to these questions help the model builder perceive the zeitgeist of the before-the-beginning stage in creating a new setting for the gifted.

The Beginning

The questions asked in the beginning stage about the organization of the setting reflect the zeitgeist of the preceding stage. The people who form the organizational framework of the new setting are influenced by the tradition and culture identified in the before-the-beginning stage and the model builder is aware of this influence as he poses the questions that must be answered in the beginning stage of the creation of a setting: How is the leader chosen? How is the core group chosen? What are the qualifications of the leader and core group? How do they view resources? How are roles defined, values identified and priorities set? The model builder must provide answers to these questions and reflect upon the covenants formed among the participants before he can move into the final stage of the creation of a new setting--the setting itself.

The Setting

While a view of goals emerges in the two stages preceding the creation of the actual setting, specific questions about goals and how to achieve those goals belong to the setting stage. The change strategies necessary for goal achievement can be better developed within the setting as an outgrowth of interaction among core group members and the setting and its environment but the model builder can and should ask questions concerning goals: What are the goals of a social studies program for the gifted? Do those goals differ from goals for other segments of the student population? The answer to questions about goals for the gifted are developed throughout all three conceptual stages of creating a setting but become more definite in the setting stage. The goals themselves grow out of the questions about values and priorities that are raised in the beginning stage but those questions had their origins in the before-the-beginning stage.

The relationship of the three conceptual areas, with the questions attendant to each area, comprises the creation of settings model for the gifted. The answers to the questions and the relationship of the answers to the conceptual areas of the model provided by the research design of this study should evaluate the usefulness of the model in developing a social studies program for the gifted.

Description and Analysis of Findings

The respondents to the questionnaire used for the before-the-beginning section of this study possessed a variety of job titles: Twenty-three were directors of or assistant superintendents for instruction; fifteen were general or secondary supervisors; ten were program directors or coordinators of programs for the gifted; eight were department chairmen or teachers of social studies; six were division superintendents; six were secondary school principals; five were assistant principals; three were assistant superintendents; two were directors for research and program development; two were directors of guidance and one was a director of student activities. Three respondents omitted job classifications. The diversity of educational responsibilities of the respondents should serve to provide an overview of the thinking of educators about programs for the gifted.

The Before-the-Beginning Stage

Information gathered about present curriculum offerings for the student population, in general, and the gifted, in particular, shows the influences of tradition and culture as they apply to curriculum alternatives in the public schools of Virginia. Instructional options currently offered in the different subject areas also reflect the same influences. This information comprises part of the zeitgeist

of the before-the-beginning stage. Attitudes toward programs for the gifted and needs of the gifted add to the zeitgeist thus providing a basis for examining the before-the-beginning stage in creating a setting for the gifted.

Curriculum Alternatives

There were eighty responses to questions on curriculum alternatives offered on the secondary level. Five alternatives were listed: general, college preparatory, vocational, business and honors. Twenty-one percent of the respondents listed other alternatives, primarily remedial and special education.

As Table 1 shows, 16 percent of the responding school divisions offered all five curriculum alternatives. These school divisions were mostly large, urban divisions but 58 percent of the other respondents offered four alternative curricula; therefore, 74 percent of all respondents offered at least four curriculum alternatives. Twenty-six percent offered three or less alternatives; one school division offered only one curriculum for its student population.

Table 1

Percentage of School Divisions Offering Curriculum Alternatives

	5 Tracks	4 Tracks	3 Tracks	2 Tracks	1 Track
School Divisions	16%	58%	19%	6%	1%

Ninety-six percent of the respondent school divisions offered both college preparatory and vocational curricula, as shown in Table 2. A business curriculum was offered by 83 percent of the school divisions. The most prevelant combination of curriculum alternatives was college preparatory, vocational and business tracks. Seventeen percent of the school divisions offered a general curriculum and 27 percent offered a honors curriculum.

Table 2

Percentage of School Divisions Offering Specific Curriculum Alternatives

	General	College Preparatory	Vocational	Honors	Business
School Divisions	17%	96%	96%	27%	83%

The percentage of the student population in the highest academic curriculum alternative varied from 3 percent to 35 percent. Two respondents reported 50 percent of the student population in the highest academic alternative. Generally, the school divisions that provided the most curriculum alternatives reported the smallest percentage of students in the highest academic alternative, usually an honors curriculum; the school divisions that offered three or less curriculum alternatives reported a higher percentage of their students enrolled in the highest academic curriculum.

Instructional Options for the Gifted

Five typical instructional options offered for gifted students are accelerated classes, honors courses, independent studies, enrichment classes and advanced placement. Not all options are offered in every subject area but most schools do offer some of the options, as shown in Table 3.

