Programs Benefitting Gifted Students in Charleston, Illinois

Dorothy L. Swartzbaugh

Eastern Illinois University

This research is a product of the graduate program in Educational Administration at Eastern Illinois University. Find out more about the program.

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PROGRAMS BENEFITTING GIFTED STUDENTS

IN CHARLESTON, ILLINOIS

(TITLE)

BY

DOROTHY L. SWARTZBAUGH
B.A., Valparaiso University
M.A., The Ohio State University

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1978

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

[Handwritten dates: August 1, 1978 and August 8, 1978]
PROGRAMS BENEFITTING GIFTED STUDENTS
IN CHARLESTON, ILLINOIS

BY

DOROTHY L. SWARTZBAUGH
B.A., Valparaiso University
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ABSTRACT OF A FIELD STUDY
Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
1978
This field work experience for the Specialist degree in Educational Administration at Eastern Illinois University involved a study of the gifted program in Charleston, Illinois, seen from two aspects: the state reimbursed gifted program as well as the local school's independent effort for its top students. The writer's method of inquiry combined library research and 40 interviews with teachers, administrators, and authorities on gifted students.

At first the term "giftedness" had to be defined. The word has grown from the original meaning of "intellectual or academic aptitude," based on intelligence tests, to a meaning so broad as to be scarcely comprehensible. In recent times the U.S. Office of Education, and the State of Illinois too, defined giftedness as the upper 5 per cent of the student body including: general intellectual ability, specific academic aptitude, creative thinking and production, leadership ability, visual and performing arts, and psycho-motor ability. In the writer's opinion, that definition for the schools is too broadly defined to be workable. The schools would do well to focus on creativity and intellectual ability.

Next, the state's special program for the gifted, as realized locally with funds of $4000 in 1977-78, was examined in terms of: the means of identification, the types of grouping, and the types of giftedness covered.

The local program was then seen in its overall relationship to the regional and state organization. The writer was critical of the regions for their lack of focus, partly due to the distracting six definitions of giftedness, partly due to the harried
annual competition among agencies vying to be one of the nine regional centers. The state office has greater depth in approach because it is not annually fighting for its life. It plans to emphasize in the next 5 years "academic aptitude" of the six definitions, a more complete identification process of gifted children, and a more systematic linkage system over the state.

Other than the state's program, manifested regionally and locally, the writer looked at programs in the district which benefit gifted students directly or indirectly, either through acceleration, enrichment or special groupings, using Kough's criteria in *Practical Programs for the Gifted*. Special high ability groupings, believed to be most fruitful for the gifted, are available mainly for grades 5 through 8 in Charleston. Otherwise, special groupings are hard to find either in the heterogeneous classrooms for kindergarten through 4th grade or in the limited offerings at the high school where recent budget cuts have forced a reduction in courses from 133 to 93.

The writer makes two general suggestions: 1) to improve articulation at all levels so that the brightest students are not held back in any subject area 2) to train more teachers as to the special needs of gifted students. Specifically, for elementary programs, mini-courses and enrichment "contracts" are recommended as a way of giving special challenge in heterogeneous classes. At the secondary level, students should be encouraged to take advanced courses, unavailable at the high school, at Eastern Illinois University. Also, Eastern should reach out to all school age gifted children (K-12) by offering them stimulating summer courses.
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ACKNOWLEDGEMENTS

A special thank you to Mrs. June Bouknight, who gave freely of her time and answered all my questions. I however take full responsibility for the content and accuracy of the paper. I also thank my advisor Dr. Robert Shuff for the freedom in allowing me to pursue my area of special interest and then the guidance in directing me toward its completion. I appreciate Dr. Gerhard Matzner's editing and careful proofreading of the paper in its final drafts.
CHAPTER I
INTRODUCTION

GENERAL PLAN

The task for the study was twofold:

1) The plan was to survey the present program for the gifted at all grade levels in Charleston. The focus was on all types of programs for the gifted, the special state reimbursed programs as well as any others which exist in the system. Of those special programs granted reimbursement the emphasis was on the school year 1977-78. The local reimbursed program was viewed in its relationship to the region and state. What the local district does on its own for its highest level students was examined. The intent was not to evaluate specific programs in terms of content and teaching methods but to check on administrative procedures and organization.

To pursue this task, staff was interviewed at all levels: the superintendent, all the principals, and many of the teachers. Also, there were extensive interviews with professors from Eastern Illinois University and state and regional officials connected with gifted programs. The guidance from

\[1\] This plan is somewhat revised from the original proposal, see Appendix A, pp. 61-62.
June Bouknight, Special Projects Coordinator for the district, who supervises the gifted program, that is, the special state reimbursed programs, was especially helpful. A detailed list of the interviewees (a total of 40) is located in Appendix B with a sample of the kinds of questions asked; also, a list of the meetings and conferences which were attended is also included.

2) Finally, on the basis of the evaluation, which will include recommendations from the staff and library research (see Bibliography, pp. 86-87), some specific proposals for a program for gifted children in the Charleston School District are suggested, not necessarily dependent on state funds and not necessarily an integral part of the district’s public school system. It is of utmost importance that gifted children in Charleston be identified as early as possible, and that after they have been identified, be assured of appropriate programs as long as they attend the Charleston public schools.

In summary, the paper includes first of all a discussion of research techniques and definitions of "gifted." The writer examines next the special state reimbursed local program in Charleston and the regional and state programs. Then other programs in Charleston which affect the gifted are discussed. In the second part general suggestions for improvement and development are enumerated.
RESEARCH TECHNIQUES

The paper combines interviews and ideas from books. No rationale needs be given for the book research. Obviously such a paper has to constantly reappraise what has been written before. The books of James Gallagher were most helpful. Gallagher, a former University of Illinois professor and consultant to the State of Illinois' gifted program, is today's most influential innovator in gifted programs. Jack Kough's book Practical Programs for the Gifted was also indispensable for this study.

The method of the interview was used because the topic concerned the local school system and local people. Most of the administrators and teachers felt comfortable talking in face-to-face interviews with a local researcher. Had the researcher been working for a federal or foundation grant and a stranger to the community, then a questionnaire might have been the better option.

In order to interview well, one has to have good questions. At first the vague definitions of "gifted" were very distracting. The questions as a result were unclear. Later, when the definition was narrowed, there were fewer problems. Unless "giftedness" is defined somewhat specifically, discussion centers around idealistic platitudes. Platitudes were not wanted, rather good practical, workable ideas for setting up gifted programs.
A statistical report was not desired. Rather ideas were gathered from the people who knew most about gifted: those people who were administrators of the school system, teachers of the gifted, Eastern Illinois University faculty, and others involved with the gifted. So the study is, as wished, information from many diverse sources, both from books and interviews, admittedly of a subjective and descriptive nature.

It is interesting to note that Gallagher, the grand patriarch of gifted studies, does not like the interview technique:

> We cannot demonstrate the effectiveness of a program for gifted children by obtaining the opinions of people connected with the programs...Subjective evaluations or opinions have been shown in many experiments in psychology to be subject to conscious or unconscious bias.

Nor does he like the questionnaire:

> Questionnaires about programs almost invariably get a positive response partly because people...do not wish to respond negatively when people of good faith are trying hard to do something. Secondly, the most disgruntled of the recipients of the questionnaire often do not answer it, so the answers that the researcher gets back are predominantly positive and favorable.

Gallagher would prefer to use a control group, a gifted group of students singled out in a special program in comparison with a group of gifted in a regular program. A control group would have been impossible for this study and maybe irrelevant because the study is mainly descriptive.

---


2. Ibid., p. 79
So this writer goes ahead without his blessing.

The role of the researcher in this study is not as a Delphic oracle, a prophet of the past and the future, but rather as a scribe faithfully noting and recording ideas of others.
CHAPTER II

"GIFTED" DEFINITIONS

In every book written about the gifted the writer seems perplexed in defining "gifted." Abraham once had a student who collected 113 definitions of the "gifted": "Define the gifted child almost as you wish, and you will find some authority to support your point of view." ¹

Early definitions covered academic ability exclusively, the ability to score very high on intelligence tests.² ³

Even while the researchers acknowledged intelligence tests as being the criterion, they realized: "There were certain valued aspects of human intelligence, such as the ability to be original or to show judgment or foresight, which were not measured by these tests." ⁴

Guilford's theoretical work The Nature of Human Intelligence pointed out the wide variety of the intellect and opened the field for the measurement and importance of creativity. The


²Gallagher, Research Summary, p. 6

³It was very interesting to read M. Stromquist's specialist study to see the various definitions of giftedness. Just that short time ago the main concern was with academic giftedness and intelligence quotients. Even so, scholars had difficulty in agreeing on a definition.

⁴Gallagher, Research Summary, p. 46.
following picture shows his "intellect model."

Getzels and Jackson's distinctive research study *Creativity and Intelligence* was a continuation of Guilford's theoretical work. The two researchers wanted to show that some highly creative children are not recognized as "gifted" by standard I.Q. tests. These children do not think mainly cognitively, rather divergently. For purposes of research, they selected for one group those pupils at the University of Chicago Laboratory

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School who scored in the top 20 per cent of the total sample on the I.Q. test but not in the top 20 per cent on measures of creativity. For the other group, the "high creativity" one, students were selected who scored in the top twenty per cent on creativity measures but not in the top 20 per cent on I.Q.

Some comparisons of the two groups were:

1) Despite a mean difference of 25 I.Q. points between the "high creativity" and the "high I.Q." group, the two groups were not different in school achievement.

2) The "high I.Q." group appeared to be composed of social conformists while the "high creativity" group was mostly asocial and not influenced by common cultural values.

3) In teacher preference, the teachers showed an apparent preference for the "high I.Q." child over the average of the total school population. The rating for the "high creativity" students was not significantly different from the total school population.

A major flaw of the test was that the group of students who scored high in both creativity and I.Q. was not included in this comparison.¹ A study of the biographies of the great suggests that very often highly intellectual types are highly creative as well.² Also, all the students were drawn from the University of Chicago Laboratory School where all students had to be fairly bright. These students were hardly a good cross-section of the general population.

Nevertheless, these researchers did raise important questions about the variety of intellect. They did point out important differences between the creative mind and the intellectual mind.

²Idea presented by Dr. Gerhard Matzner during interview.
The best way of summing up the differences between the highly creative and the highly intellectual is that there are problem-finders and problem-solvers.\(^1\) The problem finder seeks new problems to solve and the problem solver follows a well-defined path to its solution. "We are not as interested in training a gifted student to execute the chemistry experiment correctly as we are that he tell us that the experiment itself is trivial and that he can construct a better one."\(^2\)

\(\text{Table XVI. Problem Solving and Problem Finding by Humans}\)
(\textit{after Mackworth, 1965})

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<th><strong>Problem Solving</strong></th>
<th><strong>Problem Finding</strong></th>
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<tr>
<td><strong>Definition</strong></td>
<td>Problem solving is the selection and use of an existing program for an existing set of programs.</td>
<td>Problem finding is the detection of the need for a new program by comparing existing and expected future programs.</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>To choose correctly between existing programs—in order to select the one program that effectively elicits the required actions from a set of possible responses.</td>
<td>To choose correctly between existing and expected future programs—in order to devise new programs and to realize that one or more of these would be more suitable than any of the existing programs in eliciting the required actions.</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Experiment more than thought minimizes the mismatch between the desired and apparent actual states.</td>
<td>Thought more than experiment minimizes the mismatch between the desired and apparent actual states.</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Success is the discovery of one specific acceptable answer to one well-defined problem.</td>
<td>Success is the discovery of many general questions from many ill-defined problems.</td>
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</tbody>
</table>

June Stark, who has had long experience with the gifted, would characterize the two levels of the intellect as the


\(^2\)\textit{Ibid.}, p. '79

\(^3\)Gallagher, Research Summary, p. 112.
developed right side: the holistic, creative, "picturing" side and the left side: the analytic, cognitive, "thinking" side.¹

A characteristic of both the creative and intellectual students is the "ability to manipulate internally learned symbol systems."² It can be said another way: "The one factor that youngsters labeled 'gifted' have in common is the ability to absorb abstract concepts, to organize them more effectively, and to apply them more appropriately than does the average youngster."³

The aim of this chapter is not to avoid the definition of "gifted," rather to simplify it by discussing both the "intellectual" and the creative sides of intelligence. Of course a major pitfall could be oversimplifying a definition.