Table 3

Percentage of School Divisions Offering Instructional Options in Four Subject Areas

	5	4	3	2	1	0
English	4%	8%	15%	26%	38%	9%
Math	4%	7%	6%	31%	44%	11%
Science	4%	3%	13%	22%	41%	17%
Social Studies	3%	3%	4%	29%	38%	23%

Table 4 shows that the most common option offered in each subject area is accelerated classes. Sixty-nine percent of the school divisions offered accelerated classes in English and math, 60 percent in science and 38 percent in social studies. Enrichment classes rank as the second most common option offered and independent studies rank third. Advanced placement and honors courses are the least offered options; they are offered primarily in the larger school

Table 4

Percentage of School Divisions Offering Specific Instructional Options in Four Subject Areas

Subject Area	Accelerated Classes	Honors Courses	Independent Studies	Enrichment Classes	Advanced Placement
English	69%	18%	36%	38%	21%
Math	69%	8%	29%	29%	22%
Science	60%	8%	35%	36%	13%
Social Studies	38%	10%	32%	32%	15%

divisions. More instructional options are offered for the academically gifted in English than the other subject areas. Math and science are ranked second and third in the number of options offered while the fewest number of options is offered in social studies.

Needs of the Gifted

Information was requested about two specific areas of need for the gifted. The investigator defined the first area of need as a sense of community and asked the respondents to rank the four previously listed subject areas as being most likely to develop a sense of community for the academically gifted student. Special classes designed for the gifted was listed as the second area of need. Respondents were asked to state if such classes were necessary for

the gifted. The questions relating to a sense of community and classes for the gifted called for value judgments on the part of the respondents. Some respondents expanded their replies to explain their judgments.[6]

The development of a sense of community for the academically gifted student as it relates to subject area is shown in Table 5. Since the questionnaire was biased in favor of social studies as the most likely discipline for the development of a sense of community, social studies as first choice is suspect. Combining the first and second choices ranks English as the preferred subject area with social studies second, science third and math fourth.

Table 5

Percentage of School Divisions Ranking Specific Subject Areas as First and Second Choice for Developing a Sense of Community

	English	Math	Science	Social Studies
First Choice	25%	13%	15%	58%
Second Choice	55%	15%	21%	14%
Total	80%	28%	36%	72%

Seventy-five percent of the respondents stated that special programs (classes) for the gifted are needed.

[6]Selected comments about a sense of community are listed in Appendix C. Selected comments on the need for special classes for the gifted are listed in Appendix D.

Twenty-five percent stated that there is no need for special programming. However, 66 percent of those who responded in the affirmative qualified their replies by stipulating that the gifted should spend only a part of the school day in classes specifically designed for them; the rest of the school day should be spent in hetereogenously grouped classes. Comments from these responses, selectively listed in Appendix D, show both positive and negative attitudes towards giftedness.

Implications of Findings in the Before-the-Beginning Stage

An analysis of the findings in the before-the-beginning stages makes apparent certain implications for the development of a social studies program for the gifted in secondary schools. First, information about curriculum alternatives currently offered in secondary schools shows that tracking of students does occur and ability levels of students are taken into account in the tracking procedures. This is evident from the number and types of curriculum alternatives found in the schools and the percentage of the student population in the highest academic alternatives. The research findings do not judge the adequacy of the provisions made for academically gifted students but do show the existence of some provisions for the gifted.

The instructional options for the gifted student within the different subject areas add to the information

about existent programs for the gifted. Research findings show that accelerated classes and enrichment classes are the most common instructional options and that English and math offer the most options for the gifted. Science and social studies, particularly social studies, are lesser developed areas for the gifted in that fewer instructional options are provided in those fields.[7]

Research findings show that educators believe the humanities, in this instance, English and social studies, offer more potential for developing a sense of community for the gifted than math or science.[8] The 25 percent negative response to the need for programs for the gifted, especially the negative comments, implies that some hostility does exist towards giftedness and the qualifications on positive responses indicates that better understanding of giftedness is needed within the educational setting.

In summary, some implications for developing a social studies program for the gifted can be made from the research findings describing the before-the-beginning stage: The social studies offer potential for further development

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[7]Responses to a question on the number of required courses and the number of elective courses in each subject area could not be tabulated because of the differences in quarter courses, semester courses, and year courses.

[8]The research was not designed to verify a sense of community as a need of the gifted. That assumption is the investigator's and is part of the creation of settings for the gifted model. However, comments made formally through the questionnaire and informally through conversations and interviews accepted the assumption as valid.

of instructional options for the gifted; the social studies offer opportunity for developing a sense of community for the gifted student; a better understanding of the needs of the gifted is necessary before a program for the gifted will be accepted by all the educational community.

The Beginning Stage

The influences of the before-the-beginning stage are apparent in the organizational choices made in the beginning stage of the creation of a setting for the gifted. As information is gathered about choosing leaders and core persons and the covenants formed among members of that group, certain inferences can be made about building an organizational structure for the new setting. These inferences are based on information provided by eight respondents to an opinion survey about the beginning stage in developing a program for the gifted.[9]

Choosing Personnel for a Progam for the Gifted

Six respondents stated that the leaders for their programs were chosen from members of the original planning group. Only two of the leaders thus chosen listed particular qualifications for working with the gifted as a basis

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[9]The respondents are involved in eight programs for the gifted in secondary schools in Virginia. Four of the programs were developed as a direct result of the legislative mandate in 1972. The other four programs, in existence before 1972, are being further developed to comply with guidelines set up by the State Board of Education since 1972.

for being chosen for leadership. Two other respondents, a supervisor of music and a guidance counselor, were assigned leadership positions in gifted programs by the superintendents of their school divisions. Several respondents strongly suggested that experience in working with the gifted should be a part of the qualifications for directing a program for the gifted.

Most of the teachers in gifted programs (core group members) were chosen from within the school system. In one instance, the school principal assigned teachers to the gifted program. In all of the other responses, program leaders chose teachers from the existing faculty who showed strong academic and creative backgrounds. Volunteers from the community supplemented the professional teaching staff in two instances. Several respondents recommended that inservice training in working with the gifted be provided for all teachers in the program.

View of Resources

State monies allocated for gifted programming were used to fund four of the gifted programs described by respondents to the opinion survey. Two other respondents reported that locally budgeted monies for support materials, supplies and inservice training were diverted from those purposes to fund a program for the gifted. Sources of funding for the other two programs were not reported.

Four respondents reported some feeling that new programs for the gifted were unnecessary[10] existed in their school divisions. All eight respondents stated that some fear of "elitist" grouping was voiced by those persons not involved in the program, including teachers.[11] Negative comments about gifted programs by teachers not in the program imply some resentment toward such programs. This may be construed to imply that gifted programs compete with other programs for school resources in some instances.

Competition for resources among subject areas was evident in the responses from five school divisions. Respondents specifically cited enrollment numbers and building administrators as factors in deciding space, supplies and funding allotments. One respondent reported that new projects in different subject areas were funded on a "first come, first served" basis. Two other responses implied similar arrangements for resource allocations.

Covenant Formation

No direct questions were asked about the covenant formation process but comments from all eight respondents revealed an awareness of the need for open and honest

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[10]One respondent reported that "a lot" of such feeling existed in her school division.

[11]Using a scale of none, some, a little, a lot, and great deal to express the degree of fear of elitist grouping in developing a program for the gifted, four respondents reported "some," two reported "a little," one reported "a lot" and one reported "great deal."

covenants among all the participants in a program for the gifted. Specific references were made by the respondents to relationships between the school administrators and the director of and teachers in the gifted programs, teachers and students within the programs, teachers inside and outside the programs, and students inside and outside the program.

Implications of Findings for the Beginning Stage

An examination of the opinions given by the respondents to the survey used in gathering information about the beginning of a setting leads to some implications that are useful in developing a program for the gifted.

The first implication is that more consideration should be given to choosing a leader and core group for a program for the gifted. Attention should be given to the qualifications of those persons being considered for leadership and core positions to insure that they possess attributes necessary for working with the gifted.[12] They should also have the ability and desire to define their roles, clarify their values and set priorities for the proposed program for the gifted.

The second implication is that competition for resources can be lessened if all the participants in the program thoroughly understand the goals of the overall

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[12]See Chapter III, pp. 32-33.

program and develop covenants that allow for open and honest communication among themselves.

The information acquired in this study about the beginning stage in the creation of a setting indicates that the model builder should give more attention to this conceptual area. The choice of personnel to staff the program affects other factors in creating the setting for the gifted and all of the factors interact to create the actual setting.

The Setting

Specific questions about goals for a social studies setting for the gifted were based on general goals for social studies students that were developed by leaders in social studies education in Virginia.[13] The goals were divided into three broad groupings that dealt with knowledge acquisition, decision-making and social studies skills. Eighty-four respondents to the previously mentioned questionnaire rated goal statements as being less important, about the same in importance or more important in planning a program for gifted students than in planning a program for a heterogenous population.

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[13]The goal statements were prepared by a committee of educators working with the professional staff of the State Department of Education. The statements were adopted in January, 1972, when the Virginia State Board of Education adopted a scope and sequence for course offerings in social studies, kindergarten through grade twelve. The goal statements were published in The Social Studies Curriculum in the Secondary Schools of Virginia, 4th edition, History, Government, and Geography Service, pp. 2-3. See Appendix A for the goal statements.

Goal Statements Related to Knowledge Acquisition

The first comprehensive goal statement reads "Social studies education programs should be designed so as to involve students in an investigation of the vast reservoir of knowlege in history and the social sciences with the aim of developing an understanding of the nature of the individual." Fifty-two percent of the respondents rated that statement as equally important for both gifted and heterogeneous classes. Thirty-eight percent said it was more important in gifted classes. Ten percent rated it as less important or had no opinion on the statement.