The State of Illinois' section for gifted children realizes the importance of definition:

One of the most important things to keep in mind when beginning to organize a program for the gifted is to generally define what is to be meant by the terms giftedness or talent, then to sharpen the general definition to select identification procedures that would be in exact synchronization with the definition.⁴

The state advises local school systems to follow this procedure.

²Gallagher, Teaching, p. 10.
³Ibid., p. 19.
⁴Illinois Office of Education, "40 Questions and Answers on Gifted Education," portions thereof excerpts from "Some suggested procedures for establishing a program for gifted and talented students" by Dr. Robert Träzise, Michigan State Department of Education (Xeroxed copy).
Yet the State of Illinois contradicts itself in its various definitions. One definition in The School Code 1977 defines "gifted children...whose mental development is accelerated beyond the average to the extent they need and can profit from specially planned educational services."¹ That would seem to lean toward an academically defined term. Yet in actual practice the state, along with the United States Office of Education, lists six areas of giftedness which can occur alone or with another to qualify as "gifted":

A. General Intellectual Ability:
   Often indicated by a measured I.Q. in the top 3-5% of the population. These pupils usually have the mental ability that allows them to perform in an intellectually superior fashion in a wide range of areas.

B. Specific Academic Aptitude:
   A result of specific abilities, drives, and interests which have combined to make a student an outstanding performer in a particular subject area, such as science or foreign language.

C. Creative Thinking and Production:
   Generally recognized by unusual responses to conventional tasks. The creative pupil tends to engage in divergent thinking as a way of reaching conclusions and solving problems. While we often think of artists when we think of creativeness, creative thinking and production manifests itself in all areas of human endeavor.

D. Leadership Ability:
   Can be observed in a social group as certain individuals assume leadership functions. Talented leaders exercise their psycho-social abilities in such a manner that they not only assume a leadership role but they also are accepted by others as leaders.

E. Visual and Performing Arts:

Recognized by outstanding aesthetic production. Whether in the graphic arts, sculpture, music or dance, the talented artist is able to express his feelings and ideas artistically in ways which are beyond the means of the average person.

F. Psycho-motor Ability:

Superior physical and mental coordination allows some individuals to excel in terms of dexterity and balance. The skilled craftsman and athlete gain their excellence through the precise control of their muscular movements.

Charleston follows the six definitions as well in its reimbursed programs; however in actual practice most of its programs deal with the academically talented. The "gifted" students are to represent no more than the top 5 per cent of the population.

Finding a definition is very important; otherwise the goals for the gifted have no central focus. At the regional conference for the gifted in Urbana, March 30, 1978, the participants in a parents' meeting did not have a clear definition for gifted education; they followed the six-pronged definition. Not having a clear definition of the term caused the group to be aimless and in disarray.

Joyce Van Tassel, the state director, admitted that the six-pronged definition is not an "operational definition." She said that priorities must be established.

In a rough draft copy of the state's projection for the next five years, the academically talented are listed as the state's top priority. That includes both categories A. General

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1 Apparently the federal government in new legislation is generally ruling out the psycho-motor.

2 From the files of the local gifted coordinator, Mrs. June Bouknight.

3 Via phone call, July 6, 1978.

Intellectual Ability and B. Specific Academic Aptitude. The following graph in the same study by the state shows the range of giftedness in the category of the "academically talented."\(^1\)

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**Range of Giftedness**

<table>
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<tr>
<th>Mildly Gifted</th>
<th>Highly Gifted</th>
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<tr>
<td>Mild</td>
<td>High</td>
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<tr>
<td>116-128 I.Q.</td>
<td>142 - I.Q.</td>
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<tr>
<td>1½ - 2 grade levels above in achievement.</td>
<td>3½ - grade levels above in achievement.</td>
</tr>
<tr>
<td>Moderate</td>
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<tr>
<td>129-141 I.Q.</td>
<td></td>
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<tr>
<td>2½ - 3 grade levels above in achievement.</td>
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This priority is more realistic. The school cannot do everything and must begin somewhere. Clearly academic questions are the function of the school, whereas the other characteristics seem to be more in the domain of the family and community. That is, to train a child professionally to be a great artist, musician, or athlete, the family needs to give the gifted child a very early incentive. That is not to suggest that music, art, modern dance, athletics, etc., be cut from the school program. The discussion here concerns the training of the professional artist, musician, or athlete. That kind of training is beyond the scope of most schools. But in mental development, the school should be able to meet the demands of the academically talented. Hopefully, the state will encourage "C" or its definition as well, Creative Thinking and Production.

For purposes of this paper the areas of academic superiority and creativity, that impossibly defined word will be stressed,

\(^1\)The state report had no page numbers.
Categories A., B., and C., according to the State's list; the academically inclined person as the problem solver and the creative person as the problem finder. The school has a special obligation to its most intellectual and most creative.

It was interesting from the research to see the growth of the term "gifted." First the definitions were limited to academic superiority, then expanded to include the creative power as well. Presently, "gifted" covers just about everyone and maybe consequently no one because the definition by being so broad is also too vague. It is suggested that a return to the intellectual and creative meanings of the word "gifted" be sufficient for the scope of the school's primary responsibility.
CHAPTER III
THE SPECIAL REIMBURSED PROGRAM IN CHARLESTON

The State of Illinois gifted program appropriated $4000 in funds to the Charleston local district for the 1977-78 school year. In brief, according to the program coordinator, the projects were as follows:

1. Poetry for Fourth Graders. This proposal is to provide gifted students with instruction in poetry as a part of the reading and language arts curriculum. Students will be provided with opportunities to hear and read poetry as well as create their own. Some of the activities will incorporate art and poetry. Walton.

2. Project Senior Citizen Informant (grade 8). Students will preserve the history of the Coles County Community by interviewing, taping, editing, and writing an article on members of the community who have lived in the area for many years. The students will edit the articles and have these printed as a booklet. Booklets will be donated to the libraries in the community. Tapes that are made will also be kept as a collection in the CJHS school library. Thompson/Sherwood.

3. Career Development (grade 7). Students working in a group will be involved in a career development program. There will be activities and learning experiences covering each of the seven basic concepts of career development: decision making, coping behavior, lifestyle, career information, self development, educational awareness, attitudes and appreciation.

The cluster approach will be used in developing an overall orientation to careers.

Following this group work, students will progress into individualized career exploration which will enable each student to investigate a career in depth. This choice will be based on the outcomes and knowledge gathered from the group work.

Participation in the program will be voluntary. The school counselor will serve as the leader of the program. McCabe.
4. **Elementary Photography.** Up to 10% of the total sixth grade population of the Charleston Public Schools who demonstrate gifted characteristics in the areas of reading, social studies, or science will be introduced to sequentially planned activities in the basic black and white photography. Skills which will be introduced on Friday afternoons at school in large group sessions via filmstrip, slide-tape, as well as the lecture-discussion method will be practiced in smaller groups. Those activities requiring the use of a darkroom without an enlarger will be completed in a renovated janitor's closet at Jefferson School, while activities which demand an enlarger will be accomplished in Charleston Senior High School Media Center on selected Saturday mornings insuring sufficient time for thorough practice, as well as utilizing expensive facilities at periods of normally low usage. Acquisition of the skills of photography, plus appropriate display skills, and sequencing skills are expected to enlarge the students' repertoire of class reporting modes. In addition to the actual skills acquired, students will gain insight into the concept that photographs are a form of communication thereby improving the students' visual literacy. Guidance in the structure of the proposal, as well as the anticipated loan of cameras and Photo-Story Discovery Sets has been provided by Dr. Jerry Griffith, Eastern Illinois University, whose expertise is recognized in the field of visual literacy. Curran.

5. **Language Arts and Math.** Under a Title I-V-C grant, six teachers at Mark Twain School are involved in the adoption of a project developed in Essexville, Michigan, to provide for the special needs of children in a heterogeneous classroom. The organizational approach of the program is learning centers. The special needs of children are served through individual prescriptions, with activities provided in the centers as indicated by the prescription. The program is to be continued for gifted children. Additionally students will be provided for to move at their own rate in reading and mathematics or with individual or small group instruction.  

As was stated, the gifted program is to cover the top 5 per cent of the district's students. Under the special reimbursement funds that is not difficult to do since so few are in the program. In a few of the projects the students represented more than 5 per cent, e.g., 7 out of a class of 24, however no where near the district's total 5 per cent because the local high school, as well as many other grade levels, did not participate in the state's program.

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1. From the files of the local gifted coordinator, Mrs. June Houknight.
In the past all teachers who have applied have been able to participate, but the vast majority did not even apply. Sometimes a given teacher may have to rewrite a part of the proposal to be accepted, but eventually all programs, once applied for, have been accepted. This will be true of the future, depending on funds and number of applications.

The year's gifted program (1977-78) involved teachers from Mark Twain and Lincoln, one project from the sixth grade at Jefferson, one in 7th and one in 8th at the junior high school. No projects came from the high school.

The writer personally talked with each of the teachers involved in the special reimbursed program. Each one showed a high interest in the gifted student. Many have attended workshops and/or conferences for the gifted. The teachers involved were willing to submit to extra work and extra effort. In return materially all they received were expenses for workshops and conferences and released time from teaching to attend. They also got special supplies for the gifted from the special gifted budget and program suggestions from the regional service center personnel.

**IDENTIFICATION**

Two years ago in the light of severe money problems the Charleston school board cut out school-wide testing. This

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1 I also talked to many of those to be involved in the 1978-79 programs.

2 A special pity because the Charleston school system measured up well nationally in the testing.
cut of course affected the validity of selecting students for the gifted program. In the absence of a school-wide testing program, the initiative for student selection starts with the teacher's subjective recommendations rather than the objective test scores. Such a checklist is included in Appendix A.\(^1\) The teacher determines a certain score as high enough for further testing. Further tests are then given to those students. The State of Illinois requires three criteria for acceptance.\(^2\)

Only Mrs. McCabe, the junior high counselor, who has access to all students' permanent records, started with the test score of two years ago, the last schoolwide testing of the 5th grade (1-5 grades were tested), 7th graders in 1977-78. Then she selected out the thirty students with the highest test scores. For each student two of his 7th grade teachers were asked to fill out the checklist. Then the twelve with the highest scores on the checklists were selected.

Mrs. Curran and Mrs. Ashby had each 5th grade teacher recommend the "gifted" for the photography project, then tested those students to make the final selection.

Only Mrs. McCabe, junior high counselor, and Mrs. Curran Jefferson librarian, and her co-worker Mrs. Ashby, 6th grade teacher, drew from whole grades of students. The others used only those students with whom they had personal contact in class.

At Mark Twain all the students have been identified and new names are added from time to time, whether or not...

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\(^1\) Appendix A, page 63.
\(^2\) Appendix A, pages 64 and 65 lists the criteria used by the participating teachers.
the classroom teacher participates in the gifted program. At first the teachers use the checklist, then Mrs. Bouknight administers the tests to those selected to determine if they are "gifted." Having been identified, however, does not mean the student is sure to participate in a program. It depends on whether the teacher wishes to participate in the Illinois special gifted program. (Out of 9 teachers at Mark Twain 7 participated during 1977-78). However, by being informed as to which children are gifted, all teachers in Mark Twain bear responsibility for seeing that the gifted child gets special treatment.

Kris Walton of Lincoln selected 7 students for poetry out of 24 from her class because she thought they could all benefit.

Vicki Thompson and Juanita Sherwood selected a group of 19 from the four sections of social studies/language arts, 19 out of 120. But this number did not include all the eighth graders, only those whom they taught. Next year under a continuation of the same project with other 8th grade teachers they plan to recruit from the whole 8th grade.