There were two subtopics under the comprehensive goal statement. The first subtopic dealt with acquiring knowledge and cognitive understanding of local, state, national and international communities. Sixty-one percent of the respondents rated this subtopic as being equally important for both groups. Twenty-seven percent rated it as more important in gifted classes. Twelve percent rated it as less important for gifted classes or had no opinion on its importance. The second subtopic dealt with providing opportunities for students to study the cultural regions of the world and activities of people in the past as well as in the present. Forty-nine percent of the respondents rated the subtopic as equally important for both groups. Thirty-nine percent stated that it was more important in gifted

programs. Twelve percent rated the subtopic as less important for the gifted or had no opinion.

Goal Statements Related to Decision Making

The goal statement that concerns decision-making reads "Social studies education programs should be designed so as to aid the student in developing a comprehensive set of ideals and values which will effect decision making in private and public life." Sixty-four percent of the respondents reported this statement as being equally important for both gifted and heterogenous populations. Thirty percent stated it was more important for gifted students. Six percent had no opinion.

There were eight subheadings under the goal concerning decision making. The first subheading spoke to the student's need for self-understanding and relationship to life as part of the rationale for decision making. Fifty-eight percent of the respondents rated this subtopic as equally important for both groups. Thirty-two percent rated it as more important to the gifted and five percent rated it as less important. Five percent had no opinion.[14]

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[14]Approximately 5 percent of the respondents reported no opinions on each of the goal statements. However, there were variations within the group of 84 respondents who failed to state opinions. Unless otherwise noted, the no-opinion response will be construed as approximately 5 percent.

The second subtopic dealt with the development of individual worth and dignity. Sixty-eight percent of the respondents saw this subtopic as a need of equal importance for both groups. Twenty-seven percent reported it as more important for gifted classes. Five percent stated no opinion. The third subtopic called for the development of understanding and appreciation of the American government and the American way of life. Seventy-five percent rated this subtopic as having equal importance and 20 percent saw it as having more importance for the gifted.

The fourth and fifth subtopics under the decision making goal statement dealt with the changing American values and citizen responsibilities to society. Fifty-seven percent of the respondents felt there was equal need for both groups to recognize the nature of change in relation to basic American values. Thirty-seven percent stated it was more important for the gifted group. Six percent had no opinion. Sixty-five percent rated the understanding of increased capacities and responsibilities of the citizen to society as equally important for both groups. Twenty-nine percent rated such understanding as more important to the gifted.

The sixth subtopic called for the development of an appreciation for the value and dignity of all types of work and the desire to become a self-supporting adult. This statement was rated as equally important for both gifted and

heterogeneous groups by 71 percent of the respondents. Nineteen percent rated it as more important for the gifted and 5 percent as less important.

Developing a basis for moral and ethical decision making was called for in the seventh subtopic. Seventy-five percent of the respondents stated this basis had equal importance for both groups while 20 percent felt it was more important for the gifted. The last subtopic deemed to be part of the rationale for the overall goal statement on decision making called for the development of an understanding between individuals, societies and nations and between the past and the present. Fifty-four present rated this as being more important for the gifted. Forty-two percent of the respondents rated this subtopic as equally important for both groups.

Goal Statements Related to Social Studies Skills

The third goal statement concerns social studies skills. It reads "Social studies education programs should be designed so as to provide the student with experiences which will enable the development and effective use of social studies skills."

Sixty percent of the responses rated this goal as being equally important for both gifted and heterogenous classes. Twenty-nine percent rated it as more important for the gifted and 4 percent as less important.

The four subtopics under this goal statement are related to developing the capacity to make judgments, developing a personal philosophy to assist in making decisions, developing the self direction and discipline necessary to express ideas in a variety of forms, and developing inquiry skills. In all the subtopics except the one dealing with a personal philosophy, respondents rated the statements as having more importance for the gifted than for heterogeneous groupings. The subtopic concerned with making judgments was rated as more important by 50 percent of the respondents, less important by 2 percent and equally important by 40 percent. Sixty-two percent rated the development of a personal philosophy as equally important for both groups, 30 percent rated it as more important for the gifted and 4 percent as less important.

The subheading dealing with self-direction and self-discipline was reported as having more importance for the gifted by 46 percent, less importance by 5 percent and equally important by 44 percent. The final subtopic on inquiry skills was rated as more important for the gifted by 57 percent of the respondents, less important by 7 percent and equally important by 32 percent.