The number of students per project is completely flexible because, as mentioned before, Charleston with its small state resources is not over 5 per cent of its student body.

In short, because of the absence of standardized testing, selection is certain to be somewhat incomplete.² It is probably better to pick too many than too few.
is further delayed, the validity of the 1975 test scores will be in question. Also a student could conceivably go through the whole system without being identified, especially if he or she is an underachiever and teachers do not detect the underachiever's real potential or if the student is a transfer after the 5th grade.

Two general criticisms of identification procedures are:

1) Students for the most part are selected only if they are in contact with a teacher who is involved in the gifted program, with the exception of the 6th grade photography project and the 7th grade career project.

2) The process of selection generally starts with teacher recommendation, with the exception of the 7th grade career project.

A Charleston teacher said the difference between selection based on initial teacher recommendation or initial test scores is substantial. The teacher will generally pick "teacher pleasers," mainly girls. The tests are much fairer; there is greater balance between the sexes. There are even some real surprises.

One of the interviewees though a partial solution to problems of identification at specific levels would be to rotate the grade level emphasis: one year all the elementary schools (K-4) could be involved, Jefferson the next, the junior high the following, and then the high school. But such a plan in order for it to be successful would mean that all the teachers within a given system would be willing to participate during the

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1 The school board hopes to have national testing again during the spring of 1979, according to the local newspaper.

2 Tests were given in 1975 to students through the 5th grade.
appropriate year. The program coordinator felt a rotated kind of program might destroy continuity and interest among those teachers who had consistently shown interest year after year. All teachers now have the opportunity to apply at the present time but only a limited number do. If a blanket amount was given at a specific level, then some of the money might be wasted because not all teachers are committed to programs for the gifted.

**TYPES OF GROUPING**

Most of the teachers with the gifted program met with their gifted students separately, but the Mark Twain teachers used groupings within the heterogeneous classroom.

All of the Mark Twain teachers who got reimbursed funds from the state for the gifted used the learning center approach. During the 1976-77 school year six of them visited the Essexville, Michigan, schools in order to observe the learning center approach. The program there was originally set up to "mainstream" students with learning disabilities back into the heterogeneous classroom. The concept was expanded to include all students: "to accommodate almost all students--slow and fast--as they progress toward optimal functioning in the regular classroom learning environment in an ongoing, diagnostic, prescriptive, and evaluative process." Charleston expanded the concept even more by accommodating its gifted students as well. The classroom for the learning centers was

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1The Essexville-Hampton Public Schools, ESFA, Title III, Project Fast, Essexville, Michigan, undated (multilith).
divided into small groups where different learning processes were occurring simultaneously, such as, creative writing, art, spelling, reading, mathematics. During a given week, the pupil covered all groups, following his "passport," according to a given sequence. A bell rang or in some way the teacher announced the end of one group and the beginning of the new group. Not all the day was spent in learning centers, for most teachers perhaps 1 to 2 hours a day. Some teachers at Mark Twain had heterogeneous grouping in the learning centers; others had homogeneous groupings. The argument for heterogeneous grouping is that the smarter pupil helps the slower one and both profit. After all, to "teach" another is to learn the subject better. For homogeneous grouping the pupils were able to move quickly through a sequence and to interact on an equal basis. It was grouping by ability, yet very inconspicuous. No matter what the grouping, each pupil followed his individual educational prescription. It was the beginning of independent study, yet closely supervised.

The other teacher participants in the gifted program used special classes for the gifted.

Kris Walton took her poetry group to the library resource center for a concentrated one hour daily over a 1 to 2 month period.

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1. Some teachers had all reading groups and all mathematics groups occurring at the same time.

2. Jerrold Zacharias, *Learning by Teaching*, cited by Gallagher, *Teaching*, p. 141. Zacharias recommends that high school students teach elementary science to young children. His observation, also true for elementary children teaching other peers, holds true: when one teaches a subject to someone else, the "teacher" often learns more than the person being taught.
period while her student teacher had the rest of the class.

Mrs. Curran, the librarian, met with her selected group for one hour every Friday afternoon for most of the school year. Then she and Mrs. Ashby worked often on Saturday mornings for two hours in two separate photographic labs with individual students.

Mrs. McCabe used an alternating period from the school day once a week, starting with the first period the first week, then to the second the second week, and so on. She sent out a weekly memo to the teachers to remind them of students being out of class that day.

Juanita Sherwood and Vicki Thompson had difficulty finding times to be together with their students. Sometimes they met with their students during their planning period and had to pull students out of other classes. Sometimes they met before school. Lunch period would have been an ideal meeting time, they thought, if both of them had had the same lunch period free of supervision duties, because all their students had free time then.

In short, teachers had to use a great amount of ingenuity in finding special times to meet with their gifted students, either through groupings within their classes or finding some time outside of class. In some cases that was very difficult to do.
TYPES OF GIFTEDNESS COVERED

All students were selected on the basis of various criteria of academic achievement. But Mrs. Curran and Mrs. Asnby incorporated the "creative" into the testing by having the students make a trial photograph (actually, not just creative but in this instance under "visual and performing arts" category E of the Illinois gifted program). Some of the very bright were unable to pass this third criterion. Of course, both the groups of Walton and Curran/Ashby were, in actual performance, concerned with the creative side mainly, that is problem-finding as opposed to problem solving. The children in the poetry group studied other poetry, then created their own (problem finding). The photography group studied the techniques at first (problem solving), but the real challenge of the course came when each photographer became his own eye to the world (problem finding).
CHAPTER IV

ORGANIZATION OF THE GIFTED PROGRAM

STATE, REGION, LOCALITY

The legislature each year decides how much it will appropriate to the gifted program. Each year the gifted programs around the state send letters to any possible lay lobbyist to write his congressman or come in person to plead the cause of the gifted.¹ The state, regional, and local offices of the gifted have to wait for this spending authority. During 1977-78 the state legislature cut back the requested funds by 20 per cent, but it was still an increase of 5 per cent over the year before. This year however the state proposed full funding of the requested funds. At the time of this writing it is not known if the governor will veto this amount.

The state gifted program is a part of the Illinois Office of Education. That is separate from the state legislature's appropriation to the gifted. The state appropriated 2.1 million for local schools, 630,000 for area service centers last year. Two full time staff members, Joyce Van Tassel and Linda Avery, plus two full time secretaries are the regular staff for the gifted program. Four other staff members from the Illinois Office of Education help with certain programming.² ³

¹See Appendix A, page 66 for a sample letter.
²See Appendix A, page 67 for a listing of the state and regional services plus a rundown of the local programs.
³Source for this information was Joyce Van Tassel.
The director approves local reimbursement funds or has them revised, goes over the semi-annual and annual evaluations, meets with the gifted advisory council, supervises and coordinates the operation of area service centers, develops guidelines, seeks federal funding for gifted programs, and implements programs using those funds.

The gifted program has a state gifted advisory council. Our local coordinator, Mrs. Bouknight, is also a member of this state board. The council members have the function of advising state staff regarding all aspects of the program. Earlier, in the 60's, they had the power of consent too. One of their main jobs now is to read proposals from agencies applying for the nine regional service centers and to make recommendations as to which nine should be selected. Most centers get the grant year after year. However, this region has a new agency for 1978-79, the University of Illinois. There were three other applications: the Urbana School District (the center since 1970), Cumberland School District, and Lake Land College. Two other centers were also changed, making a total of three changes for one year, an unusual circumstance.

The regional service centers are chosen each year. Region V, which includes Charleston, receives a budget of approximately $100,000. It serves the local needs by visiting the schools regularly, planning meetings with the local coordinators. The local communities contact the regional office for help with
problems and for using the resources and materials of the regional centers. The regional office plans workshops, conferences, summer institutes for its teachers and administrators. Region V covers the following counties: Douglas, Clark, Edgar, Effingham, Iroquois, Jasper, Christian, Piatt, Cumberland, Shelby, Crawford, Dewitt, Macon, Coles, Vermilion, Ford, Champaign, and Moultrie.

Before the organization of the area service centers, the state gifted program had demonstration centers. Charleston had one at the junior high school and a pre-school program with Mrs. Julie Triplett. The state later refocussed. Visiting teachers and administrators were to come and observe, then to implement those ideas in their local situations. However, after a year or less, only 29 per cent of the teachers visiting the centers were able to give any example of how they had changed their own situation as a result of the visit. It was concluded that to be effective, specialists should go from the demonstration center to work in the local area.¹

The local coordinator is responsible for the projects in the district. She sees to the needs of the teachers involved. She oversees the proposals, budgets the money, evaluates the programs in behavioral objectives. Gallagher describes such objectives: "What particular behavior do we expect the student to perform after training that he could not perform prior to the instruction?" ² The money appropriated to Charleston goes

¹Gallagher, Teaching, p. 302.
directly into special programs for gifted students, in-service workshops and institutes for teachers. Part of Mrs. Bouknight's salary could come from the state's gifted program, but the district chooses instead to give everything to its gifted students and their teachers and to pay her directly from local funds. Also, she does not opt for any additional payment for her work with the gifted.¹

¹I have chosen not to discuss the history of the gifted program in the State of Illinois. Gallagher does a thorough job in his book Teaching the Gifted Child, pp. 299-303.
CHAPTER V

EVALUATION OF THE REGIONAL AND STATE GIFTED PROGRAM

The regional organization seems to be a satisfactory link in its general approach, that is, as a kind of intermediary between the state and the local school system. The regional office is on call, so to speak, and prompt to respond to the demands and problems of local school districts.

The regional organization provides excellent opportunities for teachers and administrators. Workshops are set up; at least 19 were given during the first semester of 1977-78. One two-day regional conference sponsored by three regions was offered. One annual summer institute was on the agenda for this region as well as other institutes over the state.

This region and other regions seem to stress the neglected area of creativity. The writer went to two sessions on creativity at the regional conference: June Stark--"Cherishing--or finding again--the magical child" and Sandy Schmulbach--"The flowering of creativity in the classroom." These speakers emphasized the encouraging of creativity, letting it exist, renewing a child-like view of the world, reaching into the pre-conscious world.

A teacher in the Charleston School system, who is very interested in the gifted, stated the need for learning to bring out potential creativity in a gifted child. According to her, the students in the school system have learned to activate their
cognitive skills, but the areas of creative, divergent thinking have been submerged. By attending conferences she has learned to revitalize divergent thinking in her students.

Weak areas in the region seem to be the region's inability to deal effectively, operationally, with the six definitions of giftedness. The state advises its local areas to focus carefully, but the regions seem very confused as to definable goals. Joyce Van Tassel\(^1\) did however state that there is to be a lot more uniformity among the regions. During the spring of 1978, the regional coordinators met and set up a list of basics for gifted programs and a list of priorities that all of them must follow in the future. That kind of direction will be welcome.

In the absence of definite goals, regional newsletters seem to be saturated with educational games, gimmickry, "making learning fun," "make and take." Such phrases as: "Why not build a humanities cafeteria with an à la carte line loaded with goodies?" do not seem appropriate. The writer of this paper agrees with Gina Ginzberg, author and executive director of the Gifted Child Society, Inc., who said: "In the United State the emphasis is on fun. We take away the children's satisfaction to struggle with the difficult."\(^2\)

Perhaps the "fun" approach may be necessary for the slow learner but certainly not for the gifted. If one were to pick up a copy of a catalog for a private prep school, the approach

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\(^{1}\) Via phone interview.

is very dry, a general listing of courses without any fanfare. A sixth grade student at the Malcolm Gordon School in New York takes the following subjects every day: spelling, composition (one hour of writing daily), history, mathematics and geography. He has a book report due every two weeks. His parents hope their child is gifted. They have ample funds and can well afford all kinds of "razzle-dazzle," but they seek system, solidity, hard discipline. Certainly the public sphere does not have the financial means for this sort of enterprise, if the private sphere does not. The "Back to Basics" movement is a cry heard from parents with gifted children too.

The regional gifted conference (March 30 and 31, 1978, Urbana) was excellent. Many ideas for very serious programs were offered: "What happens next year?"--Jay Stortzum, former state director for the gifted, now principal of Arcola Elementary School, and "How to get out of an egg without cracking the shell or ways to organize a gifted program"--Adrienne Olson and Robert Newgard, gifted coordinators for several elementary schools in Chicago Heights. But one session illustrates the point of "gimmickry" and "fun," so much emphasized these days, in gifted education too.\(^1\) The title of the session was "Monstrous Motivation." The description for the session was as follows:

\(^1\)Some say the "gimmickry" aspect is worse in this region than in other regions.
Ideas for incorporating the thrill and fascination of monsters and other ghoulish delights into your daily curriculum. Send chills down the spines of your toughest students and make math morose, grammar gruesome, spelling spooky, and art awesome.

A part of the regional center's inability to focus on basic issues stems from the energy and time consumed in having to write every year a new proposal to obtain the grant again. Each regional center always has to apply annually. Most receive the grant again, but there is always a chance that another agency will get it. The proposal is long and difficult to write. Also, to get a lot of public attention and especially attention from the Advisory Council, which recommends the renewal of centers, it is important to be noticed and to produce a newsletter and programs with a lot of flair and appeal. But some of this flair and appeal sacrifices seriousness of purpose.

When the center is not working on next year's proposal and keeping up its public relations, the director has to help the local schools get their annual money too. Too much effort is based on the future (next year's proposals) and the past (evaluations of what has occurred) instead of on the present where things must happen. There has been much discussion of awarding a three year contract to area service centers with annual negotiations for appropriation only to ease some of the pressure. The Advisory Council supports such a recommendation.

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1 For a sample page of a newsletter, see Appendix A, page 69.
2 Both of which are demanded by the state office.
The regional centers need to offer more direct services to the gifted children themselves. This year Region V, the region which services Charleston, invited gifted students on a very informal basis, that is, an announcement, no formal invitation, to participate in a math camp (K-6). The cost was $25 per student for the five afternoons in Urbana. Three children from Charleston went. One of the mothers complained that the children were used largely in an experimental way for the advantage of the researcher and visiting, observing teachers. The emphasis was on fun and games with very little systematic learning, very little orientation to future learning. There was no overall structure, rather a potpourri of miscellaneous activities. Nevertheless, it was a beginning and a good sign of things to come. The fact that there was a math camp for the region's children is a positive sign in and of itself. It is so important especially for the very highly gifted to come in contact with similar children from the region.

Region IV (regional center at Carthage) sponsored a second annual gifted fair for the entire region. The gifted children of all age levels in the region were encouraged to display their science and art projects, or anything else of interest at the Peoria Northwoods Mall for one day. This fair is another example of direct services to gifted children.

The state program is not under the pressure of fighting for its life each year. The school code requires the state gifted program so that the viability of the state office does not come
under close legislative scrutiny year after year. Perhaps that is why what is written there has greater depth, concern for the future in the way of making the present more bearable. In the state’s five year projection, on the basis of a needs assessment across the state, the state wants an increase of personnel at the regional level, locally a full time teacher/coordinator or a coordinator with several districts in a cooperative effort. The state office wants a two-pronged approach in better facilitating the delivery of direct service programs to low incidence (or highly gifted) pupils: 1) identification of low incidence/highly gifted and with that the need to identify resources in universities, local districts, community groups, and individual mentors to help 2) a summer program for the highly gifted with residential programs for grades 9 to 12 and expanding to K to 8 as well. In summary, the state is asking for a "systematic identification process" as well as a "linkage effort that promotes overall programmatic growth." The pyramidal approach--locality to region to state--and hope of cooperation between local districts have appeal. If the state and region would think in terms of a comprehensive program, local comprehensive programs might also flourish. According to Joyce Van Tassel, the St. Charles school district is planning a comprehensive program as are also McHenry County and some parts of the Chicago city school system.

1Of course, if the localities and regions lost their monies, the state office would be like a king without a country.

2Cited in "A Five Year Planning Document for Gifted Education." Needs assessment based on task force of 55 people in gifted education. Their recommendations shared with group of 200 across state. A survey was sent to all districts during the fall of 1977. In March of 1978 a preliminary report was made. After that report there were "think tank" sessions with managers from the Illinois Office of Education. In April of 1978 the data was compiled. A rather impressive needs assessment.
CHAPTER VI

OTHER PROGRAMS IN CHARLESTON FOR THE GIFTED

The special reimbursed gifted program in Charleston has been examined as it relates locally, regionally and to the state. The Charleston school district does not have a comprehensive gifted program. Consequently, in the absence of a total program, the various levels--elementary K-4, Jefferson, the junior high and the senior high--will be surveyed to see if and where programs benefitting the gifted exist.

The state used 5 per cent to determine its gifted program. But for practical reasons a small town such as Charleston must address itself to a larger percentage, say 10%, to make its own local gifted programs feasible and economically justifiable. Therefore, when the word "gifted" is used in this section, somewhere near 10 per cent is meant. One has to start somewhere.

Much of what will be discussed has to do with ability grouping or individualized instruction, but it is relevant to the subject at hand, namely, what is being done for the gifted in Charleston, besides the special reimbursed program.

Kough in Practical Programs for the Gifted suggests three different approaches in dealing with gifted children: through acceleration, enrichment or special groupings.

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1 Charleston is certainly not alone in this respect. As was mentioned earlier, p. 34, only three school districts in the whole state are attempting total K-12 comprehensive programs.
ACCELERATION

Acceleration can benefit the gifted in a number of ways. Grade-skipping is one possibility, an option little used in Charleston. Usually the parent initiates the action. Many members of the staff become involved: the building principal or principals if a building change is required, teachers, the school psychologist, the superintendent. The decision is made with utmost care to determine if the student has sufficient emotional and mental maturity to advance a grade. Also, there must be no major gaps in the material covered by the child if a grade is to be skipped.¹

The writer has familiarity with two cases in Charleston; both girls who were advanced a grade had spent a year in European schools. It was felt they had covered abroad two years of American education in one year of European schooling.

Another means of acceleration is early admission to school. Illinois laws have December 1 as the cut-off date for a pupil to be 5 in order to enter kindergarten. Local school board policy reiterates this decision: the pupil must be 5 by December 1 for kindergarten and 6 by Dec. 1 to enter first grade. Transfers, the only exception to this rule, who started school in another state at a younger age, can continue in the same level where they stopped.

Some states, e.g., California in some projects, have had

¹According to Gallagher, Teaching, p. 286, grade-skipping is considered one of the least desirable methods of acceleration.
great success in allowing the brightest children to enter early. But this requires a comprehensive screening program to find out which younger children have the necessary characteristics to succeed in school. Charleston has a fine pre-school screening program on a voluntary basis to identify emotionally, mentally, and physically handicapped for special education. The mechanism is there too for identification of the very bright, but it would take a change in the state law.¹

At the other end of the spectrum, it is much easier to move ahead. If a student in high school takes extra courses, he can graduate early, either at the end of his junior year or mid-point during his senior year. On an average 1 to 2 students graduate at the end of their junior year, 12 in the middle of their senior year.

Another common example of acceleration is that of students moving ahead in a given subject, say reading. First graders are often placed with second graders, third with fourth. This kind of acceleration is being done by almost all the elementary teachers (K-4).

An advanced placement program would be another option whereby students upon completion of a specified high school course would get college credit. Charleston High School does not have such courses but does encourage students to take CLEP (College Level Equivalency Proficiency Tests) for advanced

¹Gallagher, Teaching, p. 290.
placement. Also the mechanism for taking courses at Eastern (and Lake Land College) is open to students. More information is given about the Eastern program later.

ENRICHMENT

Kough defines enrichment as a richer educational diet for the gifted than that of other students in the same classroom. The bright student remains in the heterogeneous classroom but is given special attention, either individually or in a small group of gifted students in the same class.

According to Kough, in order for enrichment to be present, the following criteria have to be there:

1. Has each classroom teacher identified and listed the students who are gifted? If teachers are unable to do this, a well-planned classroom enrichment program is not operating. If only some of the teachers have done it, the gifted child program is not reaching all of the gifted youngsters in the school.

2. Can each classroom teacher describe the specific curriculum modification being made for each bright youngster? Again, if each teacher cannot do this, there is not a complete classroom enrichment program.

3. Does some person have supervisory responsibility for the entire program? Such a person may help classroom teachers in the identification process and provide motivation, ideas, and materials as the program progresses. If these criteria are not present, then an enrichment program is difficult to evaluate and maybe not really present, according to Kough. Therefore, enrichment is hard even to discuss. Even so, there are various enrichment programs under way.  

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2Of course more exist at the discretion of the individual teacher or administrator. These were the obvious ones.
Elementary (K-4)

Lincoln and Carl Sandburg as well as Mark Twain have class­
rooms where learning centers are used. The difference between
those and the ones under the gifted program are that the state
provides special supplies for those in the gifted program. Here
again the learning centers provide for individual differences
and aid the gifted too. Every elementary school has homogeneous
reading groups within the heterogeneous setting.

Every elementary school uses the mathematics books selected
by the curriculum council for individualized mathematics. Yet
many teachers appeared not to be approving of individualized
mathematics. They felt their students were not getting the basic
concepts on their own. So a number seemed to be teaching math­
ematics in heterogeneous classes homogeneously while using a book
geared to individualized learning!

The mathematics series (K-6), mathematics for individualized
instruction, presently used, is too easy for the gifted, according
to Mrs. Bouknight. Two levels in a co-basal approach are needed
to offer more challenging mathematics material.

Enrichment for gifted students and others has also been
possible through volunteers: senior citizens at Carl Sandburg
and parent volunteers in the libraries or resource centers at
all the elementary schools. These volunteers enable all the
students to work more independently.
Junior High School

Science is grouped heterogeneously but the local, regional and state science fairs give the best students an opportunity to go way beyond the classroom work.

Senior High School

With the high number of dropped courses due to budget cutbacks, many of the special courses at the high school have been cut. It is difficult to talk of enrichment when survival is the question. Most required subjects are heterogeneously grouped.

SPECIAL GROUPINGS

Kough lists "special groupings" as the third form of dealing with gifted students, along with enrichment and acceleration.

Elementary (K-4)

Few elementary programs allow for special groupings because the teacher has the single classroom and must deal with all students and be responsible for all subjects in a heterogeneous class. However, special groupings when possible do seem to be the most efficient way of dealing with the gifted.

Some fear that special classes will turn the children into snobs. Rather, it has been shown that membership in such a class tended to take the student down a peg. He could no longer flaunt his superiority.¹

There are two examples of where special groupings have been utilized at the K-4 level.

¹Gallagher, Research Summary, p. 89.
During the fall of 1971 Dr. Gerald Carr's language methods class from Eastern Illinois University came to Mark Twain for six weeks to teach all fourth graders and a special gifted section of the third grade. The third grade students were taken out of the regular class.

Mrs. Bouknight, while principal of Carl Sandburg, used non-graded math groups, based on ability and achievement, not on age and grade level. As a student met a given level of achievement, he could proceed to the next group. Hence, the groups were quite fluid. The groupings had positive results in terms of self-image for the individual students and mathematics achievement but were stopped when Mrs. Bouknight left to become the assistant superintendent. ¹ Apparently, some teachers objected to the constantly changing groups and the great amount of record keeping.

One interviewee suggested greater use of team teaching in the elementary grades to facilitate special groupings. If teachers could place two sections together occasionally, then it would be easy to take the 10 or 12 best students off to another place for special work.

Jefferson (5, 6) For the first time all the students from all over the district are together. At this time there are fine opportunities for special groupings.

During the fall of 1971, fourteen reading groups at differing ability levels were organized at Jefferson. The teachers had used

the Holt Total Language Approach to Reading before in which all
the language areas are covered: grammar, spelling, listening,
reading, handwriting, speaking, study skills, comprehension,
and interpretation. But the approach was used in heterogeneous
classes.