Implications of Findings in the Setting Stage

The goals defined in the setting stage dictate the type of change strategies used in the setting and the way

the setting interacts with its environment. Therefore the goals for a social studies setting for the gifted act as underlying support for further investigation about the setting. In this study, information about social studies goals was provided by 84 respondents to a questionnaire who rated goal statements.[15]

An examination of the findings implies that the respondents believe social studies goal statements relating to cognitive content and skills acquisition are more important for gifted students than for other students. This implication is two-fold: Gifted students can achieve more and on a higher cognitive level than other students. They can acquire more skills and use them more effectively than other students. This implication, and others that can be made from the research findings, suggests that the change strategies used in the setting are directed toward cognitive development and skill acquisitions.[16]

Evaluation of the Model

In order to evaluate the usefulness of the creation of settings model with respect to program development for

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[15]Several respondents added clarifying remarks to their ratings. A representative example of such remarks is "The rationale for these responses is that all aims must be the same for all students; however, the gifted should pursue a more in-depth study." Other respondents used similar wordings. In-depth studies, analyses and broader and deeper understandings were consistently mentioned.

[16]The investigator makes no judgment at this time on the adequacy of the implication to direct change strategies

the gifted, a specific question was asked: What is the best way to develop a secondary social studies program for the gifted in Virginia? To answer that question, the model was used to examine current programs for the gifted in Virginia as they relate to the conceptual areas of the model. During that examination certain implications about the beliefs of the respondents were made concerning current programs for the gifted in Virginia. Those implications will now be reviewed and recommendations made for developing a secondary social studies program for the gifted based on the concepts in the creation of settings model.

The Before-the-Beginning

The examination of the present status of gifted education in Virginia shows that a variety of curriculum alternatives and instructional options in subject areas are available in many school divisions. However, the social studies currently offer fewer provisions for gifted students than other disciplines. This implies that social studies is an underdeveloped curriculum area for gifted students. A second implication made from examining "what is in the air" for program development for the gifted is that more understanding of their needs is necessary to offset negative feelings toward programs for the gifted. A third implication is

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but simply reports that such direction does take place in settings for the gifted.

that social studies offers potential for developing a sense of community for the gifted. These three implications bear out the model builder's contention that the before-the-beginning influences must be examined before a program can be developed for the gifted.

Recommendations

The first stage in developing a secondary social studies program for the gifted should include a study of the needs of the gifted that can be met in the field of social studies and the provisions already offered to meet those needs. This study could lead to recommendations for programming and should also reveal community attitudes towards giftedness based on the influences of tradition and culture within the community. If negative attitudes are found to exist toward a new setting for the gifted, efforts can begin in this before-the-beginning stage to moderate the attitudes and create positive attitudes since the zeitgeist of this stage permeates all stages of the creation of a setting.

The Beginning

The two implications made from information about the beginning stage in gifted programs in Virginia concern the choice of personnel and views of resources. Some of the respondents implied that both leaders and core persons were sometimes chosen because of availability and resources were sometimes allocated on the basis of promptness in applying

for resources. Some respondents also suggested that other qualifications might be more important. Both implications indicate the need for more attention to the beginning stage in creating a setting for the gifted.

Recommendations

The primary recommendation for the beginning stage in developing a secondary social studies setting for the gifted is that great emphasis must be placed on choosing personnel that are highly qualified to work in a gifted program. A corollary to this recommendation is that one of the qualifications should be the ability to form open and honest covenants with all members of the program, including the students, and with members of the community, including the school community, who are directly or indirectly involved with the program. This corollary is related to the second recommendation for the beginning stage. It is necessary to develop understandings of the goals and needs of the students in the program so resources can be shared more equitably within programs for the gifted and within the total school program. The necessity for this understanding and efforts to bring it about were cited in the before-the-beginning stage but the recommendation is repeated to emphasize its importance in both stages.

The Setting

Respondents who rated social studies goal statements for the setting stage implied that cognitive development and skills acquisition were primary goals for a setting for the gifted. Inherent within this implication was the view that more cognitive development and more skills acquisition is the difference between gifted programs and other programs, e.g. in-depth and broader studies of the same social studies curriculum. The goals of the setting stage reflect the influences of both of the previous stages and the views of the personnel chosen in the beginning stage.

Recommendations

A basic goal for a social studies setting for the gifted should be the development of a sense of community. An underlying assumption of the model is that a sense of community is necessary to fully achieve goals that deal with cognitive development and skills acquisition. The emotional, or affective, component of the education of the gifted student should receive parity with the cognitive component in planning a setting to meet the needs of the gifted. The integration of the components into the whole of the setting is the foremost recommendation for this stage. This integration dictates the adoption of change strategies that allow the student to develop a sense of personal worth and belonging as he develops his cognitive abilities. A further recommendation is the continuation of efforts to

create positive attitudes toward programs for the gifted through community understanding of the program. The interaction of the setting with its environment can help create the necessary understandings while also providing learning experiences for the students in the setting.

Usefulness of the Model

By using the model to compare current provisions for the gifted in Virginia with the model builder's conceptualization of what those provisions should be, programmatic recommendations for creating a secondary social studies setting for the gifted were made. The model, functioning analytically by examining current programs, revealed areas of weakness and inadequacy, particularly in the beginning stage, that led to programmatic recommendations, thus providing an answer to the question that served as the focal point for the investigations in this chapter.

CHAPTER V

SUMMARY AND CONCLUSIONS

Models are needed for developing programs for the gifted. Such models should function both analytically and programmatically.

An established program for the gifted must be periodically analyzed and reevaluated to insure that it is meeting the needs of its population. An analytical model is useful for this task by revealing the strengths and weaknesses of the program. Corrective measures can be taken to eradicate the weaknesses, and reinforcement of the strong areas of the program will help to maintain its strengths.

A new program for the gifted needs guidelines to follow as it moves through the stages of development. A programmatic model offers the necessary guidelines by providing a framework of questions to be answered, usually in sequential order that progresses through chronological stages from planning to implementation of a program.

It seems that a solution to the problem is the construction of a model that could serve to both analyze and develop a program for the gifted. The construction of such a model was the purpose of this study and the process of construction served as the content of the study.

In Chapter II, three models for education of the gifted were reviewed and examined with respect to analyzing and developing a program for the gifted. Each of the three models was judged to be inadequate to function in both capacities. Two alternative models, one for the creation of any new setting and the other for the creation of a social studies setting, were examined with respect to applying their conceptual frameworks to education for the gifted. The conceptual areas proposed in the first model, the Sarason model for the creation of settings, were the before-the-beginning, the beginning, and the setting. The second model, the Brubaker model for the creation of a social studies setting, expanded Sarason's concepts to include covenant formation and change strategies. Both of these models were determined to have applicability to gifted education and offered a new perspective for model building for the gifted.

A new model for the gifted was presented in Chapter III. The process of model building was divided into three component areas: assumptions, concepts, and relationships.

Three basic assumptions were made about education of the gifted. The first assumption was that hostility against giftedness is often exercised by administrators, teachers, and peers. The model builder has to recognize the existence of hostility toward the target population of the model so

that the model can accommodate measures to reduce hostility where possible and tolerate it when necessary.

The second assumption is that the gifted need special programs that are implemented by special teachers. The teacher is considered the key to the success of programs for the gifted. Implicit within the review of qualifications of teachers working with the gifted is that all members of a program for the gifted, including administrators, should have insight into the characteristics and needs of the gifted.

A critical aspect of a model for program development for the gifted is the assumption that the gifted need a sense of community to help them achieve fully. The model builder must be aware that the gifted, just as any other segment of the student population, need a setting that helps them to develop the sense of belonging and personal worth that is part of a sense of community before they can fully achieve cognitive goals.

The assumptions fit into the three conceptual areas of the model. The first area is the before-the-beginning stage. This stage is composed of the zeitgeist, or "what is in the air" about giftedness. The assumption about the existence of hostility is part of the before-the-beginning stage as is the influence of tradition and culture regarding giftedness. The thinking and questioning of the before-the-beginning stage leads into the action of the beginning stage.

The beginning stage of the model involves the answers to questions about choosing a leader and core group to work with the gifted. As the group members form covenants, they inquire into their roles, values, and priorities. The assumption about the qualifications of those persons who work with the gifted fits into the choosing of personnel that is the first element of the beginning stage.

Goal statements and change strategies form the setting stage and the setting interacts with its environment on a continuous basis. The basic assumption of this stage is that the primary goal for the gifted is the development of a sense of community.

The three conceptual stages are key elements of the creation of settings model for the gifted. Each stage flows into the next stage and influences the development of that stage. The setting is surrounded by the influences of the beginning and before-the-beginning stages and all three stages are necessary to form a setting for the gifted. The setting is not static but changes as the influences of its environment change.

The usefulness of the new model was evaluated in Chapter IV as the model was used to examine existing programs for the gifted in Virginia and to make recommendations for creating a new program in secondary social studies. The model was found to be useful in making recommendations based on answers to questions asked concerning the assumptions of

each conceptual area of the model. Specific recommendations made pertain to the need for more attention to be given to the qualifications of persons chosen to serve in a program for the gifted and to the need for the development of a sense of community for the gifted in conjunction with cognitive development and skills acquisition.

In view of the findings of Chapter IV, the writer concludes that the creation of setting model for the gifted does possess some usefulness in analyzing and developing programs for the gifted. It was demonstrated that the conceptual framework of the model can be used to generate questions that program developers must answer in order to develop a program that is successful in meeting the needs of the gifted.

The writer believes that the conceptual framework of the model constructed in this dissertation has application to the creation of settings in other areas of program development in education, not just gifted education. The simplicity of the model would seem to offer potential for the creation of settings for other specific segments of school populations where assumptions about the needs of such populations might put it at variance with general programs offered in a school division. The model might also be used for creating a setting for a heterogenous school program since the model acknowledges and focuses on the integration of the past and present as it allows for the future evolvement of the

setting. Future researchers are encouraged to pursue these possibilities for further examination of the creation of settings model.