The groupings were established in the following way. The
5th graders were placed in groups mainly on the recommendations
of their 4th grade teachers and a ranking by the K-4 building
principals. Each principal filled out a form for Mr. Cougill,
the Jefferson principal, for general class rank, mathematics
rank and reading rank. On the basis of these forms, the pupils
were placed in reading groups. The 6th graders were placed
according to reading tests and teacher recommendations. Because
of the extensive homogeneity of the groups, the students were
able to go into the 7th and 8th grade levels in reading. All
students from the 5th and 6th grades were placed according to
ability, so there were many classes where 5th and 6th grades co­
mingled. The levels and methods employed varied according to
the group level. A very high level of discussion and student
participation was observed in the best 6th grade group. As
Gallagher\(^1\) points out, there is no point in just changing ability
grouping of children without changing the curriculum and manner
in which children are taught.

Mathematics during the school year of 1977-78 was mainly

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\(^1\)Gallagher, Teaching, p. 291.
taught in heterogeneous classes with most of a given class working together. However, 3 teachers at the 5th grade level divided their students into 3 groups--top, medium, low--so as to provide greater homogeneity. Two 6th grade teachers did likewise. However, next year 10 sections of mathematics (3 of 7 sections from 5th grade, all 7 sections of 6th grade) will be teaching mathematics at the same time, and homogeneous groups will be possible. Late in the spring of 1978 the 5th graders were tested for future 6th grade groupings. Next year the new 5th graders of the three participating teachers will be tested at the beginning of the school year to determine their proper sections.¹

The kind of mathematics test (154 items) given to the 5th graders in the spring for the future 6th grade program parallels the mathematics program. The scores will be tallied part by part, unit by unit. The next year's teacher will be able to tell at a glance a given student's deficiencies. Sub-groups will be a part of each class to help students with special mathematical problems.

Junior High School (7,8)

As was stated earlier, the State had a demonstration center for the gifted at the junior high school. Now the junior high still has a commitment to its gifted students.

¹ The three 5th grade teachers who have always had groupings wish to maintain their own program, so all in all out of the 5th grade teaching staff, 6 of 7 approve of some kind of grouping.
The 7th and 8th grades have the top and bottom skimmed off for special classes in mathematics. The other groups are heterogeneous.

Language arts, especially in the 8th grade, allows for full groupings. Five teachers have one half of the 7th or 8th grade in the morning, then one half in the afternoon. This time span allows for the teachers to work closely together and to group where necessary. Often students are grouped homogeneously for English grammar drills. Social studies is taught heterogeneously in both the 7th and 8th grades. All in all, language arts groupings are flexible, but homogeneous groupings are much more carefully drawn in the 8th grade rather than the 7th.

For reading, a part of language arts, the 8th grade is much more grouped than the 7th grade. For the 7th there are two high groups, one in the morning and one in the afternoon, but these are not as homogeneously defined as the 8th grade. Also, the low group is less defined, more of a heterogeneity. The eighth grade has graduated homogeneous groups all the way down the line with much more difficult requirements in the highest class. The junior high budget pays for testing of reading of the 6th grade at Jefferson and in the 7th to determine 8th grade reading groups.

No doubt, the greater tendency to grouping in Jefferson (new during the 1977-78 school year for reading, new during the 1978-79 school year for mathematics) will influence the groupings at the junior high school, according to both principals.
The High School (9-12)

It is difficult to talk of special classes for the best students when so many programs have been cut. A comparison of the 1977-78 high school catalogs and the 1974-75 one shows a loss of 30% of the courses, 133 to 93. Even those courses listed in the catalog are not guaranteed to appear on the actual class schedule. Most courses need 12 students to justify their being taught. So of these 93 courses, not all those appeared on the actual schedule for 1977-78.

Because of efforts to save money, the small courses were cut, just those courses which would appeal to the special gifted student. Two special courses for the very best students were eliminated: Individual Research in Social Studies I and Independent Study in English.

The social studies course was described as follows in the 1974 high school catalog:

Individual Research is made available to mature seniors. It presents the opportunity to do research on some topic in which they are specifically interested. The research project may result in a written paper or some other planned outcome which has been approved by the instructor. In order to complete his project, the student develops his topic, assumes responsibility for his research according to a predetermined schedule, and presents his findings or conclusion in some logical form. The course permits young adults to apply the skills and interests they have acquired in 12 years of education to investigate a subject at his own rate.

According to a social studies instructor, it is difficult in terms of budgets to justify a course for 15 when other courses in the same area have to absorb 40.

1 Basic college preparatory courses are maintained no matter what the number, that is, courses in math and science.
The other special course for gifted students was Independent Study in English, so described in the 1974 catalog:

Students in Honors English are selected by teacher recommendation and reading scores, with a class limit of twenty. They will be responsible for the basic work in Early English Literature the first semester and Romantic-Victorian-Modern British Literature the second. Their independent study projects will be from any of these English literature periods. Units: Independent study projects from Early English Literature and from Romantic-Victorian-Modern British Literature.

Happily one course remains which appeals to the creative student, Creative Writing, taught mainly by Nell Wiseman. It is selective, 3.3 average in prior English courses, but perhaps not quite as selective as the two above courses. Nevertheless, because of its nature the very best will rise even in a class with a certain amount of heterogeneity. The class is so described:

Creative writing is designed to provide the capable and interested student an opportunity to express himself in many different forms of writing. This course is an elective course limited to students who have a G.P.A. of 3.3 or better in the first three years of high school English. Units: poetry; short story; essay; play; filmwriting and production.

The results are obvious when one sees their poetry journal The Mind's Eye and views the class-made films. Clearly, the creative student has a chance to do well in this class.

Languages are in short supply. Languages generally appeal to the best students. French is not on the schedule for next year. Spanish (3rd and 4th year) is offered during the same class period. Latin I and II remain at least for the immediate future.

The science and mathematics courses have stayed approximately the same since 1974. Advanced classes continue to select out the best students.

All three courses on pages 45 and 46 of this paper were described in Charleston High School, Curriculum Handbook, March 1974. (mimeographed).
The school system has been examined in the three possible areas of gifted education: groupings, acceleration, and enrichment. Gallagher\(^1\) interestingly, in other words, places them together in listing objectives for making administrative changes for the gifted:

1. Reduce range of talent and achievement in a group to allow the teacher a better opportunity to focus his efforts. **Grouping.**

2. Reduce the amount of time that the gifted child, student and adult must spend in the total educational process. **Acceleration.**

3. Bring the best prepared personnel\(^2\) into touch with these students. **Enrichment.**

\(^1\)Gallagher, *Teaching*, p. 21/1. I have added the words: grouping, acceleration, and enrichment. Enrichment is broadly covered—in meaning a richer educational diet through a well-trained teacher.

CHAPTER VII

SUGGESTIONS FOR IMPROVEMENT AND/OR EXPANSION OF GIFTED PROGRAMS

GENERAL

In the scope of this paper the writer cannot suggest what to do in specific areas. Administrative changes, however, may be appropriate to suggest. Many ideas were unearthed in interviews and library research, but only those recommendations are listed which would be of practical help to Charleston's school system.

One area to be improved upon is the area of articulation. At the beginning of this project, the superintendent warned the writer that the project would touch on the delicate subject of articulation, recognized as a common problem by both teachers and administrators. Indeed, problems of articulation were obvious in the study. Almost every time the word "articulation" was even mentioned, there was a long embarrassed silence. Most administrators and teachers agreed that between buildings the problem is especially bad.

Articulation concerns the gifted because if teachers and administrators complain of lack of articulation for the vast majority of students, then certainly it is even worse for the few extremely bright students.

An improvement in at least one facet of this problem has been the imaginative expansion of reading and mathematics groups
at Jefferson. In the past the best elementary (K-4) students were not encouraged to go beyond fourth grade subject matter before entering fifth grade. However, as it now stands, even the very best students in mathematics and reading can be easily accommodated.

A major part of the problem has been that there is no longer an assistant superintendent to coordinate the curriculum. The curriculum council has little authority, according to members and non-members. However, efforts are being made for better coordination. Both teachers and administrators are receptive to improvement in this direction. At a fall 1978 staff development meeting the problem of articulation is to be dealt with in detail. Other articulation meetings are to be scheduled too.

In the recent needs assessment for the Illinois Problems Index (Dr. Ron Gholson, director) suggestions addressed to the number one ranked problem, "Communication Skills and Language Arts" included: section d. "an analysis...should be accomplished (as to) the degree to which there is articulation among teaching staff members."1 (italics mine)

Both Ron Gholson of the Needs Assessment and Don Schaefer, principal of Carl Sandburg/Lerna hope to have more exchange teachers (for a day or week) within the system for better understanding and knowledge of what is happening in individual buildings. All teachers stressed the importance of knowing the

background of what has been done and where the student is going or stated another way, finding out where the student is so that he can be taken as far as he can go. One wished for a narrative account from each teacher to determine exactly what each teacher covered.

At least two interviewees cited K-6 social studies as the least articulated subject of all. Now teachers have too many options, too wide of choice in the selection of materials. Probably a textbook approach with good supplementary possibilities rather than the present conceptual approach would help ease the problem. Teachers would know what to cover.

At the regional conference, Jay Stortzum, former state director for the gifted and now principal of Arcola Elementary School, in his talk "What happens next year?" (a talk about articulation of the gifted) suggested using a form for gifted similar to the Individualized Education Program (IEP) now required for special education students. That might be a good idea for articulation of gifted students but just that much more in the way of paper work for overburdened teachers.¹ An adaptation of that might be if several staff members would get together to plan a year's program for a particularly gifted student.²

¹For a sample form of IEP and background information on a gifted student (necessary information in planning), see Appendix A, pp. 69 and 70.
²Gallagher, Teaching, p. 272.
Teacher training is another important area for improvement, that is, teacher training in gifted education. As mentioned before, there are conferences and workshops available for interested teachers. Some of the special reimbursed funds are allocated for teachers attending such training. A teacher has to have submitted a project for the gifted for that specific year to attend the workshop or conference. As many as five in Charleston have taken summer institutes or college courses, relating to the gifted. Many others have attended 1 to 2 day workshops or conferences. It is of utmost importance that teachers be trained in this area to gain the necessary skills and self-confidence.

The University of Illinois formerly had several courses in gifted education and even offered a major in that area when James Gallagher was on the staff. Now, during a given year, there might be no course offering at all in gifted education. Perhaps more courses will be offered again since the University of Illinois is now the 1978-79 agent for the regional office. Eastern offers one such course taught by Earl Doughty called: Gifted and Creative Students. It has been taught during the summers for the past 8 or 9 years.

\[\text{That is, to get released time and to receive expenses.}\]
Mini-courses

One year at Carl Sandburg school a number of mini-courses were tried, e.g., courses in German and stitchery. Perhaps next year at Mark Twain mini-courses might be offered by teachers and volunteer parents. Mini-courses are just an expansion of the learning center approach but in this way involving a whole school. In such a way the gifted could be grouped inconspicuously for special enrichment.

At the regional conference, a teacher from one of the Peoria schools mentioned using this approach for every Friday afternoon. Everyone had enrichment at the same time. When the gifted from many classes were siphoned off into a separate group, no one noticed.

Rockford, Illinois, sponsors mini-courses six weeks long for the gifted during the summer with each mini-course lasting only two weeks. Courses are offered in mathematics, science, foreign languages, psychology, and drama. 400 students were involved.\(^1\) There was also a reference to mini-courses being offered during the school year too.

When the Charleston school district during an economic crisis had a shortened school day to save money (school dismissed at 1:30 p.m. daily), the writer of this paper organized two small classes for both of her school age children with other

\(^{1}\)The age group was not mentioned. Source was the October newsletter from Region 11, Northern Illinois University.
parents and their children. One group of pupils was particularly "gifted." Those children were taught by parent experts, several of whom were Eastern Illinois University faculty, in science, Spanish, social studies and art. The writer taught social studies for one class, social studies and German for the other. The six weeks' experiment in mini-courses was successful. The children felt genuinely sad about returning to a full day of large classes in regular school. Such classes could be similarly organized to involve many children of the community, including gifted children as well.

Enrichment

A group of schools, School District 170 in the Chicago Heights suburb, has an excellent enrichment program for grades 4-8. Students are selected on the basis of teacher recommendations (for intelligence and creativity), national achievement tests (for intelligence), and a special school-prepared test (for intelligence and creativity). The gifted pupils in a given school and grade are grouped together in the same track but with other students too. During a given six weeks' period, the gifted students will miss 2 periods a week of a given subject, e.g., mathematics, for "enrichment" which consists of independent study with proper guidance. Pupils may work alone or together but do the independent work for a contractual evaluation. For the younger pupils, these contracts are written by the gifted coordinator or an interested teacher. Later the student designs his own. The contract is evaluated by the gifted coordinator and other teachers and by the student himself. If the

1 Appendix A, page 71.
2 Appendix A, page 72.
3 Appendix A, page 73.
student does not live up to standards or is having difficulty in his regular classes, he is placed back into his regular class. He can be admitted for a later six weeks' time block if conditions are favorable.

This kind of program needs a special gifted coordinator who has the released time to work with these students in the various school buildings. The gifted program in each school uses a vacant room in the building, usually a resource center. Perhaps such a program could be implemented in the Charleston school system with the principals acting as the coordinators of such "enrichment" contracts.

The same elementary schools in Chicago Heights also offer a summer enrichment program to all students, gifted and others, on a tuition basis—$30 for the summer. By opening their program to all during the summer, good public relations are created.

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1. These elementary schools give special attention to their gifted students. It is however of interest to note that the very high school where these students will attend is given generally a poor evaluation. Even a course such as basic physics can only be taught if 20 sign up for it.

SPECIFIC SUGGESTIONS--SECONDARY

Because of various program cutbacks, Charleston High School is not able to offer to its best students the wide range of courses that once were available, especially in the humanities. But Eastern Illinois University, located in Charleston, has the facilities and bureaucratic arrangements to allow high school students to attend courses while still in high school.

High School Students: Students who have completed the junior year in a recognized high school, who have twelve acceptable units, who rank in the upper twenty-five percent of their high school class, and who have the recommendation of their principal may apply to take not more than six semester hours during the summer term preceding their senior year in a high school and not more than three semester hours in a regular semester during their senior year in high school. Credits which the student earns under this arrangement are held in escrow and later applied toward graduation at Eastern Illinois University.

The high school allows these courses either to be taken for college credit or high school credit.

According to conversations at the high school both last year and this year the number of Charleston High School students taking courses at Eastern has not been more than a total of ten a year at the very most. This number is fairly accurate because a student has to get permission from the principal to take courses. The number, top 25 per cent (of course this number is far beyond "gifted"), could be as many as around 120 if juniors and seniors all took advantage of the opportunity. Perhaps the very brightest could even be given permission to enter earlier. Dr. Marian Shuif's son who is highly gifted in mathematics took advanced math courses at the University of Kansas while

\[1\] Eastern Illinois University General Catalog 1977 & 1978, p. 46.
still a sophomore in high school.

So far generalities about the academic program have been discussed, now for some specific course offerings.

Foreign languages is a low incidence program at the high school. Conant thinks every high school should offer 3rd and 4th years of the language no matter how few students enroll.\(^1\) Spanish is available for third and fourth year in the high school, but no other languages at these levels. Extra language students would be no problem at Eastern, because numbers of students enrolled in college languages are low, so room is available. Students who studied languages in depth at the high school level would have great advantages when they got to college. Students could even opt for German, French or Russian, not taught in the high school.

Higher mathematics courses, such as calculus, could be offered to mathematics students at Eastern since these courses are not offered at the high school.

A university can serve the wider community through regular college courses, opened up to high school students, or special courses created for high school students or younger students; for gifted students or for the average students.\(^2\)

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\(^2\) Eastern Illinois University has begun to structure summer courses open to all high school students. A course offered during the summer of 1978 was called "Computer Math for High School Students," taught July 11-August 3 and available through the continuing education department. Lake Land College too offered a series of metric system courses for even younger students during the summer of 1978.
Seven or eight years ago Eastern Illinois University offered Project College-Bound to high school students from a nine county area even for those as young as having just completed the 8th grade through the senior year. It was open to all, not restricted to gifted, but mostly gifted participated. The students paid a nominal fee. Eastern allowed the high school students to audit regular college courses and also designed a special curriculum for high school students in art, the humanities, and academic subjects. This project lasted two years.

Also at this same time a nine county wide fine arts program was offered to high school age students. Both Project College-Bound and the fine arts program had funds from Title 3 (federal project) and gifted funds from the State of Illinois.

Dr. Robert Shuff had a proposal directly related to the area's gifted students. He wanted area high schools to send their top 10 per cent of students to Eastern during the summer after their sophomore year. These students could register for a full complement of regular college courses, no special courses geared for high school students, unlike Project College-Bound which allowed high school students only to audit regular college courses. If the high schools wanted to give high school credit for the classes, it would be up to them. If the student during the initial summer was successful, he would be invited back for the next summer after his junior year. This credit would be held in escrow. At the end of his senior year, he would be automatically admitted.
In Traverse City, Michigan, at Northwestern Michigan College, a junior college, a special enrichment program was offered to the area's gifted students, ages 9-15. The program was to be presented the summer of 1978 for the first time. Registration cut-off was for June 30. As of June 20, 1978, the office in charge (Community Service Division) stated that the numbers were sufficient to have the program. Children to qualify had to rank in the upper five per cent of the student population, as measured by standardized tests.¹

The following courses were offered:²

Aquatic Ecology Aug. 1-15, ages 9-13, $35
Investigating Mathematical Interests, July 24-Aug. 4, 9-12, $45
Science Investigations, July 31-Aug. 4, 9-12, $20
Exploring Computers and Their Uses, July 17-July 24, 11-14, $25
Field Botany, July 17-Aug. 4, 11-15, $45
Surveying and Mapping, July 17-21, 13-16, $25

¹I did not get all the identification data, nor did I get the material sent to high school counselors and principals. I was mainly interested in the fact that such a program exists.

²See Appendix A, pp. 74-79 for further information about this enrichment program for gifted children.
In summary, the writer has tried to identify all programs relating to the gifted in Charleston. These programs have included the Illinois special reimbursed program seen from a local, regional and statewide perspective. Also, other programs at the local level which service the gifted, either through acceleration, enrichment or special groupings (even if only peripherally related to the gifted) were examined: K-4, Jefferson, the junior high school and the senior high school. Finally, several suggestions for improvement and expansion were made based on observations by administrators, coordinators, university professors, and from library research.
APPENDIX A

MATERIALS MENTIONED IN STUDY
The category "gifted" in the State of Illinois includes those endowed richly in academic, creative, leadership, psycho-motor skills, or talent in visual and performing arts. The task of a school system is to find these talented individuals.\(^1\) Presently in the State of Illinois there are limited funds to be used for the gifted. Since 1964 the local district has had approximately $5000 to $6000 per year for gifted students. This year the legislature cut back state allocations locally on a statewide basis, and Charleston will receive only $4000 in gifted funds.

This money can be used for curriculum planning, special consultants and instructional materials. These funds cannot be used for additional pay to the school district's regular staff.\(^2\)

The following teachers have been given reimbursement funds for the school year, 1977-78:

Mark Twain--Mrs. Elliott, White, Brannon, Johns, Compton, and Krehbiel in individualized programs for language arts and math

Lincoln--Miss Walton--poetry in the 4th grade

Jefferson--Mr. Barrette--responsibility education through an examination of the court system

Mrs. Curran and Mrs. Ashby--photography project

The Junior High School

Mrs. McCabe--career development

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\(^1\)The identification of the academically gifted in Charleston seems to me particularly difficult since the district had to cut in previous years the national achievement tests because of the district's budget problems.

\(^2\)However, if some of these staff members assumed additional duties for Saturday morning classes for the gifted (if such classes were to exist), then they or outside consultants could be paid on a consultant basis.
The Junior High School (continued)
Mrs. Thompson and Mrs. Sherwood—
preservation of local history through
interviews with senior citizens

These teachers applied for funds during the spring of 1977
for a year's project.

The above listed teachers are part of an official gifted
program in the Charleston School District. However, many teachers
who are not reimbursed work with the gifted as a regular part of
their teaching, e.g., individualized learning levels at the
elementary level and honors English at the high school.

My task is twofold.

1) I plan to survey the present program for the gifted at all
grade levels. I am interested in all types of programs for the
gifted, the special reimbursed programs as well as all others.

To pursue this task, I will interview staff at all levels:
the superintendent, all the principals and assistant principals
and as many of the teachers as possible. Primarily, I will be
working under the close supervision of June Bouknight, Special
Projects Coordinator for the district.

2) Finally, on the basis of my evaluation, which will include
recommendations from the staff and research of my own into gifted
programs elsewhere, I hope to be able to suggest some specific
proposals for a program for gifted children at all grade levels
in the Charleston School District, not necessarily dependent on
state funds. It is of utmost importance that gifted children be
identified as early as possible and that, after they have been
identified, they can be assured of appropriate programs as long
as they attend our public schools.
Checklist used in Charleston District (June Stark helped prepare this form)

**SELECTION OF INTELLECTUALLY TALENTED**

Name ___________________________ Grade _______ Date ___________

School ___________________________ Teacher _______________________

Combinations of some of the following characteristics are usually apparent in intellectually talented students. Please check as applies to the student.

1. Curious
   a. Often watches activities intently
   b. Often asks questions such as "Why...?" "How...?" and "What would happen if...?"
   c. Inquires about the purpose and function of things

2. Perceptive
   a. Points out similarities and differences in events, people and objects.
   b. Observes more details than others his age
   c. Points out problems others do not notice

3. Works independently
   a. Requires minimum adult direction or attention when working on activity
   b. Finds solutions through a variety of resources, not depending solely on an adult
   c. Asks questions when information doesn't seem logical

4. Has advanced reasoning skills
   a. Explains ideas logically
   b. Offers possible consequences of a given situation
   c. Can explain simple unexpected results

5. Solves problems
   a. When faced with a problem, uses a variety of resources to find a solution
   b. Combines ideas and materials in numerous ways to solve a problem
Identification Procedures -- Charleston

Three criteria needed per gifted pupil

Poetry For Fourth Graders -- Walton

1. Reading placement checklist, Holt Rinehart Reading Program
   Must be at level 9, 9-1-77
2. Gates-McGinitie reading test
   Must score 2.0 on Gates-McGinitie test 9-1-77
3. Teacher checklist
   Must possess 6 of 12 characteristics on teacher checklist
   Students must pass 2 of 3

Career Development--Jr. High (8th Grade) -- McCabe

1. SRA short test of educational ability
2. SRA assessment survey-blue level
   Top 5% will be identified--12 chosen
3. Teacher checklist

Project Sr. Citizen Informant-Jr. High (8th Grade) -- Thompson Sherwood

1. SRA Short test of educational ability
   STEA 119-143
2. SRA assessment survey
   Form F, green level
   SRA 10.1 or above
3. Teacher checklist
   score of 20

Mark Twain: Language Arts -- Mathematics K-4

1. SRA Short Test of educational ability
   120
2. SRA Achievement Test in Reading and Mathematics
   1 year above actual grade placement
3. Teacher checklist
   20
   Teacher judgment
Jefferson 6th grade-visual literacy -Curran, Ashby

1. SRA Assessment survey 90th percentile
2. Teacher checklist 50% or better
3. Photographic evaluation instrument 40% or better

STEA Standardized Test of Educational Achievement
SRA Science Research Associates
Dear Friend of Gifted Children:

Wednesday June 21, 1978, at the State Capitol in Springfield, the Illinois Council for the Gifted will be holding a "Legislative Visibility Day" in support of funding for gifted programs in House Bill 2632. The purpose of this event will be to contact members of the Illinois State Senate to encourage their support of appropriations in HB2632 for special programs for gifted children in the public schools of Illinois. At the present time the Illinois Council for the Gifted is recommending that four million dollars to appropriated for reimbursement to local school districts making special provisions for gifted children. It is also recommending that one million dollars be appropriated for gifted area service centers to provide technical assistance to such school districts. This event is a replication of a similar day that was held May 17th when the concentration was on members of the House of Representatives.