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APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

This survey is part of a study of curriculum planning for the gifted on the secondary level in the public schools of Virginia. Please complete this questionnaire and return it in the stamped, self-addressed envelope by December 15. No specific school system will be named without permission and complete anonymity for the respondent will be maintained. A report of the survey results will be sent to each responding school system upon request. Thank you very much for your cooperation.

Name of School (system)_____ Address_____

Total School Enrollent_____ Grades Included_____

Name of Person Completing the Questionnaire_____

Title_____

Please check levels (tracks) of classes offered in the school (system):

general____ college preparatory____ business____ honors____

vocational____ others____

Approximately what percentage of the student population is primarily enrolled in the highest academic level of classes offered?_____

Please check which of the following options are offered in the four listed subject areas:

Subject Area	Accelerated Classes	Honors	Independent Study	Enrichment Classes	Advanced Placement	Others
English						
Math						
Science						
Social Studies						

Please list the number of required courses and the total number of courses offered in:

Number of Courses	English	Math	Science	Social Studies
Required				
Total Offered				

Seymour B. Sarason (The Psychological Sense of Community, Jossey-Bass, Inc., 1974) defines a psychological sense of community as "the sense that one was part of a readily available, mutually supportive network of relationships upon which one could depend and as a result of which one did not experience sustained feelings of loneliness...." Please rank from 1 (high) to 4 (low) the following subject areas as being most likely to develop this psychological sense of community for academically gifted students:

English_____ Math_____ Science_____ Social Studies_____

How many of your students participated in the Governor's School?

1976_____ 1975_____ 1974_____

Do you think academically talented students should be in special (separate) classes specifically designed for them? Briefly explain your answer.

_____

_____

_____

_____

_____

The following statements describe aims in designing social studies programs. All of the statements reflect desirable aims for all social studies students. Please rate each statement as being less important, about the same, or more important in planning a program for gifted students than for planning a curriculum for a heterogenous group.

Social studies education programs should be designed so as:

1. To involve students in an investigation of the vast reservoir of knowledge in history and the social sciences with the aim of developing an understanding of the nature of the individual. Less important___ about the same___ more important___

   a. To develop students' knowledge and cognitive understanding of the local, state, national, and

international communities. Less____ same____ more____

b. To provide opportunities for students to study the cultural regions of the world and the activities of people in the past as well as the present. Less___ same___ more___

2. To aid the student in developing a comprehensive set of ideals and values which will effect decision making in private and public life. Less___ same___ more___

a. To motivate students to search for meaning and understanding of self and their relationship to the environment. Less___ same___ more___

b. To develop respect and appreciation for the worth and dignity of each individual. Less important___ about the same___ more important___

c. To develop an understanding and appreciation of the American form of government and the laws and freedom under which Americans live. Less___ same___ more___

d. To realize that Americans live in a dynamic society where citizens must recognize the nature of change in relationship to basic American values. Less___ same___ more___

e. To develop an understanding of the increasing capacities and responsibilities of each citizen to society. Less___ about the same___ more___

f. To develop an appreciation of the value and dignity of all types of work and the desire to become an economically adequate and self-supporting adult. Less___ same___ more___

g. To develop a basis for ethical and moral decision making. Less___ same___ more___

h. To develop an understanding of the relationship among individuals, societies, nations, and between the past and the present. Less___ same___ more___

3. To provide the student with experiences which will enable the development and effective use of social studies skills. Less___ about the same___ more___

a. To develop the capacity of students to make logical, valid, and empirically-based judgments. Less important___ about the same___ more important___

b. To develop a personal philosophy which will assist the student in making decision. Less important___ about the same___ more important___

c. To develop self-direction and self-discipline which will enable the student to express ideas in a variety of forms. Less___ about the same___ more___

d. To develop skills relative to inquiry into history and the social science disciplines. Less important___ about the same___ more important___

(The above statements are from The Social Studies Curriculum in the Secondary Schools of Virginia, History, Government,

and Geography Service, Division of Secondary Education, State Department of Education, Richmond, Virginia, 23216, February 1976)

If you would like a copy of the results of this survey, please check here. Yes___ No___

If "yes," please state the address where the copy should be mailed.

APPENDIX B

OPINION SURVEY

OPINION SURVEY

This questionnaire concerns the creation of a program for gifted students in high school classes, not in the program itself. The purpose is to anticipate and perhaps prevent potential conflict situations that might arise in creating a new program within an existing school system. Your comments on each section of questions will be extremely helpful in building a model for the creation of new settings (programs).