To make this event successful, it is important that parents and teachers representing all areas of the state participate.

The plan for the day is as follows:

1. Everyone participating in the event should report to the statue in the center of the Capitol Rotunda on June 21, 1978 at 9:00 AM.

2. They will be met at the statue by a person wearing a badge stating "Support Gifted Fund". That person will direct them to a meeting room in the vicinity where there will be a short meeting instructing participants on how to locate and contact the legislators targeted.

3. After a day of campaigning, all participants will report back to a meeting site for a debriefing.

If you cannot participate in this event yourself, we hope that you will get others of similar persuasion to participate. Minimally everyone should be encouraged to write the governor and their state senator between now and June 30th in support of gifted funding in HB2632.

Meet us at the statue in the center of the rotunda at 9:00 AM on June 21st. If you have any questions concerning this communication, call me at 312-763-8252.

Sincerely yours,

Yosses Naiman, Legislative Chairper
Illinois Council for the Gifted
The Illinois Gifted Program
1977-78

I. Major Components:
- 9 Area Service Centers
- 415 Local School Districts participating (Chicago runs 350 separate programs, but counts as 1 LEA district in the above count)
- 2 State Staff professionals
- 1 Advisory Council with statutory authority over the program

II. Student Data:
- Illinois' K-12 population 2,223,764
- Top 5% 111,189
- Identified gifted students in participating districts 78,065

III. Funding:
- Reimbursement to LEA districts $2.1 million
- Area Service Center contracts $630,000
  (yearly appropriation by the state legislature)

IV. Legislative Basis:
- Article 14A of the School Code of Illinois
- Rules and Regulations To Govern the Administration and Operation of Gifted Education Reimbursement Programs

V. Programmatic Data:
- Elementary programs 250
- High School programs 62
- Combination 103

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<th>Category of Giftedness</th>
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<tr>
<td>General intellectual ability</td>
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<tr>
<td>Specific academic aptitude</td>
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<td>Creativity</td>
<td>153</td>
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<td>Leadership</td>
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<td>Visual and performing arts</td>
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<td>Psychomotor</td>
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A portion of the LEA program coordinator's salary is paid for with state funds in 169 of the participating districts.
<table>
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<tr>
<th>Condition</th>
<th>Behavior</th>
<th>Criteria</th>
<th>Special Media &amp; Materials</th>
<th>Evaluation/Schedule</th>
<th>Date Objective Mastered</th>
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</thead>
</table>

Student's Name: 
Implementer's Name: 

SHORT-TERM INSTRUCTIONAL OBJECTIVES
Type of Referral: Potential  
Diagnosis: Superior

Eligible Gifted Program: Yes

REASON FOR REFERRAL: was referred by his third grade teacher who is interested in enrolling him in the gifted program. She felt an evaluation was needed to determine if he was qualified and had the potential to benefit from the program.

BACKGROUND INFORMATION: At this time there is little information available concerning the family background. According to the teacher, he has five brothers, two older and three younger, and three sisters, two older and one younger. No other information was available at this time and if it is available later and is pertinent to future it will be sent in an additional report.

PSYCHOLOGICAL TESTS ADMINISTERED:

PRESENT PSYCHOLOGICAL TESTS:

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<th>Test</th>
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<td>Wechsler Intelligence Scale for Children - Revised</td>
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<td></td>
<td>Wide Range Achievement Test</td>
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<td>Reading grade equivalent: 6.5</td>
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<tr>
<td></td>
<td>Arithmetic grade equivalent: 5.0</td>
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House-Tree-Person Test

DISCUSSION: is a right handed average sized boy with freckles and blonde hair. He has blue eyes, does not wear glasses, and has no observable physical defects. During the evaluation appeared to be calm and quiet. At times he gave an indication of being somewhat negative and apathetic with the examiner. It is felt that did try and this is a valid estimate of his present intellectual functioning.

is presently functioning in the superior range of intellectual ability. He has no significant differences noted between his verbal and performance skills. His intra-subtest scatter appears to be greatest within the verbal area ranging from lows in his reasoning and vocabulary skills to highs in arithmetic. None of these skills fall below the average range and are not felt to be true weaknesses. appears to be achieving in accordance with his present ability. He has good word attack skills resulting in a mid sixth grade reading level. However, his comprehension is believed not that high. In arithmetic is working at the fifth grade level with an ability to do all the basic processes. It was noted, however that does not understand all of the processes. He can arrive at an answer but does not understand that multiplication as a short cut for addition. In working multiplication problems he will add them in his head or on his fingers to arrive at the correct answer. It is felt that possibly he has not been exposed to the facts and processes adequately. He does understand numbers and how they work at this point. It is felt he could benefit from more work in the basic facts and skills.

Emotionally appears to be somewhat negative due to a lot of pressure he feels is being put upon him. Although he is capable of handling this pressure it appears that he is not been given a chance to develop normally in social areas. He f a lot of pressure to achieve academically and intellectually, particularly from his home environment. It is felt at this time that problems are not serious in nature and are more situational. An understanding of his need to develop both emotionally and socially in areas outside of the academics by his parents will allevi much of his problem.
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Dis. 170 Enrichment Program

Student-Teacher Contract

IT TAKES MORE THAN SQUARES TO MAKE THE WORLD

Name ____________________________ Date __________________

Grade ___________ Date to be completed _________________________

I wish to sign up for the contract on geometry which will meet every ______ with ______. Upon completion of this contract I will have met the following objectives:

1. Have made a geometry dictionary and learned many geometric terms.
2. Have made a geometric jigsaw puzzle.
3. Made several geometric solid forms and learned how to calculate surface areas and volumes.

In order to meet the above objectives, I will complete the following:

1. List the geometric words to be defined such as perimeter, triangle, hexagon, rhombus, trapezoid, cylinder, geodesic dome, pentagon, etc., etc.
2. Make a geometry dictionary defining the terms and illustrating them.
3. Construct five or more different solid geometric forms and find out how to calculate the surface area and the volume.
4. Make a jigsaw puzzle so that when the pieces are put together, they form a geometric figure. Put the pieces in a box with the solution to the puzzle and other information about the figure such as how to calculate its area and what the geometric figure could be used for (building bridges, etc.).

STUDENT SIGNATURE ____________________________ TEACHER SIGNATURE ____________________________

Date ____________________________ I ______ meet all the objectives of the above contract. I feel that from this contract I learned:

(did or did not)
DIST. 170 ENRICHMENT PROGRAM

STUDENT-TEACHER CONTRACT

NAME ___________________________ DATE ___________________________

GRADE ______________ PROJECTED DATE TO COMPLETE CONTRACT ____________

I wish to design my own contract which will be called ____________________________

My contract will meet every ________________

with ___________________________ as my advising teacher. Upon completion of this

contract I will have met the following objectives:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In order to meet the above objectives I will complete the following:

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

STUDENT SIGNATURE ___________________________________ TEACHER SIGNATURE ___________________________________

Date ___________________________

I ___________________________ (did, didn't) meet all the objectives of this

contract. I feel that from this contract I learned:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
June 2, 1978

REGARDING: ______________________________

Dear Parents:

Your child, named above, has been identified by your school as a candidate for a summer program for the academically talented. Northwestern Michigan College is offering several classes especially designed for academically talented youth--ages 9-15. These workshops will be conducted by Northwestern Michigan College and will provide an opportunity for your child to expand his/her knowledge. The attached brochure will give you the necessary information including instructor's name, course description, fee structure and a form for registration.

Please review the brochure with your child and decide whether you want to become involved. If you do decide to register, please complete the registration form and send it to the college.

This program is one of several for the gifted and talented we would like to develop within the area.

If you have any questions, please contact Mrs. Barbara Raehl, Northwestern Michigan College, 946-5650, Ext. 417.

Megan H. Oberlin, Chairman
Committee on the Gifted and Talented
Traverse City Public Schools
REGISTRATION

Students may register for one or more of these activities. Tuition must be paid in full in order to have a place reserved. Registration deadline is 4:30 p.m., June 30, 1978.

Questions? If so, please call Barbara Raehl, 946-5650, extension 417.

REGISTRATION IN ACTIVITIES FOR THE GIFTED AND TALENTED

Please enroll me in the following activity(ies):

____ I. Aquatic Ecology - August 1 - August 15
____ II. Investigating Mathematical Interests - July 24 - August 4
____ III. Science Investigations - August 2 - August 6
____ IV. Exploring Computers & Their Uses - July 17 - July 24
____ V. Field Botany - July 17 - August 4
____ VI. Surveying and Mapping - July 17 - July 21

NAME

ADDRESS

HOME PHONE

Parent or Guardian's phone during day if different from above number

HOME SCHOOL AND GRADE LEVEL (fall 1978)

Enclosed is $_____ in tuition.

Mail this registration form with check or money order to:
Northwestern Michigan College
Community Service Division
1701 East Front Street
Traverse City, MI 49684
Northwestern Michigan College is offering six activities designed especially for
selected young people (those who rank in the upper five percent of the student pop­
ulation, as measured by standardized tests).

Students receiving this information have been identified as being above average by
scores on comprehensive tests of basic skills and/or by their teachers.

AQUATIC ECOLOGY
Dates: August 1-August 15; Tuesday & Thursday, two weeks; Monday & Tuesday, one week
Time: 9 - 11 a.m. (see description for lab/field trip times)
Room: Science Building Room 113
Instructor: Bill Kuhn
Ages: 9 - 13
Cost: $35 (includes 20 hours of instruction, materials and field trips)
Maximum Enrollment: 15
Activity Description:
The Grand Traverse area is blessed with thousands of acres of beautiful
freshwater lakes and streams. This is an introductory study of these
aquatic ecosystems. Through field trips to Lake Michigan, sand dunes,
Skegemog Lake wetlands area, and selected locations around Grand Traverse
Bay, there will be an opportunity to directly observe many of the ecological
inter-relationships typical of lakes. Participants will observe and discuss
the ecosystems. Class sessions will be on:

Tuesday, August 1 9-11 a.m. Classroom
Thursday, August 3 9 a.m.-3 p.m. Field Trip (bring a sack lunch)
Tuesday, August 8 9-11:30 a.m. Lab
Thursday, August 10 9 a.m.-1 p.m. Field Trip (bring a sack lunch)
Monday, August 14 9-11:30 a.m. Lab
Tuesday, August 15 9 a.m.-12 noon Field Trip (bring a sack lunch)

Transportation from the College provided for field trips. [Mr. Kuhn earned
a Bachelor of Science Degree from Ohio State University and a Master's
Degree in Aquatic Biology from Central Michigan University. He has 14
years' teaching experience.]
INVESTIGATING MATHEMATICAL INTERESTS
Dates: July 24 - August 4; Monday thru Friday, two weeks
Time: 9 a.m. - 12 noon
Room: Science Building Room 113
Instructor: Dianne H. Lyons
Ages: 9 - 12
Cost: $45 (includes 30 hours of instructions, materials and field trips)
Maximum Enrollment: 15
Activity Description:
This course will be designed around the individual interests of the students enrolled—those with the gift of superior mathematical ability. Each student will have a chance to share his "mathematical hobby" with the rest of the class. Off campus ventures are a possibility. By sharing his or her interest, abilities and aspirations with their peers, all will grow in knowledge and enthusiasm. [Mrs. Lyons earned a Bachelor's Degree in Mathematics at Eastern Michigan University and a Master's in Mathematics Education at Central Michigan University. She has taught all levels of students for seven years and has been the State Chairman for the Michigan Council of Teachers of Mathematics Junior High/Middle School Mathematics Competition for three years. She is currently a teacher in the Traverse City public schools in mathematics.]