1. How long has a program for the gifted (secondary level) been a part of the curriculum in your school system? Please estimate, if necessary._____

2. Was the need for such a program suggested first by a person (group) within the school system? yes___ no___ unknown___

   Was it suggested by a person (group) outside the system, such as parents? yes___ no___ If yes, then who?_____

   _____

   Was the program suggested by both groups (inside-outside the system)? yes___ no___

   Comments_____

   _____

   _____

   _____

3. Was the money to fund the program taken from the existing budget at that time (without increasing the total budget)?
   yes___ no___ unknown___

   Was money to fund the program added to the existing program budget (no other programs cut back or dropped to get the new money)? yes___ no___ unknown___
   Comments on funding the program_____

   _____

   _____

   _____

4. Were personnel for the new program chosen from within the existing system?
   none___ less than 50%___ half___ more than 50%___ all____
   Comments on choosing personnel_____

   _____

   _____

   _____

5. Was there any feeling that the new program was unnecessary (the old programs adequately provided for gifted students)? none___ a little___ some___ a lot___
   great deal___ unknown___
   Comments on need for special planning for the gifted_____

   _____

   _____

   _____

   _____

6. Was there any expressed fear of "elitist" grouping?

   none___ some___ a little___ a lot___ great deal___

   Comments on attitudes toward gifted students by persons not involved in the program_____

   _____

   _____

   _____

   _____

7. Was the leader (director, coordinator, etc.) chosen from within the original planning group? yes___ no___ unknown___

   Comments on choosing a leader for a new program for the gifted_____

   _____

   _____

   _____

   _____

8. How were teachers chosen for the program (what were the qualifications)?_____

   _____

   _____

   _____

   Do all subject areas share equally in number of personnel, space, funding, etc.?_____

   _____

   _____

9. If a school system, for the first time, is planning a program for its academically gifted high school students, what advice can you offer for the planning stages, not the program itself?

APPENDIX C

COMMENTS ON A SENSE OF COMMUNITY

COMMENTS ON A SENSE OF COMMUNITY

The following comments are selected from responses about ranking subject areas as being most likely to develop a sense of community in academically gifted students:

"I do not feel that the psychological import of a class is determined as much by the subject matter as it is by the teacher."

"This could vary from student to student."

"I believe that broader and deeper understandings are possible and desirable for the gifted than for other students. Thus I'm saying more cognitive achievement is possible and desirable. However, I believe that the affective achievements are possible and desirable for everyone; and must be accomplished. Who wants a world full of "smarties" who have no feelings and blow our world apart? I don't think that will happen actually--in part because of social studies teachers." (This respondent ranked social studies as most likely to develop a sense of community for academically gifted students.)

APPENDIX D

COMMENTS ON SPECIAL PROGRAMS FOR THE ACADEMICALLY GIFTED

COMMENTS ON SPECIAL PROGRAMS FOR THE ACADEMICALLY GIFTED

The following comments are selected from responses to a question on whether or not there should be special programs specifically designed for the academically gifted student:

"No, these students will not be separate when they enter the world with other people."

"No, I think their contribution and intellectual stimulation in a classroom are more important factors."

"Occasionally--students (those less than talented-gifted) can and should be exposed to learning by the brighter ones."

"Yes. It facilitates the learning process, strengthens the teacher's effectiveness and serves as a motivational factor for the students."

"No, the talented students should be in regular classes with enrichment activities provided after regular assignment is completed."

"No. I believe these students should definitely take academicly (sic) oriented classes or be in the upper group if classes are grouped. However, I believe that to seal them off in specially segregated classes for gifted students only would socially stunt their growth. I feel that academically students should take at least one or more industrial arts and/or fine arts subjects."

"In some classes. Certainly, accelerated writing classes, etc., allow for greater achievement and expanded goals. On the other hand, completely elitist groups should be avoided."

"No--but I think these students should be provided additional learning experiences outside the classroom. Advanced studies should also be offered, not just more of the same."

"No--creates gaps and undesirable differences."

"No. I believe that the so-called academically talented student can be accommodated productively in the regular track classes. I say so-called because my experience seems to indicate that there is a direct relationship between the accomplishment (motivation) of the academically talented student and the income level of education of the student's family (parents). Therefore, his academic talents are, in my opinion, more related to and influenced by opportunity (secured by income) than by any other single factor. I do believe that the special opportunities provided "gifted" students such as the Governor's School serves a very useful purpose and should be continued. To separate the academically talented in the regular school setting, in my opinion, separates them from the realities of the real world in which they will have to be prepared to live and work with people from all walks of life."

"Not in required courses. Only on an elective basis. There is a tendency for 'select' students to form a superior attitude towards others."

"...Separate classes for the 'talented' sometimes cause the development of feelings of 'superiority.'"

"I very definitely feel that students on the same level of ability should be located in classes together because they can profit from one another's experiences and can stimulate one another's thinking."

"Yes. By providing specific classes for the academically talented students, their needs can be more adequately met and their potentials better developed."

"Yes--competition."

"Yes--as you have already stated, one needs a sense of psychological community; the class designed for the academically gifted conveys this."