SCIENCE INVESTIGATIONS
Dates: August 3 - August 7; Monday thru Friday, one week
Time: 9 - 11 a.m.
Room: Science Building Room 207 (Physics Lab)
Instructor: Sid Rudolph
Ages: 9 - 12
Cost: $20 (includes ten hours of instruction and lab materials)
Maximum Enrollment: 15
Activity Description:
In this program the students will be exposed to a variety of activities from chemistry and physics. Students will enjoy participating in a variety of activities which will show some of the fun and fascinating aspects of science. Will include:

Physics
1. Examination of waves
   a) transverse (light, spectra, stars)
   b) longitudinal (sound, others)
   c) examples
2. Characteristics of electric current
   a) voltage, resistance, etc.
   b) heating and electrical work

Chemistry
1. Chemical processes
   a) physical, chemical
   b) rates

[Mr. Rudolph earned a Bachelor's Degree in Chemistry from the University of Pennsylvania and a Master's from the University of Michigan. He has been on the College faculty since 1970, teaching physics, chemistry and mathematics courses.]
EXPLORING COMPUTERS AND THEIR USES

Dates: July 17 - July 24; Monday thru Friday, two weeks
Time: 10:30 a.m. - 12:30 p.m.
Room: Science Building Room 16
Instructor: Steve Drake
Ages: 11 - 14
Cost: $25 (includes 20 hours of instruction and materials that will be used)
Maximum Enrollment: 20

Activity Description:
The exploration in computer science is designed to provide participants with a beginning knowledge of BASIC computer language and the other skills needed to write programs. Students will study the mechanics of the BASIC language and apply it to solving math and science problems and exploring concepts that would be difficult to demonstrate without a computer. The exploration will also help participants understand the functions and internal workings and operation of the modern-day computer. [A graduate in Mathematics and Biology from Northwest Missouri State College, Mr. Drake earned a Master's Degree in Mathematics with a minor in Physics from the University of Wyoming and studied at the University of Michigan. He taught in high schools in Missouri before joining the NMC faculty in 1971 to teach mathematics and computer science courses.]

FIELD BOTANY

Dates: July 17 - August 4; Monday, Wednesday, Friday, three weeks
Time: 9 - 12 noon (see description for lab/field trip times)
Room: Science Building Room 32
Instructor: Dr. Jim Feiker
Ages: 11 - 15
Cost: $45 (includes 30 hours of instruction, materials and field trips)

Students will need to purchase a hand lens and field guide. They will be available to purchase at the first class, approximately $10.

Maximum Enrollment: 15

Activity Description:
The purpose of this activity is to increase interest and appreciation of the local natural environment through a deeper understanding of the characteristic plant species, their specialized adaptations, and their unique positive effect on the human and animal population. It is a field-oriented course emphasizing the classification, identification, recognition, and collection of local plants. Laboratory and field studies will focus on variations in flower structure and recognition of adaptive and unique characteristics of major plant families. Students will visit selected habitats and study the characteristic plants and their adaptations in each habitat. Ecological concepts will be discussed with the background knowledge of the specific plants that thrive in various habitats, their interrelationships, and their interactions with other living and non-living things in their surroundings. Class sessions will be on:

Monday, July 17 9-11 a.m. Classroom
Wednesday, July 19 9 a.m.-12 noon Field Trip
Friday, July 21 8 a.m.-12 noon Field Trip
[Dr. Felker graduated from Northwestern Michigan College in 1959 and earned his BA, MA and Ph.D from the University of Michigan. He has nine years' teaching experience in the sciences, most recently in Rhodesia, Africa.]

SURVEYING AND MAPPING
Dates: July 17 - July 21; Monday thru Friday, one week
Time: 9 a.m. - 12 noon
Room: Science Building Room 207
Instructor: Art Moenkhaus
Ages: 13-16
Cost: $25 (includes 15 hours of instruction and materials)
Maximum Enrollment: 12
Activity Description:
Be a surveyor for a week! Participants will be measuring distances, elevations, and angles using engineer's transit, level, and tape. When the fieldwork is completed for the day, students will return to the classroom to make computations and develop maps from measurements taken. The work is divided into three parts: 1) Fieldwork using the engineer's transit, level and tape to take measurements; 2) Plotting the measurements and drawing a map; and 3) Making the necessary calculations to determine locations, areas, and volumes. Persons considering surveying as a career should find this exploration interesting, as well as those considering careers in engineering, engineering technology, forestry, and geology as all these careers focus on the making and use of accurate maps. [Mr. Moenkhaus has been teaching mathematics and engineering courses in the science and math division of NMC since 1956. He is a graduate of the civil engineering program at the University of Illinois and is a registered professional engineer.]

ATTENTION 9TH GRADERS
A section of a regular academic (college credit) course has been set up especially for 9th graders. This course, Introduction to Electronic Computing (SMMa100) will meet on Tuesday and Thursday from 1-3 p.m. for five weeks, June 20 - July 20. It will meet in the Science Building Room S16 and the tuition is $25 for residents of Grand Traverse county (tuition is more for residents of other counties). The course will be taught by Steve Drake, and the BASIC language will be introduced as well as an overview of computers and their applications. A book is required and the cost is approximately $10. Registration for this course must be accomplished in person Monday, June 19, 9 a.m.-4 p.m. or 7-9 p.m. in the lower level of the Administration Building on NMC's campus. The book can be purchased from the College bookstore at this time too.
APPENDIX B

RESEARCH PROCEDURES
Sample Questions during Interviews:

1. Definition of "gifted."

2. **Ideally.** If there were unlimited funds in the district for the gifted, what would you suggest for such a program? Please be specific.

3. **Realistically.** There are limited funds—-the state appropriates annually $4000 - $6000. Little can be done with this extra funding. But what are proposals that could be implemented at little cost to the district?

   What can the individual teacher do?

4. What are ways you suggest for articulation of the gifted program to coordinate all levels K-12?

5. For teachers specifically. What do you do in the classroom for the gifted? or What have you done in the past?

6. What do you have in your school in the way of acceleration? enrichment? special groupings?

   Note: the idea of asking for "idealistic" and "realistic" came from Dr. John North.
The following interviews lasted for the most part for one hour. Almost all the interviews were face-to-face. However, a few were made by phone. Those are indicated with an asterisk (*). The interviews are organized in general categories and within these categories listed chronologically.

Gifted Program Coordinator, Member of Gifted Advisory Council
Mrs. June Boulknight--endless number of calls and personal interviews

Administrators
Mr. William Hill - Feb. 5, 1978, *July 24
Mr. Dennis Coghill - Mar. 21, *June 27
Mr. John Dively - April 12, *July 3
Mr. Michael David - April 18
Mr. Don Schaefer - May 23
Dr. Joann Doemelt - May 23

Teachers
Mrs. Ferne Compton - Feb. 16, 1978
Mrs. Upal Coghill - Feb. 22
Mrs. Nancy Curran - Mar. 18
Mrs. Betty Elliott - Mar. 21
Mrs. Joan Johns - Mar. 21
Mrs. Willa Ashby - Mar. 31
Mrs. Helen Krenbier - Mar. 31
Ms. Kris Walton - Apr. 6
Mr. Anthony Barrette - May 3
Mr. Howard Smith - May 10
Mrs. Vicki Thompson - May 10
Mrs. Juanita Shaffer - May 10
Mr. John Schmitz - May 20
Mrs. Mathiel Crane - *May 22, *June 2
Mrs. Eleanor McCabe - May 23
Mrs. Kathy Hummel - *June 5, July 21

School Board Member
Lynn Padovan - May 24, 1978
Eastern Illinois University Faculty

Dr. Robert Shuff - several conferences, many phone calls, official interview - May 8, 1978 - advisor

Dr. John North - Feb. 22, 1978
Dr. Robert Zabka - March 2
Dr. Michael Leyden - March 2
Dr. John Jacobs - Mar. 20
Dr. Margaret Soderberg - *April 12
Dr. Thomas Bond - *April 19
Dr. Earl Doughty - May 8
Dr. Marian Shuff - May 9
Dr. Ronald Gholson - May 10
Dr. Gerhard Matzner - May 10
Dr. Robert Whittenbarger - July 7

State Office of Education

Dr. Don Christ - March 7, 1978

State Gifted Program

Ms. Joyce Van Tassel - *July 6, 1978

Gifted Consultant

Mrs. June Stark - July 10, 1978

Psychologist, Founder of a Montessori School

Mr. Kelly Ferguson, Tupelo, Miss. - March 20, 1978
School Visits

Science Fair at the Junior High School - March 16, 1978

Photography Lab, Mrs. Curran - March 18

Learning centers, Mark Twain - Mrs. Elliott and Mrs. Johns - Mar. 21
Mrs. Krehbiel - Mar. 18

Poetry class, Lincoln- Kris Walton- April 6

Best 6th grade reading class, Jefferson - Howard Smith - May 10

Evening of Creative Film-making - Neil Wiseman, Charleston High School - June 6

Meetings, conferences


Meeting with teachers interested in gifted programs - Mrs. Bouknight in charge - March 15.

Local coordinators’ meeting in Charleston, administration building led by Mary Dunning, consultant, and Linda Finfrock, director of Urbana regional center - April 4. Joyce Van Tassel expected but did not come.

Trip to Traverse City, Michigan, to talk with director of summer program for the gifted - June 20.

Regional Gifted Conference, March 30 and 31, 1978, at Ramada Convention Center, Urbana

Sessions I attended:

Sandy Schmulbach-Director, Region I North Area Service Center for Gifted, Elgin, Illinois "The Flowering of Creativity in the Classroom."

Adrienne Samuels and Dorothy Adams-Members of the Illinois Council for the Gifted (ICG) Evanston, Illinois "What Parents can do for their Gifted and Talented Children?"

Gina Ginzberg-Author, Executive Director of the Gifted Child Society, Inc., Oakland, New Jersey, and Consultant for the Gifted and Talented, U.S. Office of Education "What parents can do for their gifted and talented children?"
Regional Gifted Conference—continued

Jay Stortzum—Principal, Arcola, Illinois; former State Director of the Gifted Program "What happens next year?"

Adrienne Olson and Robert Newgard—Teachers, Chicago Heights "How to get out of an egg without cracking the shell—organizing a gifted program" (I heard this session twice)

June Stark—consultant, Charleston, Illinois (former director of Charleston gifted demonstration center and former director of Urbana regional service center) "Cherishing— or finding again—the Magical Child"

Fred Osborn—Assistant Superintendent for Curriculum and Instruction, Jacksonville, Illinois "Questioning strategies to increase higher level thinking"
BIBLIOGRAPHY

Published Materials:


Superintendent of Education. St. Paul: West Publishing

Unpublished Materials:

Area Service Center for the Gifted. Region II Newsletter.
Northern Illinois University, October 1977.

Bouknight, June B. "Evaluation of a Continuous Progress
Program in Mathematics--Carl Sandburg School."
University, 1971.

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The Essexville-Hampton Public Schools, ESEA, Title III.
(multilith).

Files of the local gifted coordinator of Charleston, Illinois.--
Mrs. June Bouknight.

Gholson, Ronald E., Director. Illinois Problems Index Report,
Charleston, 1978 (multilith).

Gifted Section, Illinois Office of Education. A Five Year
(Xeroxed of typed copy).

Illinois Office of Education. "40 Questions and Answers on
Gifted Education." Portions thereof excerpts from
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for Gifted & Talented Students" by Dr. Robert Trezise,
Michigan State Department of Education (xeroxed copy).

Olson, Adrienne; Newgard, Robert; Maselli, Samuel. "A Few
Ideas & Plans for Gifted Programs" (dittoed).

Stromquist, Marian H. (Shuff). "A Study of Provisions in Use
to Meet the Needs of Gifted Students in Southeast Kansas
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Kansas State College/Pittsburg, 1962.